University of Cincinnati Educator Preparation Programs

ECE Online Program Candidate Handbook

Transforming Lives, Schools, and Communities

Revised July 1, 2016
A special welcome to you from the ECE Online Program Coordinator!

On behalf of the Early Childhood Education and Human Development program team, I would like to welcome you to ECE Online Program! ECE Online is the birth – five year old online component of the University of Cincinnati’s Early Childhood Program. I hope that our online degree programs will help you further your professional and personal goals. With hundreds of students around the globe, I promise you’ll never be lonely!

This handbook was assembled because we know that distance learning is a new experience for many of our students. We wanted to eliminate the mystery and myth and give you the facts, such as how you’ll interact with other students, our expectations for that interaction, and what YOU can expect from our office and from your online instructor.

Like any other university, the University of Cincinnati has policies and procedures that are important to your success. This is your opportunity to become familiar with them and this handbook will keep them all at your fingertips.

The ECE Online Program way of doing distance education is fun! It’s also challenging, rigorous and very rewarding. My wish for you is that you enjoy the self-satisfaction of becoming a better early care professional.

Let me know if I can help you along your journey!

Kathleen Bryan
ECE Online, Program Coordinator
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>6</td>
</tr>
<tr>
<td>What is Distance Learning?</td>
<td>6</td>
</tr>
<tr>
<td>College of Education, Criminal Justice, and Human Services Mission Statement</td>
<td>7</td>
</tr>
<tr>
<td>Conceptual Framework of UC Educator Preparation Programs</td>
<td>7</td>
</tr>
<tr>
<td>Performance Standards of UC Educator Preparation Programs</td>
<td>8</td>
</tr>
<tr>
<td>Professional Commitments and Dispositions</td>
<td>9</td>
</tr>
<tr>
<td>Accreditation</td>
<td>10</td>
</tr>
<tr>
<td>Criteria for Admission</td>
<td>11</td>
</tr>
<tr>
<td>Associate Degree Admission</td>
<td>11</td>
</tr>
<tr>
<td>Bachelor Degree Admission</td>
<td>11</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>11</td>
</tr>
<tr>
<td>Program Requirements and Policies</td>
<td>12</td>
</tr>
<tr>
<td>Computer Hardware and Software Requirements</td>
<td>12</td>
</tr>
<tr>
<td>ECE ONLINE Registration</td>
<td>13</td>
</tr>
<tr>
<td>Ordering Books</td>
<td>13</td>
</tr>
<tr>
<td>Start of Class</td>
<td>14</td>
</tr>
<tr>
<td>Employer Sponsored Students</td>
<td>14</td>
</tr>
<tr>
<td>Student Teaching and Licensure</td>
<td>14</td>
</tr>
<tr>
<td>Procedures for BCI/FBI Background Checks</td>
<td>16</td>
</tr>
<tr>
<td>Student Code of Conduct</td>
<td>17</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>18</td>
</tr>
<tr>
<td>Online Services</td>
<td>19</td>
</tr>
<tr>
<td>Blackboard Internet Classroom</td>
<td>19</td>
</tr>
<tr>
<td>One Stop Student Services</td>
<td>19</td>
</tr>
<tr>
<td>Online Tutors</td>
<td>19</td>
</tr>
<tr>
<td>Library Resources</td>
<td>20</td>
</tr>
<tr>
<td>ECE ONLINE Partnerships</td>
<td>20</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>20</td>
</tr>
<tr>
<td>Words of Advice from Academic Advisors</td>
<td>21</td>
</tr>
<tr>
<td>Academic Planning</td>
<td>22</td>
</tr>
<tr>
<td>Financing Your Education</td>
<td>22</td>
</tr>
<tr>
<td>Grading Policies</td>
<td>22</td>
</tr>
<tr>
<td>Credit hours</td>
<td>22</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Grading system</td>
<td>22</td>
</tr>
<tr>
<td>Grade Changes</td>
<td>23</td>
</tr>
<tr>
<td>Grade Replacement</td>
<td>23</td>
</tr>
<tr>
<td>Making the Dean's List</td>
<td>23</td>
</tr>
<tr>
<td>Graduating with Honors</td>
<td>24</td>
</tr>
<tr>
<td>Minimum Grades in Early Childhood Courses</td>
<td>24</td>
</tr>
<tr>
<td>College of Education, Criminal Justice, and Human Services Academic Standing Policy</td>
<td>24</td>
</tr>
<tr>
<td>Good Standing</td>
<td>24</td>
</tr>
<tr>
<td>Probation</td>
<td>24</td>
</tr>
<tr>
<td>Suspension/Dismissal</td>
<td>25</td>
</tr>
<tr>
<td>Class Level</td>
<td>26</td>
</tr>
<tr>
<td>Enrollment Status</td>
<td>26</td>
</tr>
<tr>
<td>Adding/Dropping Classes</td>
<td>26</td>
</tr>
<tr>
<td>Complete Withdrawal</td>
<td>27</td>
</tr>
<tr>
<td>Calculating your GPA</td>
<td>27</td>
</tr>
<tr>
<td>Calculating your cumulative grade point average</td>
<td>27</td>
</tr>
<tr>
<td>Licensure and Graduation</td>
<td>29</td>
</tr>
<tr>
<td>Frequently Asked Questions</td>
<td>29</td>
</tr>
<tr>
<td>Learn the Language of Higher Education</td>
<td>31</td>
</tr>
<tr>
<td>Appendices</td>
<td>33</td>
</tr>
<tr>
<td>Course Requirements for A.A.S. Degree</td>
<td>34</td>
</tr>
<tr>
<td>Course Requirements for B.S.Ed. Degree</td>
<td>36</td>
</tr>
<tr>
<td>Required Courses and Field Experiences With Reference to National and State Standards</td>
<td>39</td>
</tr>
<tr>
<td>NAEYC Standards</td>
<td>41</td>
</tr>
<tr>
<td>Ohio Standards for the Teaching Profession</td>
<td>43</td>
</tr>
<tr>
<td>Ohio Educator Licensure Standards for Pre-Kindergarten Education Associate Licensure</td>
<td>46</td>
</tr>
</tbody>
</table>
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Introduction

The ECE Online Program is a distance learning unified teacher preparation program that values diversity, inclusion, equity, and individual construction of knowledge. The program is designed to prepare candidates to become effective early childhood teachers who are capable of delivering quality instruction in a variety of settings to diverse student populations of children birth through five years of age. Candidate awareness, knowledge, skills, and values are guided through online course lectures and discussion, reading, research, and field and clinical experiences. Candidates in the ECE Online Program may choose from two options: An A.A.S. degree (Associate of Applied Sciences) with a focus in either preschool, infant-toddler care or administration; or a B.S.Ed. (Bachelor of Science in Education). Candidates who complete required courses totaling 60 semester hours are eligible to receive an A.A.S. Candidates who complete required courses totaling 120 semester hours are eligible to receive a B.S.Ed. After passing Ohio Assessment for Educators licensure exams (not administered through the ECE Online Program), candidates are eligible to apply for a State of Ohio Pre-K Associate license, provided they are not compensated for the 350 hours of Student Teaching.

What is Distance Learning?

Distance learning can be best described as learning in a non-traditional setting—your office or home environment. You might also hear the terms “online” or “Internet” applied to distance learning.

The ECE Online Program provides the A.A.S. degree in Early Childhood Care and Education and the B.S.Ed. in Early Childhood, with a focus on children ages birth-five years of age. We provide both degrees in a convenient flexible format that allows a student to learn from their office or home environment.

You'll spend an equal amount of time working on your course work as you would in a traditional classroom. You just won't have to drive to campus, fight for parking, or leave your family.

You will be expected to participate weekly in the online class by:

- Viewing the videos and lecture series
- Reading your textbooks
- Completing written assignments
- Interacting with your instructor and other students via your virtual classroom called “Blackboard”
- Participating in the Blackboard discussion board
- Submitting homework via the Blackboard Assignment Manager

You’ll need to set aside no less than 8 - 10 hours per week per course to complete these activities.
The computer skills you need include:

- Ability to create, save and operate Microsoft Office Programs
- Send an email
- Locate a website.

If you can perform these computer skills, the ECE Online Program can provide you with the necessary Internet classroom training to successfully complete a course.

Remember, we may be a distance education program but the CECH Student Services Center is only a phone call away! 513-556-2336

**College of Education, Criminal Justice, and Human Services Mission Statement**

The mission of the Educator Preparation Programs at the University of Cincinnati is to prepare educators to *transform lives, schools and communities and* who are able to support learning and the development of efficacy in a variety of contexts. The primary activities through which this mission is implemented are teaching, research, and service.

The University of Cincinnati prepares educators who are able to support learning and the development of efficacy in a variety of contexts and who:

- are able to work in diverse educational environments;
- go beyond mere application of technical skills, engaging in inquiry and reflection so as to bring about changes in their practice;
- recognize and address a wide range of setting events, persistently supporting learners in the construction of knowledge and development of efficacy;
- engage in the development of new meanings about teaching and learning;
- provide supportive environments that enhance the development of resilience in students;
- are adequately resilient themselves, so as to be able to work in adverse situations;
- go beyond prevalent practice;
- are able to work and communicate appropriately with families and the community at large;
- use technology to strengthen their professional learning and pedagogical knowledge to enhance the learning of those with whom they work; and
- Engage in practices that are likely to have positive outcomes for learning.

**ECEHD Program Mission and Belief Statement**

The mission of the ECEHD Program is to prepare educators who support each individual child’s learning and development through an ongoing process of information gathering and specific instruction that will result in a positive evaluation of the child’s accomplishments as seen by the teacher, the parents, and the child.
We believe that early childhood educators must:

- understand how young children develop intellectually, emotionally, physically and socially;
- demonstrate pedagogical and philosophical knowledge of and commitment to early childhood education concepts, principles and values;
- manage the social and physical environment of diverse learning environments;
- use and develop materials appropriate for young children;
- collaborate effectively with others;
- use technology to support their practice;
- use assessment to inform their classroom practices;
- exhibit responsible, caring, fair and honest behavior;
- demonstrate leadership through family and community involvement;
- address issues of diversity with equity; and commit to social justice.

**Conceptual Framework of UC Educator Preparation Programs**

Effective educators demonstrate ways of knowing, ways of being, and ways of doing. We (administrators, faculty members, candidates, members of the professional community, and community members) are working together to prepare committed, caring, and competent educators able to support learning and the development of efficacy in a variety of contexts. We are committed to providing the right conditions for learning, the conditions most likely to generate positive outcomes for students. We are committed to engaging in practices that are likely to have positive outcomes for learners; practices which are research-based and empirically supported.

Learners must be resilient, demonstrating a sense of competence and effectiveness as well as connectedness to the broader community. As caring educators, however, we recognize that there are both alterable and inalterable variables in our work. As competent educators, we support candidates in their efforts to expand their own learning and the learning of those with whom they work.

**Performance Standards of UC Educator Preparation Programs**

Candidates of the University of Cincinnati are committed to transforming the lives of birth – age 5 children and families, their schools, and their communities by:

- Demonstrating foundation knowledge, including knowledge of how each individual learns and develops within a unique developmental context.
- Articulating the central concepts, tools of inquiry, and the structures of their discipline.
- Collaborating, leading, and engaging in positive systems change.
• Demonstrating the moral imperative to teach all students and address the responsibility to teach all students with tenacity.
• Addressing issues of diversity with equity and using skills unique to culturally and individually responsive practice.
• Using technology to support their practice.
• Using assessment and research to inform their efforts and improve outcomes.
• Demonstrating pedagogical content knowledge, grounded in evidence-based practices, committed to improving the academic and social outcomes of students.

Consistent with this framework, the ECE Online Program takes a constructivist perspective. We contend that a strong knowledge of child development is essential to support the learning of young children. Curriculum should be developmentally appropriate and responsive to individual needs. Our program philosophy is grounded in knowledge of child development, families, and developmentally appropriate practice (Institutional Standards I and II) and the commitment to inclusive learning environments for young children (Institutional Standard VII).

Professional Commitments and Dispositions

CAEP (Council for the Accreditation of Educator Preparation) defines dispositions as “the values, commitments, and professional ethics that influence behaviors toward candidates, families, colleagues, and communities and affect candidate learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice” (NCATE, 2001, p. 53).

We have identified the dispositions that reflect our “Way of Being” – in other words, qualities we believe committed, caring, and competent educators should possess. Intrinsic to our dispositions are the notions of community and belonging. We appreciate each individual’s fundamental need for acceptance and belonging, and we understand most candidates’ fundamental anxiety relates to being competent and successful. We appreciate that we are members of a community and that “none of us can find ourselves, know ourselves, or be ourselves, all by ourselves” (Binau, 2000).

The conceptual framework of the Educator Preparation Programs identifies the following dispositions for candidates. As committed, caring, competent educators we:

• are concerned about all aspects of a child’s well-being, assets and needs;
• are willing to give and receive help, appreciating that none of us can be giving without first receiving;
• are dedicated to continuous learning, professional discourse, and an enthusiasm for the discipline each of us teaches;
• support each other in our efforts to be resourceful, creative, and ready to think on our feet;
• are sensitive that “context matters” in how we approach our craft;
• view ourselves as agents of social change through education;
• respect the diverse talents of all learners and recognize developmental differences;
• are sensitive to the historical, social, and cultural issues that affect each child’s ability and willingness to learn;
• share responsibility for establishing and sustaining a positive climate;
• respect and value students and community members in educational settings;
• expect students to learn;
• persist in supporting the development of competence, autonomy, and self-efficacy;
• are dedicated to making the classroom a safe community for inquiry, which presupposes civil discourse and responsible exchange of ideas;
• recognize that strategies that may be ultimately self-defeating (e.g., withholding effort, procrastination, passive and active aggression) may be efforts to protect self-worth;
• accept reasonable risks for learning, which require the ability to tolerate failed expectations;
• recognize the need for learning environments to be predictable and safe; and
• delight in exploration, inquiry, reflection, and self-evaluation.

These dispositions are assessed during clinical experiences at the end of the program using the Candidate Dispositions Progress report. The clinical experiences in the ECE Online Program are referred to as Practicum Experience, which is a combination of Student Teaching and Internship. You will learn more about these experiences as you progress through the program.

Accreditation

The Educator Preparation Programs at the University of Cincinnati are accredited by the Council for the Accreditation of Educator Preparation (CAEP).
Criteria for Admission

**Associate Degree Admission**

For students with no previous college experience, admittance to the Associate Degree requires a high school diploma (2.0 GPA) or a GED. Students with previous college experience (*from a two year institution*) must demonstrate a minimum GPA of 2.0. Students not meeting the GPA requirement may request a review by the Academic Directors upon submitting a letter detailing the request and 2 letters of recommendation from supervisors, co-workers or other professionals. Students are expected to maintain a 2.0 GPA while enrolled in order to maintain good standing with the college, however in order to obtain Ohio Pre-Kindergarten Associate Licensure candidates must maintain a 2.5 GPA. Other criteria for admission to the Associate Degree include:

- Completed application for admission
- Official transcript(s) from other institutions, if applicable
- Copy of GED or high school diploma
- 2 letters of recommendation
- No SAT/ACT scores required

**Bachelor Degree Admission**

Most students applying for the Bachelor Degree are transfer students or have completed an Associate Degree. In order to be accepted, students must have a minimum GPA of 2.5. Students not meeting that requirement may request admittance into the Associate Degree program until the required transfer GPA is reached. **Students must maintain 2.8 GPA to graduate with the bachelor degree.**

Other criteria for admission to the Bachelor Degree include:

- Completed application for admission
- Official transcript(s) from other institutions
- No SAT/ACT scores required

**Graduation Requirements**

In order to graduate from the College of Education, Criminal Justice, and Human Services, a candidate must:

- Complete all required course work and program requirements
- **Complete core major requirements with a C grade or higher.**
- For AAS degree without licensure, attain at least a 2.0 grade point average. For AAS degree with licensure or to transfer to the BS program, attain at least a 2.5 GPA. For BS degree, attain at least a 2.8 GPA
- Be in good academic standing; that is, not on academic or disciplinary probation or suspension
- File formal online graduation application by the posted deadline.
Program Requirements and Policies

Our program is different from a traditional college program and some of the requirements below are specific to the ECE Online Program. Please review them carefully.

First, you will need:
- A reliable computer with Internet access (a computer store could help you with the specifications below):

  **Minimum Hardware (PC)**
  - Intel i5 processor or faster
  - 4 GB RAM
  - 500Gb HD
  - DVD-RW drive
  - Video card with 256Mb of memory or more
  - Monitor that supports 1280x1024 resolution or higher
  - Broadband connection (i.e., DSL or cable modem that supports 1Mbps or higher)

  **Ideal Hardware (PC)**
  - Intel i7 processor or faster
  - 8 GB RAM
  - 1TB 7200 RPM drive
  - DVD-RW drive
  - Fast broadband connection (i.e., DSL or cable modem that supports 10Mbps or higher)
  - Single or dual monitors that support 1920x1080 resolution or higher

**Basic Mac System Requirements**
- iMac or Mac mini with 2.7Ghz dual-core Intel i5 processor or faster
- 8 GB RAM
- 1Tb 7200 RPM drive
- 8x External SuperDrive
- Monitor that supports 1280x1024 resolution or higher
- Broadband connection (i.e., DSL or cable modem that supports 1Mbps or higher)

**Ideal Mac System Requirements**
- Mac Pro with 3.2GHz quad-core Intel Xeon processor or faster
- 12 GB RAM  (6 GB std)
- 1 Tb HD (std)
- 18x External SuperDrive
- Single or dual monitors that support 1920x1080 resolution or higher
- Fast broadband connection (i.e., DSL or cable modem that supports 10Mbps or higher)

**Minimum Software**
- Latest version of Mozilla Firefox (Mac or PC), Microsoft Internet Explorer (PC), Google Chrome (Mac or PC), and/or Safari (Mac or PC)
- Microsoft Office 2013 (PC) or Microsoft Office 2011 (Mac)
- Broadband internet connection (at least 1Mbps, preferably 10Mbps or higher)
- Current version of Adobe Reader, Adobe Flash Player and Java

We will provide you with a safe and secure email address in our university system, UConnect. You are required to use this email address for all correspondence with academic advisors, staff, and instructors.
ECE Online Registration

You can register for the ECE Online Program classes online at www.onestop.uc.edu. The ECE Online Program classes are generally populated with early childhood students. The ECE Online Program controls the number of students in each group offering small class size and individualized online instructor-led classes. It is important to register by the registration deadline.

It is important to consider your selection of classes prior to registering. Your academic advisor is available to assist you in making the appropriate decisions. Selections made in consultation with an advisor means fewer schedule changes after the deadline.

Complete course descriptions are available on the ECE Online Program website: http://cech.uc.edu/content/dam/cech/programs/eclc/docs/ECEOnline-Course-Descript-Students.pdf

Many courses require fieldwork and observations of children. Course descriptions indicate what age groups and the time commitment necessary for the fieldwork so you can plan your schedule.

Ordering Books

Every semester, you will need to order textbooks for the courses for which you are registering. Books required for courses in the upcoming semester are always listed at Onestop or on the ECE Online Program website: http://cech.uc.edu/programs/early_childhood_education/online/current.html

Your early childhood education books and general education books may be purchased online through the UC Bookstore. When you register for your courses, your schedule will have a link that takes you right to the UC Bookstore website. All of your books will be listed so that you can purchase them right there.

It will be necessary to have funds available prior to the start of the semester to purchase your textbooks. We recommend that you also set aside ample funds from your first semester financial aid to cover the cost of your textbooks for the next semester. The ECE Online Program has waived the admissions fees often associated with college entry to offset this expense.
**Start of Class**

Your course will appear in Blackboard approximately 24-48 hours prior to the start of the class. You will need to log on to Blackboard, introduce yourself in the Blackboard Discussion Board, and read the announcements. You will also want to print the syllabus, weekly schedule and possibly the assignments for easy reference.

Your online instructor will indicate how many times you should post to the discussion board and when your papers are to be submitted. Please adhere to this schedule. You may log on to Blackboard at your convenience—it is important that you submit your discussion board postings and homework by the date and time the instructor has indicated. Failure to do so will result in a reduced grade.

**Employer Sponsored Students**

Many students are fortunate that their employer or center assists them with their educational expenses. The ECE Online Program works closely with the directors to provide the necessary support for student services. If your center is paying for your tuition, the center will need to submit a letter on letterhead verifying this information and providing billing information. Sample letters are available upon request.

**Student Teaching and Licensure**

Because the UC ECE Online program is approved for Ohio Pre-K Associate Teaching Licensure and is accredited through CAEP (for teacher education), the practicum experience (Student Teaching ECE 2080 and Internship ECE 2085) needs to be completed through the ECE Online program. Credit for student teaching at another institution may not transfer. If you are seeking the Pre-K License, you may complete your student teaching in your existing early childhood environment provided you meet the following requirements:

- You are not compensated for the time spent in Internship ECE 2085
- Your early childhood program meets the high quality criteria required for approval
- You maintain a 2.5 GPA, and receive no lower than a C in the early childhood course work

Students receiving lower than the required course grade must retake the course to earn the appropriate grade.
The ECE Online has developed a supervision model for the practicum experience that includes an on-site mentor, the student teacher, and an ECE Online Program faculty member who will serve as your supervising instructor. Innovative technology enables the practicum experience mentor and the ECE Online Program faculty to view you in the classroom. You will submit video tapes of yourself teaching in your classroom environment. These tapes will be uploaded to a secure site within the Blackboard course, where you, your mentor and supervising instructor will be able to view the taped segments. You will have 2-4 conference calls per semester to assess your growth as a teacher. Tapes are considered very confidential and will only be viewed by this small practicum experience team. All media is closed and cannot be accessed after the semester. Students must have access to a recording device in order to complete the practicum experiences. More information about the practicum experience can be found on the ECE Info Center Blackboard Site.

Once you have completed the core program requirements, you may begin the application process for the practicum experience. Students will work with their advisors to determine if they are ready to begin the practicum experience process. Once established, advisors will enroll students in a special Pre-K Practicum Preparation Site that gives them access to the application forms and fully explains the requirements associated with the practicum experience.

The application process will include extensive paperwork and permissions, such as:

- the student data sheet
- site approval form
- mentor teacher application
- mentor resume
- childcare/daycare non-conviction statement
- medical form
- annual state and federal police background checks
- student teaching agreement
- student teaching code of conduct and agreement
- video permission forms from parents

All requirements of the practicum may be met in your own classroom/home environment provided that your classroom meets university standards and you are able to complete all requirements of the experience. If you are compensated for your time in your own classroom/home environment, you cannot be recommended for the Pre-K license.

Requirements for completion will include a portfolio, oral and written reflection, activity planning, assessment, parent-center communication, and demonstrated mastery of developmentally appropriate practice in an early childhood classroom.

You will be working closely with your ECE Online Program Advisor and Practicum Coordinator to prepare for the practicum experience segment of your program.
Procedures for BCI/FBI Background Checks

ECE Online students must complete field experiences that allow them to assume an active role in the instruction of students over a period of several months. Candidates are required to assume the roles of committed, competent, and caring educators, serving diverse communities of learners, and reflecting on their own practice. In addition to the cognitive and pedagogical knowledge required, candidates must possess the physical stamina and dispositions required of an educator.

The ECE Online Program requires candidates to spend a significant amount of time working with adults and children in schools. Consistent with professional obligations, the college must take reasonable care to protect the welfare of those with whom students come in contact. All CECH Licensure Programs require that any candidate who is involved in field placements (of any length or purpose) involving children or youths, must complete a background check from the Bureau of Criminal Identification and Investigation (BCI) and the Federal Bureau of Investigation (FBI), prior to entering a school setting. All documents are submitted via the Practicum Preparation Site.

When evidence emerges that a candidate threatens the physical, mental, or legal well-being of children or adults with whom he or she may interact, the college reserves the right to refuse to allow field placement assignments for that candidate and/or to recommend favorably for licensure. If necessary, the college may terminate the candidate’s association with the program with appropriate efforts at counseling for alternate career goals. Decisions of this kind are made by the Program Coordinator.

Candidates may be denied enrollment in a field experience if there are concerns/reservations expressed by faculty regarding the candidate’s preparedness to enroll in a field experience, or because of an evaluation that is unfavorable regarding the candidate’s disposition or negative evaluation in course work.
Instructions for Fingerprinting for BCI and FBI Civilian Background Checks

Once accepted into practicum, a criminal background check is a required part of the application process for field experiences and licensure. The College of Education, Criminal Justice, and Human Services (CECH), therefore, is informing you of this requirement.

As part of the field placement process, all students in the Early Childhood (Birth – Age 5), Early Childhood (K-3), Secondary and Special Education programs must have FBI and BCI background checks and a Medical Check completed prior to beginning practicum.

The cost for a BCI check (State of Ohio) and a FBI check (national) at the University of Cincinnati Public Safety office is $66 (subject to change). Students may pay in cash or by personal check, made payable to University of Cincinnati or by credit card (Visa, Master Card, and Discover). Paper reports are usually available from the Public Safety office in three to five days. However, demand may be high at times and completion of documents may take up to several weeks at peak periods. Please do not wait to take care of this procedure. It is the responsibility of the student to submit electronic uploaded copies of their BCI report and FBI report into the Practicum Preparation Site before the start of practicum. No EXCEPTIONS! Failure to turn in these required documents may jeopardize your ability to complete a field placement and meet program requirements. Make extra copies of all these documents to present to the school(s) and for your personal records.

Student Code of Conduct

The Student Code of Conduct defines behavior expected of all University of Cincinnati students. Please visit the UC website—www.uc.edu.—and click on the link to current students, policies and Student Code of Conduct; http://www.uc.edu/conduct/Code_of_Conduct.html

You will find the complete code of conduct. Much of the code of conduct pertains to campus- based students. Included in this manual is the portion of the code that applies to distance learning students.

By admission to or attendance at the University, a student accepts the responsibility to comply with the Student Code of Conduct and/or the Rules and Regulations of the University of Cincinnati. Violation(s) of the Student Code of Conduct shall be subject to appropriate disciplinary sanctions. University Rule 3361:40-5-04 of the Administrative Code provides authority for such discipline.
Plagiarism

Plagiarism threatens the academic integrity of any program, especially one that is completed online. Our instructors trust that the person turning in the assignments is the same person enrolled in the course. They also trust that the work submitted represents only the student’s efforts, and not the efforts of a co-worker or family member, or that the work has not been copied from the Internet. If an instructor suspects a student has submitted work that is not their own that bond of trust is broken and it is very difficult to repair. According to the Student Code of Conduct, the following actions constitute plagiarism:

1. Submitting another's published or unpublished work, in whole, in part, or in paraphrase, as one's own without fully and properly crediting the author with foot notes, citations or bibliographical reference.
2. Submitting as one's own, original work or material obtained from an individual or agency without reference to the person or agency as the source of the material.
3. Submitting as one's own, original work or material that has been produced through unacknowledged collaboration with others without release in writing from collaborators.

Examples of plagiarism include buying papers off the Internet, copying from websites or books without giving credit to the site, submitting work that was completed by someone else, or copying a classmate’s work (with or without their knowledge). Penalties for plagiarism can be a reduction in grade, an F for the assignment, an F for the course, and/or dismissal from the ECE Online Program.

Many assignments in our program use “SafeAssign” which is a tool that detects and deters academic dishonesty by comparing your submission against common databases.

**Bottom line...don’t do it!**
Online Services

The University of Cincinnati has many resources available to help you make the most of your educational experience. The listing contained on these pages is a brief listing of resources.

**Blackboard Internet Classroom**

Your course work will be in the Internet classroom called “Blackboard”. Upon confirmation to the university, UC will send you instructions on how to access the site. We will also provide you with a free Blackboard Orientation course; [http://www.uc.edu/distance/Student_Orientation.html](http://www.uc.edu/distance/Student_Orientation.html)

This course will allow you to learn the Internet classroom technology prior to the start of your accredited course work. It is very important that you utilize this resource as your first learning tool. Successful completion of the orientation course will ensure that you have confidence to proceed with your course work and will save you from the frustrations of the unprepared student.

You may access Blackboard in several different ways—you can type in http://canopy.uc.edu directly into your Internet browser window or you may login from the UC Main home page, www.uc.edu. Click on “UC Tools” and then click on “Canopy & Blackboard”.

You will have one central login for all of the systems at UC, which means that you will use the same username and password for Blackboard, the One Stop student services area and your email account.

**One Stop Student Services**

Once you’ve become familiar in Blackboard, you’ll want to visit the One Stop Student Services area, under “UC Tools” on the UC website. This site is very important—you will be able to register for classes, view your schedule, view your student bill, check on financial aid and view your grades. This is the only location to get your “official” grades. You will also be able to have any financial aid refund dollars directly deposited into your checking account. Please take the time to learn about the One Stop Student Service area—it can be very helpful.

**Online Tutors**

The ECE Online Program offers free tutoring. Students enrolled in any course have access to our online tutoring service from inside their Blackboard course. A tutor will work with you on your writing and organization so that the papers you submit to your online instructor are quality work. The tutors will not correct your papers—they will offer suggestions that will allow you to check for spelling and grammar—check for text flow, etc. Please take advantage of this free service.
Library Resources

The ECE Online Program provides a link in Blackboard to the UC library and e-Reserves. You'll find this most helpful when researching publications for your online classes.

The ECE Online Program Partnerships

The ECE Online Program has formed partnerships with outside sources to offer the student as many opportunities as possible for advanced standing. The ECE Online Program has articulation agreements with many organizations such as the military, as well as agreements with other 2-year colleges for students interested in completing their degree with us. Please check with your advisor for the most up-to-date listing of current articulation agreements.

Academic Advising

Academic Advisors are here to help you with educational planning and to inform you of college policies, procedures and resources. The relationship between advisor and advisee is one of shared responsibility. While decisions regarding academics are ultimately up to the student, we recognize that in order for students to make informed decisions they will often need the help and guidance of advisors and others in the university community. The ECE Online Program has mandatory academic advising for all students. This means that you must contact your advisor each semester to get recommendations of the classes that are most appropriate for you to take.

An Advisor Can Help You…
- Choose courses that fulfill your degree requirements.
- Create a long-term academic plan for earning your associate degree.
- Understand transition requirements for moving into bachelor degree programs.
- Solve academic problems.
- Make a plan for academic success.
- Answer your questions about college policies and procedures.
- Learn new time management strategies.

Make the most of your college experience!
Your Academic Advisor can be reached at 1-513-556-2336.
Words of Advice from Academic Advisors:

- **Your Advisor**—Advisors are professionals at giving academic guidance; however, they are not mind-readers. If you do not share your concerns, goals, and needs with them, then they cannot give you the best advice possible. Take the time to call your advisor. Share the good and the bad, listen to their advice, and accept responsibility for your own progress.

- **Directions**—Read all directions carefully and slowly before you begin any assignment. You never want to fail an assignment solely because you did not complete it correctly.

- **Deadlines and Due Dates**—All academic institutions have official add/drop periods. Make certain to write these on your calendar and adjust your schedule as needed within these time frames. Make note of due dates for essays and dates of final exams.

- **Your Employment**—Many students have to work at least part-time while attending school. Talk to your employer about your academic goals and see how much flexibility is available. If you are working full-time, be especially careful not to attempt a full-time course load. You will likely end up missing a deadline and overstressing yourself physically and mentally.

- **Your Finances**—Try not to get too deeply into debt. There are literally thousands of scholarship opportunities that students do not explore (due to a lack of time, perhaps, or a lack of confidence). Attending school part-time and taking only the course load you can afford really can help you progress towards your degree. And it can keep your total loans at a minimum.

- **Your Grades**—Your grade point average (GPA) can determine your eligibility for certain programs, the Dean's List, financial aid and scholarships. It can also determine your academic progress and actions like probation, suspension, and dismissal. These are all serious actions and should not come as a surprise; nevertheless, students are often shocked to learn that they are ineligible to enroll in classes due to one of these actions. Talk to your advisor about your academic progress to make certain you understand how your GPA is calculated.

- **The Internet**—Email and the Internet are valuable tools, but they are easily misused and can lead to misunderstandings. When emailing your advisor or professor, review your message for spelling and grammar, and never send an email out of frustration or anger. When conducting research, keep in mind that anyone can publish his or her ideas on the Internet, and that does not mean the information is well-written, truthful, or accurate. Think carefully about what you read and make certain to cite anyone else’s ideas. If you take an idea from the Internet without giving that person credit, you have committed plagiarism.

The goal of this kind of list is to encourage the active participation of students in monitoring their own progress. As advisors, we would like to prevent as many students as possible from impulsively stepping off that metaphorical curb without looking both ways to make sure the academic crosswalk is clear.

“Words of Advice” were taken from the August 6, 2002 edition of the Mentor and were written by Walter Rankin, Ph.D., deputy associate dean for Undergraduate Academic Affairs in the College of Arts and Sciences and affiliate associate professor of English at George Mason University.
**Academic Planning**

It is important that you complete at least a two year academic plan. This plan can simplify the registration process and can help you to plan your schedule. When developing your two-year plan, you should pay careful attention to prerequisites and how often the course is offered every year. Your advisor will be able to assist you in making sure all requirements are met for graduation and that the application for graduation has been completed and submitted properly. You should speak with an Academic Advisor at least 2 semesters prior to the semester you plan to graduate or begin your practicum experience to ensure that the proper paperwork is completed.

**Financing Your Education**

There are three types of financial assistance available for UC students. Scholarships and grants are “free money” and are not paid back. Low interest student and parent loans are borrowed money that must be repaid. For more information about these options please contact the Financial Aid Office (513-556-1000).

**Grading Policies**

**Credit hours**

The University of Cincinnati operates on the “semester system”. A semester is a term that describes a common length of courses offered by the school. Semesters at the University of Cincinnati last 14 weeks with an additional week for examinations or final projects. Courses are offered 3 times a year, including summer sessions. Courses typically begin in the Fall (late August), Spring (early January), and Summer (early June).

**Grading system**

The University of Cincinnati uses a plus/minus grading system. The quality point values for these grades are listed below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
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<tr>
<td>C-</td>
<td>1.67</td>
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<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Excellent

Good

Poor

Failure
Other marks which have no punitive effect on your GPA (grade point average) are:

- **W** - Official withdrawal
- **NG** - No grade reported - Contact your professor or the ECE ONLINE department
- **NP** - No progress - This grade is awarded to students enrolled in English Composition 1000 or 1001 who do not meet the requirements of the course.

Marks that have a punitive (negative) impact on your GPA are:

- **I** – Incomplete - No quality points are posted during the first semester after the “I” is incurred; thereafter, zero (0.00) grade quality points are posted. It is very important to resolve “I” grades as soon as possible so that your GPA is not affected.
- **I/F** - If the “I” remains on your record at the end of one year after the semester has ended, the “I” will change to “I/F” (failure).
- **UW** - Unofficial Withdrawal - This mark is given to students who quit participating in a class without formally withdrawing. This mark has the same effect as an “F” on your GPA.

The syllabus for each course will detail the grading system used for that course.

**Grade Changes**

If you feel a grade you received in error, contact your instructor directly. If a change of grade is appropriate, the instructor must complete a Grade Change form and submit it. The instructor always has the final decision on the grade awarded to each student.

**Grade Replacement**

Students receiving a letter grade of “A” through “F” or a UW or I/F grade may apply to repeat the course. The new grade will replace the original grade in the student’s UC GPA. It is important to note that only the grades mentioned above may be changed and a Grade Replacement form must be submitted. Only courses taken for undergraduate credit may be repeated under the Grade Replacement Policy. Student applicants must be currently registered for the course they are repeating and must submit the Grade Replacement form to our office no later than the close of business on the 15th calendar day of the term. Please talk to your advisor to re-take a course to replace a prior grade. The official grade replacement policy can be found:
http://www.uc.edu/registrar/policies_and_procedures/grade_replacement.html.

**Making the Dean’s List**

Earning a place on the Dean’s list is a significant academic accomplishment. To make the Dean’s list students are required to complete 6 credit hours or more and earn a semester GPA of 3.4. Students who earn this honor will have this reflected on their official transcript.
Graduating with Honors

Students who meet the graduation residency requirements for the college will qualify for graduation with Latin honors as follows:

<table>
<thead>
<tr>
<th>GPA Range</th>
<th>Honors Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.60 - 3.7499</td>
<td>Cum Laude</td>
</tr>
<tr>
<td>3.75 - 3.8999</td>
<td>Magna Cum Laude</td>
</tr>
<tr>
<td>3.90 - 4.000</td>
<td>Summa Cum Laude</td>
</tr>
</tbody>
</table>

Minimum Grades in Early Childhood Courses

Because this is a teacher training program approved by the Ohio Department of Education, students must maintain a 2.5 GPA and receive no lower than a C in the early childhood coursework to be recommended for the Pre-Kindergarten Associate License. If a student receives a C- or below, he or she must repeat the course and earn a C or above to be recommended for the Pre-K Associate License.

College of Education, Criminal Justice, and Human Services Academic Standing Policy

Good Standing

Students with a GPA of 2.0 or higher and demonstrating minimum knowledge, skills and attitudes as indicated on program syllabi are considered in good standing.

Academic Probation

For a student to be placed on Academic Probation two things must occur. First, the student must have attempted at least thirty (30) UC semester hours. Second, the student's UGPA has dropped below 2.0. While on Academic Probation, the student must earn a term GPA of 2.0 or greater. Academic Probation will continue until the UGPA reaches 2.0 or greater. Once that condition is satisfied, the student will be returned to Academic Good Standing. Failure to demonstrate the minimum knowledge, skills, attitudes, or values necessary for successful professional performance, as documented and judged by the college program faculty or practicum supervisors, may also result in probation.

Students will receive a formal warning email or letter if they have been placed on academic probation. Students receiving the formal warning must follow the procedures outlined in the letter to return to good standing.
**Academic Suspension**

Academic Suspension is posted to a student's official record if a student currently on Academic Probation fails to earn a term GPA of at least 2.0. This is reviewed at the end of each term.

The length of the Academic Suspension is three full semesters (i.e., one academic year).

A student serving Academic Suspension may **not** enroll in classes offered by any other academic unit at the University of Cincinnati during the suspension period. If a student has already registered for classes for the subsequent term prior to being placed on Academic Suspension, those classes will be administratively dropped (i.e., enrollment is cancelled).

Readmission after the mandatory suspension period is **not** automatic. Suspended students must petition for readmission after serving the suspension period. The suspended student must submit an application for readmission supported by a letter documenting the reasons for the previous academic difficulties, and a college-approved plan for achieving a UGPA of 2.0 or greater.

At the college's discretion, college approval may require the student to satisfy certain specified conditions. A student may not graduate from the University of Cincinnati while on Academic Suspension.

A student who is approved to return to UC after the mandatory suspension period will be placed on Academic Probation. The student will remain on probation until the UGPA has increased to 2.0 or greater. Once that condition is satisfied, the student will be returned to Academic Good Standing.

**Academic Probation**

A student who is readmitted to the University following Academic Suspension will be reinstated on Academic Probation. While on Academic Probation, the student must earn a minimum term GPA of 2.0 to continue enrollment. A student on Academic Probation following Academic Suspension who fails to earn a minimum 2.0 term GPA will be academically dismissed from the University.

Should the student's UGPA ever drop below 2.0 after returning to Academic Good Standing, s/he is subject to Academic Dismissal at the end of any academic term in which the UGPA drops below 2.0.
**Academic Dismissal**

Academic Dismissal permanently denies all future registration privileges at the University. Dismissal is the most serious academic standing classification denoting a repeated failure to meet minimum university academic standards. Therefore, as a matter of general policy, students are not eligible for readmission to the University of Cincinnati following Academic Dismissal.

Academic Dismissal is recorded on a student's academic transcript. A student may not graduate from the University of Cincinnati upon being academically dismissed.

**Class Level**

Students at the University of Cincinnati make progress toward a degree by completing the required coursework. As you earn credits, you move up in class level:

- 0 - 30 hours…………….Freshman
- 30 - 60 hours……………. Sophomore
- 60 - 90 hours……………. Junior
- 90 - 120 hours……………. Senior

Total hours earned are listed on your grade report which is available at One Stop.

**Enrollment Status**

Full-time enrollment status is a course load between 12 and 18 credit hours each semester, about 4-6 classes. We suggest that distance learners start with no more than 2 classes. That’s six credit hours—enough to allow half time financial aid. After you’ve successfully completed one semester of distance learning you may elect to take more than six credit hours per semester. The ECE Online Program will leave that decision to you but we just don’t want you to be overextended the first semester.

**Adding/Dropping Classes**

Each semester you will be given the appropriate list of dates which allow you to drop a class with full tuition refund. Deciding to drop a class after the refund period is over means you will not be eligible to recover any of your tuition money.

You may withdraw from a class before the 58th calendar day of the semester. The ECE Online Program office will assist you in withdrawing from your courses if you find such action necessary. Please call our office at 1-513-556-2336 as soon as you find yourself considering dropping your courses. Often we can work through your issues together and prevent your loss of paid tuition by helping you continue in your course work.
Complete Withdrawal

If you must withdraw completely from a semester, follow these procedures:

1. Call the ECE Online Program number 1-513-556-2336. Ask to speak with your advisor.
2. College officer approval is required for all complete withdrawals.
3. Withdrawals due to military commitments may be eligible for tuition refunds. You will also need to submit a copy of your military orders.

Calculating your Semester GPA

Your GPA (grade point average) is the numerical translation of the letter grades you earn in your college courses. A student's GPA is used as an indication of academic achievement.

To calculate your GPA, each letter grade (except grades of NP and W) is assigned quality points (QP):

- A=4 QP
- B=3 QP
- C=2 QP
- D=1 QP
- F=0 QP

This number is then multiplied by the number of credit hours given the course, so an A would earn 12 QP for a 3 credit course, but 16 QP for a 4 credit course. To calculate the GPA, add all QP and divide this sum by the total number of credit hours attempted.

For example, a student has the following grades:
- Biology 4 credits - grade of C
- English 3 credits - grade of A
- Math 3 credits - grade of W
- Sociology 3 credits - grade of F

The W grade is not considered in GPA; the sum of the quality points (C\times4=8, A\times3=12, F\times3=0) is 20; divide this by 10 (the number of credit hours attempted). The GPA is 2.0.

Calculating your cumulative grade point average

To determine your cumulative grade point average you will add the total number of quality points earned the entire time you have been enrolled and divide that number by the total number of credit hours attempted. On your grade card you will see a total number of hours attempted and a total number of hours earned.

The number of hours earned includes those classes that you completed with a "D-" or higher. The total number of hours attempted includes all credits for which you’ve registered including those courses that do not have passing grades. Because the number
of hours attempted is what is used in determining your GPA it is very important that you minimize the number of courses with grades below a “C” and those where you have received “UW” grades.

Your GPA will be lowered by:
- Not completing the assigned readings
- Not participating in Blackboard
- Skipping assignments
- Not communicating with your instructor
- Not viewing the lecture series according to the syllabus dates

**Beware!** Letter grades of C-, D+, D, D-, F, UW, or I/F can pull your GPA below a 2.0!
Licensure and Graduation

The ECE Online Program candidates who satisfactorily meet all program requirements may be recommended upon request by the University for the Ohio Pre-Kindergarten Associate Licensure in the State of Ohio. The University of Cincinnati does not issue teaching licenses or certificates.

Please review the licensure requirements using the following link/s:

UC Licensure information: http://cech.uc.edu/programs/early_childhood_education/online/current/licensure.html

ODE Licensure information: http://cech.uc.edu/centers/oaci/licensure_appl_information.html

Frequently Asked Questions

Q. Will the University of Cincinnati award me a teaching license when I finish my program?
A. No, the University of Cincinnati does not issue the license to teach. That is done by the Ohio State Department of Education. When you successfully complete your program, including the final field experience, and you apply for your license, the licensing agent for the Dean of the College of Education, Criminal Justice, and Human Services will recommend you to the State Department of Education, which then reviews your materials and issues the license.

Q. How do I become licensed to teach?
A. You must apply for licensure through the Licensure/Certification Office you can get the application Information online at; http://cech.uc.edu/centers/oaci/licensure_appl_information.html.

Q. When should I take these tests?
A. You should take the tests early in the year you plan to complete the program. If you have no more content coursework to take, you should take the test as soon as possible. A passing score, which is determined by the state, must be on file in order for a candidate to receive a license.

Q. How do I communicate with my university supervisor, program faculty, and the field coordinator?
A. The Early Childhood Education program follows the university email policy. The University of Cincinnati uses electronic mail (email) as a means of communicating official University information to students; it is convenient, rapid, environmentally aware, and cost effective. The University of Cincinnati issues a UConnect email account to all students at no cost to the student. Be aware that this is the only email
address that program faculty will use. Students are responsible for reading their email on a frequent and regular basis, since some official communications may be time-sensitive. The University suggests that students access their UConnect email accounts daily.

Q. **Is it ok that I have a Facebook page?**
A. Be aware that the pictures, groups, pages, and posts on Facebook or any social networking website can be viewed by others. The audience can include potential employers, parents and fellow teachers. Be very careful as to the privacy settings, groups, and posts on your account.

Q. **I want to teach in another state – how can I become eligible to do that?**
A. You must first receive your Ohio license and then you may apply to the state in which you wish to teach. In most cases, only your Ohio license is needed to receive a license from another state. The Licensure/Certification Office has information on applying to other states. In general, the following steps should be followed when seeking a teaching certificate outside the state of Ohio:

- Find out whether the state(s) in which you are seeking licensure requires any form of competency testing for initial certification or licensure. If so, it’s best to register to take these tests as early as possible.

- Secure an application for certification from the Department of Education in the state(s) in which you may want to teach. This should be done at the beginning of your final year. This can typically be found through the Internet.
Learn the Language of Higher Education

Higher education often presents students with a baffling set of new words. Some terms you might hear for the first time are these:

**Academic freedom** - The right for instructors to study controversial issues and express unpopular points of view without the threat of job loss (as long as students’ safety and civil rights are maintained).

**Accreditation** - A process used in judging the merit of the programs offered by a school. An accredited school is recognized as meeting standards set by a professional organization, such as the American Bar Association and the North Central Accreditation Association.

**Attrition** - A general term referring to the number of students who drop out of a school or a program offered by that school.

**GPA** - An acronym for grade point average, a snapshot of your overall academic performance. In most schools, an A equals four points, a B is three points, a C two points, a D one point, and an F equals no points. Your cumulative grade point average is the grade point average for all work completed at the university, this is referred to as your “university GPA” on your grade card.

**Major** - A related group of courses that reflects the dominant focus of your higher education. Academic majors often form the basis for later career choices or programs in graduate school.

**Matriculated** - A term describing a student who has been accepted for a degree program and has begun taking classes for that program.

**Minor** - A group of courses often related to but different from a student’s major field of study. Not all schools require a minor, even if they require students to choose a major.

**Practicum** - A course or program that covers a specialized topic in depth. In some cases this word refers to work-study arrangements that earn college credit.

**Prerequisite** - A preparatory course that students are usually required to complete before they can register for another course.

**Probation** - A formal notice that a student’s grade point average or conduct is not acceptable to the school’s administration. Probation usually amounts to a warning—and a request that students raise their academic performance. Students who fail to do so may eventually be suspended or dismissed from school.
**Semester** - Another term for a school’s typical course length. Semesters often last about 14 weeks. This system is used at some other schools in the Cincinnati and Northern Kentucky areas.

**Syllabus** - A document students usually receive on the first day of a class, offering an overview of the course. Often included in a syllabus is an outline of topics, assignments, grading requirements, related course details, professor’s name, office hours, office location, and phone number.

**Tenure** - Usually refers to lifetime employment for a professor, unless that person is shown to be incompetent or immoral.

The information in “Learning the language of higher education” was taken from *Becoming a Master Student, 7th edition*, by Dave Ellis (Boston, MA: 1994 Houghton Mifflin Company)
Appendices

- Course Requirements for A.A.S. Degree
- Course Requirements for B.S.Ed. Degree
- Required Courses and Field Experiences With Reference to National and State Standards
- NAEYC Standards
- Ohio Standards for the Teaching Professions
- Ohio Educator Licensure Standards for Pre-Kindergarten Education Associate Licensure
### Course Requirements for A.A.S. Degree

#### A.A.S. Degree Infant Toddler Focus

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 1005: Learning ECE Online</td>
<td>ENGL 1001: English Composition</td>
</tr>
<tr>
<td>ECE 1020: Health, Safety &amp; Nutrition</td>
<td>EDST 1002: Educational Psychology</td>
</tr>
<tr>
<td>ECE 2000: Introductory Child Development</td>
<td>EDST 1001: Introduction to Education</td>
</tr>
<tr>
<td>CI: 1001: Educational Technology</td>
<td>SPED 1001: Individuals with Exceptionalities</td>
</tr>
<tr>
<td>Elective</td>
<td>Math Elective</td>
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</table>

#### Year 3

<table>
<thead>
<tr>
<th>ECE 2010: Classroom Organization and Guidance Dev</th>
<th>ECE 2025: Families, Communities &amp; Schools</th>
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<tbody>
<tr>
<td>ECE 2040: Infant and Toddler Care and Education</td>
<td>ECE 2050: Social Emotional Dev. &amp; Guidance</td>
</tr>
<tr>
<td>ECE 2045: Physical, Cognitive and Language</td>
<td>ECE 2070: Supervision and Organization of ECE Programs</td>
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<tr>
<td>ECE 4050: Responsive Curriculum for IT</td>
<td>ECE 4055: Infant Toddler Practicum</td>
</tr>
<tr>
<td>Natural Sciences Elective</td>
<td>ENGL 2089: Intermediate Composition</td>
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#### A.A.S. Degree Pre-K Focus

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<th>Year 1</th>
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<tr>
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## A.A.S. Degree Administrative Focus

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## Course Requirements for B.S.Ed. Degree

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<tr>
<th>Infant Toddler Associates</th>
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NAEYC Standards

Standard 1. Promoting Child Development and Learning
Students prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs and of the multiple interacting influences on children’s development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.

Key elements of Standard 1
1a: Knowing and understanding young children’s characteristics and needs
1b: Knowing and understanding the multiple influences on development and learning
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Standard 2. Building Family and Community Relationships
Students prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children’s development and learning.

Key elements of Standard 2
2a: Knowing about and understanding diverse family and community characteristics
2b: Supporting and engaging families and communities through respectful, reciprocal relationships
2c: Involving families and communities in their children’s development and learning

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families
Students prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Key elements of Standard 3
3a: Understanding the goals, benefits, and uses of assessment
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child
3d: Knowing about assessment partnerships with families and with professional colleagues

**Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families**

Students prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Students know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

Key elements of Standard 4
4a: Understanding positive relationships and supportive interactions as the foundation of their work with children
4b: Knowing and understanding effective strategies and tools for early education
4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
4d: Reflecting on their own practice to promote positive outcomes for each child

**Standard 5. Using Content Knowledge to Build Meaningful Curriculum**

Students prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Students understand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for every young child.

Key elements of Standard 5
5a: Understanding content knowledge and resources in academic disciplines
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

**Standard 6. Becoming a Professional**

Students prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are
continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Key elements of Standard 6
6a: Identifying and involving oneself with the early childhood field
6b: Knowing about and upholding ethical standards and other professional guidelines
6c: Engaging in continuous, collaborative learning to inform practice
6d: Integrating knowledgeable, reflective, and critical perspectives on early education
6e: Engaging in informed advocacy for children and the profession

Ohio Standards for the Teaching Profession

Standard 1
Teachers understand student learning and development and respect the diversity of the students they teach.
- Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
- Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
- Teachers expect that all students will achieve to their full potential.
- Teachers model respect for students’ diverse cultures, language skills and experiences.
- Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

Standard 2
Teachers know and understand the content area for which they have instructional responsibility.
- Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
- Teachers understand and use content-specific instructional strategies to efficiently teach the central concepts and skills of the discipline.
- Teachers understand school and district curriculum priorities and the Ohio academic content standards.
- Teachers understand the relationship of knowledge within the discipline to other content areas.
- Teachers connect content to relevant life experiences and career opportunities.
Standard 3
Teachers understand and use various assessments to inform instruction, evaluate and ensure student learning.

- Teachers are knowledgeable about assessment types, their purposes and the data they generate.
- Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
- Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
- Teachers collaborate and communicate student progress with students, parents and colleagues.
- Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

Standard 4
Teachers plan and deliver effective instruction that advances the learning of each individual student.

- Teachers align their instructional goals and activities with school and district priorities and Ohio’s academic content standards.
- Teachers use information about students’ learning and performance to plan and deliver instruction that will close the achievement gap.
- Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
- Teachers apply knowledge of how students think and learn to instructional design and delivery.
- Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
- Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- Teachers use resources effectively, including technology, to enhance student learning.

Standard 5
Teachers create learning environments that promote high levels of learning and achievement for all students.

- Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
- Teachers create an environment that is physically and emotionally safe.
- Teachers motivate students to work productively and assume responsibility for their own learning.
- Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
- Teachers maintain an environment that is conducive to learning for all students.
**Standard 6**
Teachers collaborate and communicate with students, parents, other educators, administrator and the community to support student learning.
- Teachers communicate clearly and effectively.
- Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
- Teachers collaborate effectively with other teachers, administrators, and school and district staff.
- Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

**Standard 7**
Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.
- Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
- Teachers take responsibility for engaging in continuous, purposeful professional development.
- Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievements.
Ohio Educator Licensure Standards for Pre-Kindergarten Education Associate Licensure

1.1 Candidates know and understand theoretical concepts and are able to apply that knowledge in Pre-Kindergarten curriculum and environments.
1.2 Candidates demonstrate their understanding of developmentally effective approaches to teaching and learning (e.g., play, small group projects, open-ended questioning, group discussion, problem-solving, cooperative learning, and inquiry experience)
1.3 Candidates develop lessons/units of study to promote a high degree of learning for all students.
1.4 Candidates demonstrate use of knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all children from birth to age eight.
1.5 Candidates demonstrate an understanding of the early childhood profession; its historical, philosophical, and social foundations and how these foundations influence current practice.

Standard 2. Candidates create learning environments that promote growth and development and achievement for all students.
2.1 Candidates practice classroom management techniques; maximize time on task, treat all students fairly, and establish an environment that is respectful, supportive, and caring.
2.2 Candidates demonstrate use of developmental knowledge and approaches to create healthy and safe learning environments.
2.2.1 Candidates know and apply effective sanitation procedures, recognize signs and symptoms of communicable diseases, and follow medication administration policies.
2.2.2 Candidates understand and comply with local, state, and federal emergency procedures.
2.2.3 Candidates demonstrate understanding of emotional distress, stress and trauma, basic health and nutrition, and safety management practices.
2.2.4 Candidates know and use procedures for reporting child abuse or neglect, and for making referrals to appropriate health and social services.
2.3 Candidates apply knowledge of their children’s cultural and linguistic diversity to create learning environments and experiences that affirm and value diversity.
2.4 Candidates recognize characteristics of students identified as gifted, students with disabilities, and students identified as at-risk in order to assist in identification, instruction, and intervention including participating on an IEP team.
2.5 Candidates utilize connections and build upon the student’s individual experiences, prior learning, talents, culture, and family and community values, as a way of improving performance.
Standard 3. Candidates know and apply instructional strategies to promote students’ learning and meet the needs and interests of all students.

3.1 Candidates design, implement, and evaluate meaningful and challenging curriculum to engage all students.

3.1.1 Candidates provide integrated learning experiences in curriculum content areas (e.g., language and literacy, mathematics, science, health, safety, nutrition, social studies, visual arts, music, drama, and movement).

3.1.2 Candidates interact with children in ways that facilitate the development of expressive language and thought in all children.

3.2 Candidates integrate goals from Individual Education Plans (IEP) and Individual Family Service Plans (IFSP) into daily activities and routines.

3.3 Candidates demonstrate use of individual and group guidance techniques to encourage positive social interaction among children and to foster a sense of security, promote personal self-control, and develop positive strategies to resolve conflict.

3.4 Candidates demonstrate the use of a variety of instructional strategies, resources, and technology, to support the learning needs of young children.

3.5 Candidates demonstrate use of instructional strategies, activities, resources, materials, and technologies that engage students in their learning and support content.

Standard 4. Candidates construct and use varied assessments to inform instruction, evaluate, and ensure student learning in Pre-Kindergarten learning environments.

4.1 Candidates participate in classroom and program evaluation, and assess and utilize data to inform instruction in Pre-Kindergarten learning environments.

4.2 Candidates select, construct, and utilize a variety of formative and summative assessment strategies and instruments as part of the instructional process appropriate to the learning outcomes being evaluated.

4.3 Candidates accurately define the characteristics, uses, advantages and limitation of different types of student assessments, including, but not limited to state value-added dimension reports and data.

4.4 Candidates collect and use assessment information with the assistance of parents and other professionals.

4.4.1 Candidates recognize families’ contributions identifying their children’s various strengths and use this information to construct appropriate learning goals.

4.5 Candidates demonstrate use of systematic data to individualize and adapt practices to meet each child’s changing needs.

Standard 5. Candidates collaborate and communicate with students, families, other educators, administrators and the community to support student learning.

5.1 Candidates demonstrate proficiency in listening, written and verbal communication skills.

5.2 Candidates understand the importance of building positive and supportive relationships with families and communities to enhance learning experiences.

5.3 Candidates demonstrate use of strategies to connect with Pre-Kindergarten children, and collaborate with families.
5.4 Candidates establish and maintain positive, collaborative relationships with colleagues, other professionals, and families, and work effectively as a member of a professional team.

Standard 6. Candidates demonstrate responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

6.1 Candidates understand the importance of and engage in continuous learning and professional development by using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.

6.2 Candidates identify the professional codes of ethics, and demonstrate ethical behavior in their teaching practice.

6.3 Candidates understand legal and procedural requirements (e.g., Division of Early Childhood (DEC) Recommended Practices, Individuals with Disabilities Education Act (IDEA).

6.4 Candidates reflect on their practices, articulate a philosophy and rationale for decisions; self-assess and evaluate themselves as a basis for professional development.

6.5 Candidates demonstrate professional work habits including confidentiality, dependability, and time management.

6.6 Candidates participate in 300 hours of field experiences in a variety of settings in which young children from birth through age 8 are served.

6.6.1 Candidates participate in field-based experiences in culturally, racially, and socioeconomically diverse settings, and include opportunities to work with a range of student abilities.