
EARLY CHILDHOOD EDUCATION

Program Handbook



Early Childhood Education Program
Ivy Tech Community College
Kokomo Region
1815 East Morgan St.
PO Box 1373, Kokomo, IN 46903

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*Curriculum and information subject to modification and change.

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IVY TECH COMMUNITY COLLEGE

WELCOME TO THE
EARLY CHILDHOOD EDUCATION PROGRAM

This handbook is designed for Early Childhood Education students. Please refer to this handbook often as it contains information about required courses, practicum experiences and requirements for completion of the program. If you would like further information about the Early Childhood Education Program please call Jane Hildenbrand, Early Childhood Education Program Chair, at 765-459-0561 or 800-459-0561 for an appointment or Jane Horner, Logansport campus, at 574-753-5101 or 1-866-753-5102.

The Early Childhood Education Program is a growing and evolving program responding to the needs of the community and families. The program responds also to an ever-growing body of research that continues to redefine the field. This growth is anticipated to continue. Demographics indicate the numbers of working families with children under six years is steadily increasing. The Early Childhood Education Program is a combination of theoretical and hands-on experience. The practicum requirements provide students with the opportunity to integrate theoretical knowledge of hands-on experience allowing for future effective job performance.

The Early Childhood Education faculty and staff at Ivy Tech Community College have held active positions in state and national early care and education organizations, including the Indiana Association for the Education of Young Children. The Early Childhood Education Program Chair and full time faculty are supported by adjunct faculty working in the field.

We wish you the best during your endeavors at Ivy Tech Community College. We look forward to working with you!

**FULL-TIME FACULTY
EARLY CHILDHOOD EDUCATION PROGRAM**

Jane Hildenbrand.....Program Chair, Professor, and Program Advisor
Kokomo Campus

Jane Horner..... Associate Professor and Program Advisor,
Logansport Campus

Numerous adjunct faculty who work in the field of Early Childhood Education also teach to support the program.

NONDISCRIMINATORY STATEMENT

Ivy Tech Community College seeks to develop degree credit programs, courses, community service offerings, provides open admission, counseling, placement services for all persons regardless of religion, sex, national origin, physical or mental disabilities, age, or veteran status.

AMERICAN DISABILITIES ACT STATEMENT

If you need course adaptations or accommodation because of a disability, if you have emergency medical information to share with your instructors, or if you need special arrangements in case the building must be evacuated, please make an appointment with your instructor as soon as possible.

CODE OF ETHICS

The Early Childhood Education Program follows and adheres to the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct. These ethics may be accessed online at www.naeyc.org.

SECTION I

EARLY CHILDHOOD
EDUCATION PROGRAM

EARLY CHILDHOOD EDUCATION PROGRAM PHILOSOPHY

The primary function of the Early Childhood Education Program at Ivy Tech Community College is to provide meaningful training within a multidisciplinary framework for students interested in providing education and services to children and families. This program of study is offered to those who wish to enter the workforce for the first time as well as the unemployed, underemployed, and those who seek to enhance their technical skills. Some of the Early Childhood Education students will have had contact with early care and education settings, either as consumers or as volunteers and/or leaders of the community, or current providers of service.

The Early Childhood Education Program of study has a common core of courses to provide students with a specific body of knowledge, career guidance and technical skills necessary to obtain and function on a job. Students may also use this curriculum to upgrade their employment in early care and education settings. The curriculum may also be seen as a base for future professional development and continued professional education.

Primary goals of the Early Childhood Education Program include:

1. To provide information about various career opportunities within the Early Childhood Education field leading to employment in such positions as teaching in early childhood education sites, family child care providers, social service agencies, Head Start, Early Head Start, school age programming, infant-toddler programming, resource and referral programs, and community family life education.
2. To acquaint students with organizations that serve children and families and resources designed to meet the needs of children and families.
3. To help students identify the knowledge, performances, and dispositions necessary for providing developmentally appropriate services to young children and their families emphasizing the development of beginning skills in each of the above areas.
4. To help students identify and learn historical and current policies at the local, state, and national levels that impact children and families.

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5. To explore with students their career interests and to develop their skills through practical and closely supervised direct work experiences.
 6. To advise and help students complete a well-rounded educational experience by identifying and differentiating among required and elective courses.

The program, as supported by administration and faculty, will continue to conduct needs assessments in order to provide relevant training. The program will strive to improve instructional support and provide a schedule and variety of classes that best meets the needs of the student/community/early childhood education population.

EARLY CHILDHOOD EDUCATION PROGRAM

The Early Childhood Education Program is a multidisciplinary, competency-based program that focuses on early child growth and development including adult-child relationships. Emphasis is placed on the development of skills and techniques for providing appropriate environments and care for young children. Instruction is provided in the physical, emotional, social, and cognitive areas of early childhood. The student develops competencies through classroom instruction, observation, and participation in early care and education settings. The program offers students the opportunity to become an early childhood education professional in a variety of settings and specialty areas including public schools, social service agencies, resource and referral agencies, and private businesses, as well as early childhood education centers. The Kokomo Region ECED program is accredited through the National Association for the Education of Young Children (NAEYC).

Program objectives include training the entry-level worker as well as providing development and enhancement for those currently in the field. Throughout the program students examine their values and attitudes that reflect in their interactions with others. All students admitted to the degree program take a core of courses. Students seeking particular positions may also take career certificates that will enhance existing skills.

The Early Childhood Education Program at Ivy Tech Community College offers the following degrees and certificates.

- Associate of Applied Science
- Associate of Science (varies depending on transfer institution)
- Technical Certificate (TC)
- Child Development Associate (CDA) Preparation
- Career Development Certificate (CDC)

Note: Students who successfully complete ECED 100, 101, and 103 may apply for the CDC which is a regional certificate.

The Early Childhood Education Program continually monitors community and student needs for the development of future programs.

*** Please see campus registrar for CDC, TC, AS, or AAS graduation application forms.**

SOME COMMUNITY SERVICE PARTNERSHIPS

- Head Start Collaborations
- Bona Vista Children's Services and Programs
- Area Early Childhood Education and Early Care & Education Centers

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- Family social service and education agencies and organizations.
 - Child Care Solutions/ Resource and Referral
 - Elementary Schools (preschool through third grade)

All associate degree-seeking students in Early Childhood Education must participate in supervised practicum experiences. These practica are completed at organizations that are approved by the Early Childhood Education Program and have signed Agreements of Affiliation. They are volunteer in nature. Students may not choose their own practica or contact a practicum site without advisor approval.

A practicum handbook is found in Appendix A. Students are evaluated by practicum faculty and site supervisor, as well as completing a self-evaluation. Students must pass both the written and experiential components of the designated practica to successfully pass the course.

GRADUATE COMPETENCIES

Students completing the Early Childhood Education degrees at Ivy Tech Community College are expected to develop a minimum level of mastery in each of the areas listed below. These levels will be measured by exams, essays, critiques, research papers, case studies, development of learning materials, and by successful completion of the practica while a student in the Early Childhood Education Program.

PORTFOLIO

All degree-seeking students will also present a portfolio of their work while taking ECED 260 Early Childhood Professionalism. A portfolio is concrete demonstration for the student, future employers, and competencies mastered during the college experience. Portfolio entries may include, but are not limited to, the following types of materials: critiques of journals, research papers, resource curriculums, observations of children, case studies, newsletters, and lesson plans. Students will utilize ECED 260 Early Childhood Professionalism to perfect their portfolio and present to a group comprised of peers, instructors, and community members. Resource materials on portfolios are available in the college library. Portfolio guideline is available in **Appendix B**. In addition, students will be compiling and storing all assignments and materials through the TaskStream, a web-based program that will enable students to build their portfolio throughout their college career.

KNOWLEDGE

1. Child Development: Use knowledge of how children develop and learn from birth through age twelve to provide comprehensive opportunities for growth and development to meet individual needs of children; use knowledge of cultural and linguistic diversity to promote anti-bias approaches that respect, affirm, and value diverse home environments.

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2. Curriculum Development and Implementation: Prepare students to plan and implement developmentally appropriate curriculum based on knowledge of individual children, the community and program goals and standards; prepare students to use individual and group guidance techniques that promote positive interaction, conflict resolution, problem solving, and positive self esteem; prepare students to establish and maintain a safe and healthy learning environment; prepare students to observe, record, and assess children for the purpose of planning to provide for individual and group growth.

 3. Family and Community Relationships: Prepare students to establish and maintain collaborative relationships with families through communication, family involvement with the program and respect for family choices; prepare students to establish and maintain collaborative relationships with agencies and organizations that support children and families.

 4. Professionalism: Prepare students to be thoughtful practitioners who articulate a philosophy and rationale for decisions and continually assess and evaluate the effects of their decisions on children and families; prepare students to be knowledgeable about changing trends and legislation and advocate for the needs of children and families; prepare students who demonstrate an understanding of the historical foundation of the field and its influence on current practice; prepare students to be life long learners who seek out opportunities for continuous professional growth and development

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5. Field Experiences: Prepare students to observe and participate under the supervision of qualified professionals in a variety of settings, with children of diverse ages and abilities, and from diverse family systems; prepare students to work successfully in supervised practical experiences for at least 288 hours depending on the selected degree. Additional hours are required for observations and participation in other courses.

 6. Core Knowledge: Prepare students with basic core knowledge that is extensive and comprehensive. The knowledge prepares the student to be able to reason logically, analyze objectively, and make reasoned choices. The student will develop skills, which will allow them to relate global perspectives to concepts and events. Course work provides knowledge to apply physical and/or biological scheme knowledge, and use mathematics to convey ideas and solve problems.

SECTION II

COURSES IN EARLY CHILDHOOD EDUCATION

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- ECED 100 Introduction to Early Childhood Education**
 - ECED 101 Health, Safety, and Nutrition**
 - ECED 103 Curriculum in the Early Childhood Classroom**
 - ECED 105 CDA Process**
 - ECED 120 Child Growth and Development.**
 - ECED 130 Developmentally Appropriate Guidance in a Cultural Context**
 - ECED 200 Family/Teacher Partnerships**
 - ECED 201 Skills for Parenting**
 - ECED 204 Families in Transition**
 - ECED 210 Early Childhood Administration**
 - ECED 213 Infant/Toddler Care Programming**
 - ECED 223 School Age Child Care.**
 - ECED 225 Infant Toddler Practicum**
 - ECED 230 The Exceptional Child**
 - ECED 233 Emerging Literacy**
 - ECED 235 Preschool Practicum**
 - ECED 243 Cognitive Curriculum**
 - ECED 245 School-Age Practicum**
 - ECED 255 Generalist Practicum**
 - ECED 260 Early Childhood Professionalism**

See Early Childhood Education faculty advisors to receive current information on degrees and classes. You can also go to the Ivy Tech Community College website and the Curriculum of Record (COR) for descriptions of each class.

TaskStream

TaskStream Learning Achievement Tools (LAT) is a Web-based management system and program designed for demonstrating and improving student performance. This tool enables students to save and store all ECED assignments/assessments, as well as NAEYC based reflective narratives (essays) and artifacts (assignments). In addition, it manages, aggregates, and presents NAEYC assessment results to establish individual, programmatic, and institutional success. Students will also create a professional and personalized collection of work to be used with presentation e-portfolios or to be published to the web. Several assignments throughout the program will be submitted and graded only via the TaskStream LAT program as part of the NAEYC accreditation review and reporting process. These will be noted on certain assignments in designated courses. This program/process will be discussed on a per class basis and will be discussed by instructor throughout each semester.

TaskStream is required for all students enrolled in ECED programs and classes. This may be purchased though the college bookstore or TaskStream.com.

PLANNING FOR A DEGREE

Students must complete all credit hours of required and elective courses for the Associate of Applied Science Degree, Associate of Science Degrees, Technical Certificate, and Career Development Certificate in Early Childhood Education. A Program Sheet is provided for students to follow. It is the responsibility of students to meet with their program advisor regularly to ensure optimal performance and a timely graduation from the program.

PRIOR TO ACCEPTANCE INTO THE PROGRAM

_____ **APPLICATION TO THE COLLEGE:** A completed application to the College returned to the Admissions Office.

_____ **HIGH SCHOOL TRANSCRIPT OR GED:** An official high school transcript or GED on file in the Admissions Office.

_____ **ASSESSMENT:** Completion of the required college assessments in reading, writing, and math. The results of these tests will indicate whether a student needs to take developmental courses. These courses are to be taken prior to taking any general education required courses.

_____ **TRANSFER CREDIT:** Students who have attended other colleges and wish to have those course credits considered towards their degree must secure an official transcript and have it sent directly to the Registrar's Office at Ivy Tech Community College.

_____ **PROGRAM CHANGE:** Current students in the College who want to transfer from one program into Early Childhood Education must complete a Program Change form found in the Admissions Office or Early Childhood Education Offices.

EARLY CHILDHOOD EDUCATION PROGRAM GUIDELINES AND SUGGESTIONS

_____ **INTERVIEW WITH FACULTY:** It is suggested that applicants have an interview with a full time Early Childhood Education faculty member. The purpose of this interview is to discuss the program, student responsibilities and goals, and to answer program-related questions.

_____ **PHYSICAL/MANTOUX for TB:** Some practicum sites will require physicals and/or other testing, and may require verification of immunizations as part of the physical. **Cost and procurement of the physical is the responsibility of the student.**

_____ **CRIMINAL HISTORY CHECK:** Indiana law requires that personnel in licensed centers and schools verify that they have not been convicted of a felony. Some schools and organizations request extensive background screening reports. Centers and agencies not subject to licensing may also require this check. It is also important because most professions in the area of early childhood education will request this for future reference. Ivy Tech cannot guarantee a practicum site for students as centers, schools, and other types of practicum sites have the right to refuse students based on criminal checks and on appropriateness for their organization. Ivy Tech follows NAEYC Code of Ethics when placing students, as well as Ivy Tech Student Policies and Procedures. Students are encouraged to check their own records upon enrolling in the program. Costs of criminal history checks is the responsibility of the student.

_____ **VERIFIED COMPETENCY CREDIT FOR PRIOR LEARNING**

ASSESSMENT (PLA) EXPERIENCES: If appropriate, and advised to do so by the Early Childhood Education Program Chair, students can initiate and successfully complete the process to obtain these credits. Regardless of work experience, student must complete at least one practicum with Ivy Tech Community College. Students may not obtain a CDA and PLA from the same worksite. **Contact the Early Childhood Education Program Chair for complete information on this process. Some colleges may not accept a PLA as a course for transfer.**

_____ **DRUG SCREENING:** At this time, drug screening is not a requirement of the program. However, some practicum sites require drug screening. If students wish to complete a practicum at one of these sites, students will need to comply with the policies of the practicum site. **Cost and procurement of drug screening is the responsibility of the student.**

OTHER SUGGESTIONS

_____ **ADVISING** each semester with a full time Early Childhood Education faculty member. Plan to register early in order to secure a spot in the course section of your choice.

_____ **FULFILL** all requirements. It is a good idea to try to follow the advised semester course sequencing. Courses will be offered in the sequence listed. Semester 1 and 3 are offered in the fall semester, and courses listed under semesters 2 and 4 are offered in the spring semester. Some courses are offered more frequently. Check with your program advisor for assistance in planning your upcoming schedule.

_____ **MONITOR** your completion of course requirements. See your advisor if you are unsure of your status.

_____ **RECEIVE** a grade point average of at least 2.0 in order to graduate.

_____ **APPLY** for graduation early in the semester in which student plans to graduate. Application for graduation deadlines are posted around campus. **Filing for graduation is the responsibility of the student.**

_____ **CHANGE** of name, address, and telephone should be done through Campus Connect and Banner.

TRANSFERRING TO A FOUR-YEAR COLLEGE OR UNIVERSITY

Transferring to another institution should be carefully planned. Early in the program at Ivy Tech Community College students should call or visit the college/university to which they will be transferring. Students should make sure the school accepts the Early Childhood Education courses. The field of study students plan to major in after transferring will make a difference in which courses will be transferred. Students should keep in mind that remedial courses or courses in which they earned a “D” will not transfer. Verified credit through Prior Learning Assessment (PLA) may not transfer depending on the institution. You may obtain information about transfer agreements from the Early Childhood Education Program Chair or full time faculty member. Transfer agreements will transfer as a package directly to the institution.

CAREER PLACEMENT

The Early Childhood Education field is growing and new opportunities are being created all the time. Within the Early Childhood Education Program a number of efforts are made to help students secure employment. Students often develop their own job possibilities by securing recommendations from their instructor, from practicum sites, and volunteering in the community. Students should keep an accurate record of all of their education, work experience, and volunteer activities for their resume and future employment possibilities. Through their academic performance and demonstrated ability, students contribute to the positive reputation earned by the Ivy Tech Community College Early Childhood Education Program which increases job opportunities for graduates. Students may also access Ivy Tech Community College's Career Services and Job Zone program for assistance.

Students may expect an **average** beginning annual salary of \$ 28,000 with a two-year degree in Early Childhood Education. Students average \$40,000-\$50,000 as they work in the business sector of early care and education. The salary is dependent on the type of organization worked for and the employment experience students might have. Besides salary, career rewards in Early Childhood Education can include personal satisfaction from helping children and families. Most early care and education settings involve a variety of new challenges on an every day basis.

PROFESSIONAL ORGANIZATIONS

Students and graduates are encouraged to continue their learning through membership in professional organizations and attendance at professional conferences and workshops.

While there are a number of such organizations, the largest is the National Association for the Education of Young Children (NAEYC). There is both a state and local chapter of NAEYC. The state chapter of NAEYC holds an annual conference that affords students the opportunity to gain new knowledge and skills while networking with professionals from around the state. See faculty and staff for information.

NAEYC

National Association for the Education of Young Children
naeyc.org

IAEYC

Indiana Association for the Education of Young Children
iaeyc.org

NCAEYC

North Central Association for the Education of Young Children
The regional chapter is housed within the Ivy Tech Kokomo Campus.
Contact Ivy Tech ECED faculty for current information and meeting times.

APPENDIX A
PRACTICUM GUIDEBOOK

EARLY CHILDHOOD EDUCATION PRACTICUM GUIDEBOOK

OVERVIEW OF PRACTICUM REQUIREMENTS IVY TECH COMMUNITY COLLEGE Kokomo Region Updated February, 2011

This guide is to be used in conjunction with the Early Childhood Education Pre-Practicum Seminar and PowerPoint presentation and handout which contains supportive information regarding practicum expectations.

The Early Childhood Education Practicum experiences are designed to give students practical experiences working with young children and their families. Students are encouraged to vary their experiences to include some or all of the following:

- Infants and Toddlers
- Children Ages 3-5 Years
- Kindergarten and School Age
- Family Childcare
- Private Not for Profit and Public School Settings
- Social Services and Education Community Programs

Students will be placed at sites only with the consent and cooperation of faculty member/advisor. Students are placed at college approved sites by their advisor. Student goals and special interests will be taken in consideration when placing.

Practicum sites are identified by the instructor and are primarily sites accredited by the National Association for the Education of Young Children (NAEYC) or other accredited or licensed institution. Additional sites are considered on an individual basis to meet student needs. Students must successfully complete 144 practicum hours for each practicum. **All practicum materials will be posted online in Blackboard.**

Students may not choose their own sites. Faculty members make the initial contacts with the sites. Students may not be placed at certain sites due to conflict of interest. In addition, students who make initial contacts at sites without permission of instructor will not be placed at that site. In addition, a student status report will be filed with the college and placed in student files in Student Services and in the Early Childhood Education student files.

Early Childhood Education Practica

Course Name	Credit Hours
ECED 105 CDA Process	3
ECED 225 Infant/Toddler	3
ECED 235 Preschool	3
ECED 245 School Age	3
ECED 255 Generalist	3

PRACTICUM PROCEDURES

All students must attend a pre-practicum seminar EACH semester prior to the semester they plan to enroll. Seminars will be held at the Kokomo and Logansport campuses in the fall and spring semesters only. No seminars will be held in the summer, therefore students enrolling for the fall semester must attend the spring seminar.

Seminars will be conducted each semester approximately in the eighth week range. Students will then meet with the instructor to set up their practicum. Students are approved or not approved for a practicum by the sites. By the 14th week students must be enrolled in the practicum via Ivy Tech faculty and have interviewed or met with the site. Students not meeting this requirement will not be approved for a practicum for the upcoming semester. All students must be enrolled and approved by the end of the semester for the following semester.

CRIMINAL HISTORY CHECK: Indiana law requires that personnel in licensed centers verify that they have not been convicted of a felony. Centers not subject to licensing may also require this check. It is also important because most professions in the area of child development will request this for future reference. Ivy Tech cannot guarantee a practicum site for students. Ivy Tech follows NAEYC Code of Ethics when placing students, as well as Ivy Tech Student Policies and Procedures found on the Ivy Tech website.

Students are responsible for conducting their own criminal check in conjunction with the standards and expectations of the host site. Some sites expect criminal checks to be less than 30 days old. Some sites may conduct it for you. If you have anything on your record or suspect there may be, it is wise to be upfront about this in your initial contact. Most organizations or schools will not allow a student to work at their site with any type of criminal record.

In addition, practicum sites **MAY** request the following:
(all at expense and responsibility of student)

- Physical examination form provided by and signed by doctor approving student to work in a setting with children.
- Current TB test
- Current CPR and First Aid card
- Drug screening
- Other as requested.

The above procedures should be discussed with the practicum site contact at the time of the interview or meeting.

OVERVIEW OF PRACTICUM REQUIREMENTS

Students must complete ALL hours to complete the course. All hours must be documented by supervisor. A violation of the attendance policy may put the student at risk with the Early Childhood Education program. A student status report may be filed with the college by the Instructor. Note: Students may only work at practicum site when Ivy Tech classes are in session. For example, a student may not work during Ivy Tech's spring break, a Labor Day holiday, or a Thanksgiving holiday.

A ***Practicum Hours*** form will be kept at the practicum site and completed weekly. It is to be turned in to the instructor at the end of the semester. The student and the mentor supervisor may also each keep a copy. The weekly format for the 144 hour practicum experience is flexible. The schedule is to be decided upon between the practicum student and mentor supervisor. General practicum guidelines for practicum are 9 hours per week for a 16-week semester and 18 hours for an 8 week semester. After the schedule is determined, it is the student's responsibility to inform the instructor. The student is expected to let the instructor know of any schedule changes. Failure to inform the instructor or discuss any changes made at the site is a violation of the practicum. At that time a student status report may be filed with the college regarding the practicum violation. Failure to comply with any of the above will result in an Ivy Tech Community College Student Status Report. As stated in the attendance policy on page 4, students receiving three or more reports will be removed from the practicum class.

The student may also be released from the practicum site if the student does not call practicum supervisor regarding illness or other emergencies. The student will lose all points for that given day or days if these calls are not made. The student may also be released from the practicum site due to unethical or unprofessional behavior.

Ivy Tech Community College reserves the right to withdraw the student from the program or practicum setting whose work or conduct may reflect discredit to the program or whose progress is not satisfactory to Ivy Tech Community College. The designated practicum site reserves the right to remove any student from its facility whose conduct may reflect discredit to its program.

Students who are released from their practicum site either by Ivy Tech Community College or the practicum site will not be reassigned to another site for that semester. All circumstances regarding the release will be reviewed by an academic committee to determine individual outcome. The academic committee will consist of the ECE practicum faculty, the Early Childhood Education Program Chair, the School of Education Dean, the Vice Chancellor of Academic Affairs and/or Campus Designate, and the Vice Chancellor of Student Affairs.

Students and Ivy Tech faculty must abide by the NAEYC Code of Ethical Conduct, as well as follow Ivy Tech Community College's Student Policies and Procedures. Students must complete all assignments for the specific practicum as outlined in the course syllabus. Prior to implementation, all activities must be approved first by the site supervisor.

NOTE: See advisor for specific requirements and hours for ECED 105 CDA Process.

RESPONSIBILITIES OF PRACTICUM SITE

Once placement is decided, it is the practicum site manager's responsibility to provide the student with:

1. An orientation to the organization. This will include information about the history, philosophy and goals of the organization, as well as its services and clientele. Appropriate dress and personal hygiene is an expectation of the Early Childhood Education Program. In addition, individual sites may have dress codes or other policies regarding jewelry, perfume, etc.
2. Information about personnel policies, expectations related to job performance and a detailed description of duties to be performed.

3. A regular period of supervision, as determined by the supervisor and the student with a supervisor who is agreeable to working with a student and who is accessible and interested in the student's progress.
4. Working with student and Ivy Tech faculty to complete the assignments on course syllabus. Adjustments can be made in course syllabus by contacting instructor.
5. A midterm and final evaluation will be completed on a form supplied by Ivy Tech Community College during the 8th and 15th week of the practicum. Summer evaluations will take place during the 4th and 8th weeks.
6. Opportunity for face-to-face contact with children and families.
7. Opportunity to be involved in parent and family conferences and staff meetings and to contribute to them when appropriate.
8. Reading lists and/or reading material relevant to the work the student is doing as identified by the practicum site.
9. Opportunities for the student to experience as much as possible.

Note: In addition, practicum sites are expected to follow guidelines agreed upon in the Agreement of Affiliation signed by the practicum sites. Copies of the agreements are available to students upon request.

RESPONSIBILITIES OF THE PRACTICUM STUDENT

The student should provide the organization with:

1. A resume when meeting with the site for the initial contact.
2. A schedule of regular hours that will be devoted to practicum activities-a total of 144 hours minimum of the semester. Students are also expected to meet with practicum site supervisor as needed.
3. Assurance that he/she will abide by the organization's personnel policies and in every way endeavor to be an asset to the organization and it's program and a credit to the college.
4. Cooperation with the practicum site by appearing regularly as scheduled, completing assignments and activities, and actively participating in supervisory discussion.
5. Notification of any circumstances preventing his/her carrying out expected tasks at the site as soon as it is possible.

6. Communication of any difficulty concerns or questions directly to the practicum supervisor.

A Student Status Report may be filed by the practicum instructor with the college if any of these or related responsibilities are violated. Any violation of these responsibilities may put you at risk with the Early Childhood Education program. Students will be removed from the practicum site after three violations. In addition, and as stated earlier, "Ivy Tech Community College reserves the right to withdraw the student from the program or practicum setting whose work or conduct may reflect discredit to the program or whose progress is unsatisfactory. The designated practicum site also reserves the right to remove any student from its facility whose conduct may reflect discredit to its program.

RESPONSIBILITIES OF THE PRACTICUM INSTRUCTOR

The Practicum Instructor is responsible for:

1. Meeting with all practicum students on an as needed basis through individual appointments. The majority of communications will be conducted via Ivy Tech email.
2. Placing the student at an appropriate practicum site that supports the student in the most productive learning process.
3. Making initial contact with an agency/organization and the supervisor or is using his/her job for practicum site. In all cases, contact at the beginning of the semester should establish communication between the college and the practicum site.
4. Providing the practicum supervisor and student with information on procedures and expectations for the practicum and with a telephone number for the practicum supervisor to be used to contact the practicum instructor.
5. Providing the student with course expectations, assignments and grading procedures.
6. Contacting and/or visiting each organization 1-3 times during the semester.
7. Providing the practicum supervisor with a format for evaluation of the students at the mid point and end of the semester.
8. Providing the student with an opportunity to evaluate his/her experience.
9. Submitting the final grade.

Note: In addition, the practicum instructor is expected to follow guidelines in the Agreement of Affiliation signed by the practicum sites and Ivy Tech

Community College, Kokomo region. Copies of the Affiliation of Agreement are available to students upon request.

Practica Can Be a Mutually Enriching Experience

Gains for Supervisor

1. Assistance for site.
2. Challenge in answering student questions and opportunity to be a role model
3. Chance to find out what is being taught in Early Childhood Education at the community college level and give feedback to the school on the practicality of material presented
4. Opportunities to stimulate the interest of potential members of your profession
5. Chance to teach a beginner the skills and attitudes you think should be taught to people entering your profession
6. Assess student interests in an area
7. Influence recruitment into Early Childhood Education profession.

Gains for Student

1. Opportunity for experience.
2. Opportunity to get answers to practical work-related questions.
3. Chance to share with an agency the skills he/she has acquired and interaction.
4. Chance to have a close-up look at an organization or agency and a profession that may be of special interest.

GOALS OF PRACTICA

Practica are intended to help students steadily develop their skills and knowledge as they progress through the practicum sequence.

Practica are intended to develop the student's **knowledge of children and families through observation and interaction**. Students are at the same time learning the introductory phases of planning and developing activities and materials to support optimal development of children and families. Students will be asked to prepare and implement activities under supervision. Students are expected to have minimal interaction with families. Students are not expected to supervise children or families without support from site staff.

CLASSROOM EXPERIENCE

The practicum is an opportunity for students to demonstrate their ability to plan and manage groups of children within a controlled environment. It is hoped that by the end of the practicum, sites will allow students to assume "lead teacher" functions while being observed by site staff. Interaction with families will be at the discretion of the site and limited to planned activities.

SOCIAL SERVICE OR AGENCY EXPERIENCE

The practicum experience, usually ECED 255 Generalist Practicum, allows the student to experience and participate in a wide variety of activities related to an agency, social service or educational organization. It is expected that the site supervisor allow the practicum student as many experiences as deemed feasible in that environment. Each situation will be different depending on the needs of the student and the organization.

THE PRACTICUM JOURNAL

Each practicum student will be asked to keep a journal of practicum experiences. **Confidential information should not be included.** The content should include information about activities the student is involved in at the practicum site and how he/she feels about the experiences. Questions, concerns, and notes on progress should be included. The journal can be a good record of progress throughout the semester, as well as a personal growth tool. Journals will be sent weekly to the instructor via Ivy Tech email.

The journal is also intended to keep the college instructor aware of what is happening to a student's practicum. Normally, the journal is read only by the student's instructor. If a practicum supervisor would like to read the journal, he/she may do so with the permission of the student.

What Should Go Into Your Journal

A journal is a diary of events at your practicum site. Personal identities need to remain confidential; therefore, do not use full names. A journal should include a summary of what you have done that day. Other ideas regarding journal entries should include the interactions with others, questions for your practicum faculty advisor, interactions with your supervisor, agency policy questions, etc.

Required Paperwork for Practicum

Students will be required to turn in the following materials:

1. Resume used for meeting/interview.
2. Completed midterm evaluation.
3. Completed final evaluation form.
4. Completed time verification forms and program information.
5. Daily journal entries during the practicum experience.
6. Assignments as listed for each practicum.
7. Final Portfolios (2)

APPENDIX B
GRADUATION PORTFOLIO
DEVELOPMENT

PORTFOLIO

All degree-seeking students will present a portfolio of their work while in their final seminar experience. A portfolio is a concrete demonstration for the student, future employers, and the College, of competencies mastered during the college experience. The portfolio is expected to be collected throughout the student's college experience. Portfolio entries may include, but are not limited to the following: critiques of journal articles, research papers, resource manuals, observations, case studies, newsletters, etc. **It is important to save all assignments and materials from all of your classes, including your general education classes/liberal arts.** During ECED 260, students will polish and perfect their portfolio and present their portfolio to a group comprised of peers, Ivy Tech administration, and community professionals. Resource materials on portfolios are available in the Learning Resource Center.

All degree seeking students, including Technical Certificate (TC) students are expected to save all of their work through Task/Stream.

I. The purpose of the Early Childhood Education Portfolio:

- A. Outcome assessment tool
- B. Tool for helping students evaluate their individual learning experience in relationship to their employment goals
- C. Prepare students for the employment search and interview process
- D. Empower students to be responsible for their own learning

II. The Early Childhood Education Portfolio is:

- A. Representative of your skills, abilities, and knowledge
- B. Helpful in assessing your growth
- C. Helpful in planning future goals

III. The Early Childhood Education Portfolio should include:

- A. Table of Contents
- B. Introduction—tell the purpose of your portfolio
- C. Your philosophies and goals in your profession
- D. Your resume
- E. Your autobiography
- F. Evidence of your competencies
- G. Other ECED 260 Assignments
- H. Certificates, awards, etc

IV. Mechanics:

This portfolio should be presented as an electronic portfolio via TaskStream unless otherwise approved by ECED faculty. The portfolio mechanics and examples will be shared in the class, as well as samples demonstrated via TaskStream.

V. When and how is the portfolio developed

- A. It is developed throughout your college career
- B. Will be compiled throughout the sequence of program courses completed the semester you are enrolled in ECED 260

VI. Presentation of the Portfolio:

- A. Purpose of the presentation is for you to get practice in interviewing and presenting what you have accomplished
- B. It is a culminating activity of your professional development
Presentation will be made during ECED 260.
- C. Your portfolio will be presented before a committee (3-5 members)
- D. You will have 15 minutes to introduce yourself and present your portfolio
- E. There will be a 10 minute period following your presentation for the committee to ask questions
- F. The committee will give you written and/or verbal feedback of your presentation and portfolio within a week of your presentation.

VII. When Presenting

- A. Describe professional growth
- B. Discuss your practical experience and how this ties in to the Child Development competencies
- C. Discuss what makes you unique to the early childhood profession
- D. Relate your philosophy to practice
- E. Highlight skills and experiences that are marketable
- F. Make sure your presentation and appearance are professional
- G. DO NOT READ YOUR PRESENTATION

Portfolio Evaluation/Standards

Portfolio evaluation incorporates standards adopted from those utilized by Ivy Tech Community College and the National Association for the Education of Young Children (NAEYC). These standards are recognized as standards for proficiency, accreditation, and graduation.

Students will demonstrate their proficiency before a panel via an electronic portfolio through TaskStream. The panel will have knowledge of both the field of early childhood education and the level of knowledge that is expected of an associate degree student. Some areas may not be demonstrated during the presentation of the portfolio. In such instances the panel will mark the “not demonstrated” column.

Use projects and assignments that reflect the standards. Students will have saved assignment and possible reflective narratives through TaskStream throughout the ECED classes. These will be updated and refined in ECED 260.

Ivy Tech Community College General Education Program Outcomes and Standards

These are outcomes and standards as required by Ivy Tech Community College. Students will write reflective narratives/essays to support assignments (either ECED or general education/liberal arts) in each of the following:

- A. Demonstrate critical and creative thinking.
 - B. Recognize and understand cultural and individual differences in terms of both contemporary and historical perspectives.
 - C. Recognize and understand social, political, civic, and environmental responsibilities relative to our society.
 - D. Apply basic scientific concepts in a variety of settings.
 - E. Communicate effectively in written, oral and symbolic forms.
 - F. Exhibit quantitative literacy.
 - G. Apply ethical reasoning.
 - H. Demonstrate the acquisition and use of information.
-

In addition, students will write reflective narratives to support ECED assignments in relation to the below noted NAEYC Standards and sub-standards.

NAEYC Standards

1. Promoting Child Development and Learning

- 1a. Describe and discuss young children's characteristics and needs.
- 1b. Examine and assess the multiple influences on development and learning.
- 1c. Create healthy, respectful, supportive, and challenging environments using knowledge of development.

2. Building Family and Community Relationships

- 2a. Name and discuss family characteristics.
- 2b. Propose strategies to empower families and communities through respectful, reciprocal relationships.
- 2c. Discuss the impact of involving families and communities in their children's development and learning.

3. Observing, Documenting and Assessing to Support Young children and Families

- 3a. Identify and explain the benefits and uses of assessment.
- 3b. Examine and demonstrate observation, documentation and other appropriate assessment tools.
- 3c. Describe and apply responsible assessment.
- 3d. List assessment partnerships with families and other professionals.

4. Teaching and Learning

- 4a. Formulate strategies for creating positive relationships with children and families.
- 4b. Examine and apply effective approaches to development and learning.
- 4c. Implement and assess essential concepts in early education.
- 4d. Design, implement, and evaluate meaningful curriculum.

5. Becoming a Professional

- 5a. Identify and involve oneself with the early childhood field.
- 5b. Apply ethical standards and other professional guidelines.
- 5c. Engage in continuous, collaborative learning to inform practice.
- 5d. Demonstrate knowledgeable, critical and reflective perspectives on early education by making informed decisions.
- 5e. Engage in informed advocacy for children and the profession.