EARLY CHILDHOOD EDUCATION
Program Handbook

Early Childhood Education Program
Ivy Tech Community College
Bloomington Region
200 Daniels Way
Bloomington, IN 47404
Last Updated September, 2013

*Curriculum and information subject to modification and change.
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IVY TECH COMMUNITY COLLEGE

WELCOME TO THE
ECED - EARLY CHILDHOOD EDUCATION PROGRAM
Bloomington, IN campus

This handbook is designed for ECED, 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 Marjie Risen, Early Childhood Education Program Chair, at 1-812-330-6109 for an appointment or Vicki Gusse, fulltime faculty, at 812-330-6263. You can also make an appointment through the Appointment Manager feature of Ivy Advising in Campus Connect.

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 instructors 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. This program became accredited in 2009 and is reviewed on a regular schedule, with complete program review due again in 2016.

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

Marjie Risen......Education Department Chair, Associate Professor, and Program Advisor, located at 1907 Liberty Drive location of the Bloomington campus

Vicki Gusse ............ Associate Professor and Program Advisor, Liberty Drive location

Numerous adjunct faculty instructors, who have graduate training in ECED and have worked in the field of Early Childhood Education, also teach to support the program.

2013 - 14
Anderson, Deborah
Christy, Kimberly
Colby, Teresa
Dill, Barbara
Fields, Linda
Jones, Cheryl
Ozolins, Lia
Wright-Summerton, Rachel
Zachariah, Jasmine
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 and the Supplement for Early Childhood Adult Educators. 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, serving children in the birth to age 8 years range, and their families. 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.
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 Bloomington Region ECED program is accredited through the National Association for the Education of Young Children (NAEYC). This is the same national organization which accredits early childhood centers. Licensing is mandatory -- accreditation is a step above licensing and is voluntary.

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.

- Child Development Associate (CDA) Preparation and Certificate 18 credits
- Early Childhood Administration concentration certificate 18 credits
- Technical Certificate (TC) 30 credits
- Associate of Applied Science (AAS) 60 credits
- Associate of Science (AS) 60 credits for transfer

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

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

The AAS contains all the CDA courses, and is used for students who want to be employed immediately upon graduation from Ivy Tech. The AS degree contains more general education courses and is meant to transfer to a four year school. Yes, both will transfer. Usually all of the classes in the AS will transfer, which might not happen with the AAS -- it's up to the four year institution.
SOME COMMUNITY SERVICE PARTNERSHIPS

- Head Start Collaborations
- Monroe County United Ministries
- YMCA of America
- Area Early Childhood Education and Early Care & Education Centers
- Family social service and education agencies and organizations.
- IACCRR/ Resource and Referral
- Elementary Schools (preschool through third grade) public and private
- South Central Chapter of the Indiana Association for the Education of Young Children

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 voluntary in nature. Students may not choose their own practica or contact a practicum site without advisor approval. Sites on Paths to Quality (PTQ) are chosen more often, to insure high quality experiences for our students. Total hours spent are 144 for the 3 credit hours.

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. Practicum sites should be set in place, with advisor’s approval, during the semester before students complete their 144 hours. The student is responsible for all practicum course requirement fees.

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 curricula, 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 guidelines are 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. This capstone course cannot be taken totally online through the Bloomington campus. It is only offered in spring semesters, second 8 weeks, in person along with online assignments, with a portfolio presentation at the last class meeting of the course.

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.

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.

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
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.

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 110 Infant/Toddler Growth and Development

ECED 111 Environments for Infants and Toddlers

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 216 Curriculum Planning for Early Childhood Administrators

ECED 218 Leadership and Mentoring in Early Childhood

ECED 223 School Age Child Care.

ECED 225 Infant Toddler Practicum

ECED 230 The Exceptional Child

ECED 233 Emerging Literacy

ECED 205 Early Care Practicum

ECED 235 Preschool Practicum
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 through the college bookstore. For more information regarding TaskStream, please go to www.taskstream.com.
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 (Accuplacer) 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.

PRIOR LEARNING ASSESSMENT: Students who have completed their national Child Development Associate (CDA) certificate somewhere other than Ivy Tech, can submit their current CDA certificate for 9 verified credits towards an associate degree from Ivy Tech.

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. Students should always consult with their advisor before they register each term.
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. Cost of criminal history checks, fingerprinting, drug testing, etc. 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. 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.

TRANSMITTING 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 everyday 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
CAREER LADDERS
In Indiana, courses can be taken that will build upon each other to achieve higher levels of education and competency, which can lead to greater employment opportunities. The public schools are governed by rules from the state of Indiana Department of Education and teachers' unions, which determine what educational level is required for each job description. The variety of employers is much wider in the early childhood field and includes private owners, Family and Social Services Administration, as well as school systems. So the employment site you choose in early childhood education actually determines the level of educational requirements you need, according to the person or agency who oversees their particular type of program. A national CDA certificate is the first step on a career ladder in ECED, then the technical certificate, an associate degree, a bachelor's degree, a master's degree and a doctorate degree.

Examples In Indiana, you can operate a child care home business with your national CDA certificate. In some child care settings, you can be the lead teacher with a CDA or an associate degree. In Head Start, or public school settings, you can be a substitute teacher or a teacher's aide with either the AAS or AS associate degrees. To have your own classroom in a Head Start or public school setting, you need a bachelor's degree.
APPENDIX A

PRACTICUM GUIDEBOOK
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. Students are expected to go through an interview with the consenting practicum site.

Practicum sites are identified by the instructor and are primarily sites on Indiana’s PTQ list (Paths to Quality), and/or 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. Students may also be expected to participate in online Discussion Boards and assignments on Ivy Tech Blackboard. 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 per site request. In addition, students who make initial contacts at sites without permission of instructor will not be placed at that site.
Early Childhood Education Practica

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<td>ECED 205 Early Care Practicum</td>
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<tr>
<td>ECED 225 Infant/Toddler</td>
<td>3</td>
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<tr>
<td>ECED 235 Preschool</td>
<td>3</td>
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<tr>
<td>ECED 245 School Age</td>
<td>3</td>
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<tr>
<td>ECED 255 Generalist</td>
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**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 Liberty Drive location in the fall and spring semesters only.

Seminars will be conducted each semester around the 8-12 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. It is ideal that by Friday of 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, whenever possible.

**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 Code of Student Rights and Responsibilities 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.
- Fingerprinting

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 warning 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 of the 144 hours 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. 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, unless there are extenuating circumstances. Students and Ivy Tech faculty must abide by the NAEYC Code of Ethical Conduct, as well as follow Ivy Tech Community College’s Student Rights and Responsibilities. Students must complete all assignments and hours 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. ECED 105 is the practicum that can be completed where the student is employed. The other practicum courses cannot be completed where the student is employed.

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, and resources 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 its’ 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 from 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 warning flag 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 may be removed from
the practicum site after three violations. In addition, 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 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.

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. ECED faculty may also conduct discussion
sessions and assignments via Blackboard on Campus Connect.

2. 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.

3. 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.

4. Providing the student with course expectations, assignments and
grading procedures.

5. Contacting and/or visiting each organization 1-3 times during the
semester.

6. Providing the practicum supervisor with a format for evaluation of the
students at the midpoint and end of the semester.

7. Providing the student with an opportunity to evaluate his/her
experience.

8. Submitting the final grade.

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

The Practicum 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
practicability 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 A PRACTICUM

The Practicum is intended to help students steadily develop their skills and knowledge as they progress through the practicum sequence.

The Practicum is 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 a Journal

A journal is a diary of events at your practicum site. Your students/teachers need to remain confidential, therefore, do not use their 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
PRACTICUM INFORMATION FORM

Student Name ____________________________

Address:
City ___________________________ State _______ Zip ________

Home Phone ______________________
Cell Phone ______________________
Work Phone ______________________

Ivy Tech
Email ____________________________

Practicum Site ______________________ Phone ______________________

Site Supervisor ______________________
Site Supervisor email ______________________

SCHEDULED HOURS: Monday ______________________

Tuesday ______________________

Wednesday ______________________

Thursday ______________________

Friday ______________________

This form and the following checklist page, as well as the Handbook Signature page, must be returned to Ivy Tech Practicum Instructor per deadline request in pre-practicum seminar. Students not returning this by due date will not be allowed to enroll in a practicum until after the next pre-practicum seminar.
PLEASE INITIAL EACH ITEM BELOW. ALL MUST BE INITIALED FOR YOU TO BEGIN YOUR PRACTICUM!

_____ I have met with the ECED program chair (advisor) and signed the receipt sheet for the Ivy Tech Practicum Handbook. My site is:

_____ I have completed the physician- signed medical examination sheet, verifying I am healthy and able to care for young children and showing my TB test results, and I have given this to my site director.

_____ I have completed the required Fingerprinting and background check through L-1 Enrollments, that will allow my site to check the information through FSSA, Federal Social Services Administration. (This document will be good for 3 years. Check with the director, since some sites will pay for this for you.) If they don’t, it is around $40.

_____ If my site requires a drug screening, I have completed that and given the director my results.

_____ I have verified with my site director that I have completed everything necessary to begin my 144 hours on the first day of my new semester, ROOM ___________, ages ___________.

Teacher __________________________ # children ________ I understand I must continue my practicum commitment through the end of the semester, even if I have completed 144 hours.

_____ I understand that I am not considered an employee, or a volunteer. According to Ivy Tech policy, I cannot be counted in teacher/student ratio or be left alone with children. I cannot do all my week’s hours in one day.

_____ I understand that I may work slightly ahead on assignments for my practicum course, but I understand that assignments are spaced apart for a reason and that no late work is accepted in the course without prior approval from my instructor. I am also expected to do any classroom duties I am asked to do by my classroom teacher, director or instructor. I will also attend at least 1 staff meeting, training, or planning session with staff.

_____ I understand that I must talk over any lesson plans with my classroom teacher and get their suggestions and permission before using them with the children. This means I must plan ahead to have their permission before the due date of any assignment involving the children or their parents.

_____ I understand that I must use the parental permission forms provided in the course with parents and teachers before including a child in any assessments or photographs.

_____ I understand I must have my Field Notebook and my Child Assessment Portfolio up to date and ready to show my course instructor at the scheduled visits and also with me in case of a pop in visit.

_____ I understand that a failure to meet my attendance schedule without notifying the director, the classroom teacher, my course instructor and my ECED advisor first, via email, or altering my attendance sheet in any way without permission, could result in failure and dismissal from the course.

_____ I understand that I am representing Ivy Tech at all times during my practicum experience. If at any time, I am dressed inappropriately or engage in gossip or negative conversations or other activity that reflects negatively on anything connected with Ivy Tech or the field of early childhood education, or anyone at the site, this could result in failure and dismissal from the course.
APPENDIX B
GRADUATION PORTFOLIO
DEVELOPMENT
PORTFOLIO

All degree-seeking students will present a portfolio of their work while in their final seminar experience (ECED 260). 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 from the ECED Office and the Ivy Tech Library.

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 the portfolio is developed

A. It is developed throughout your college career
B. Will be compiled throughout the sequence of program courses and 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 or Advisory Board
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 assignments and possible reflective narratives through TaskStream throughout the ECED classes. These will be updated and refined in ECED 260.

On the following pages are the NAEYC Standards for Early Childhood Professional Preparation and Supportive Skills, used to guide our ECED program at Ivy Tech and for you to use in preparing your ECED Graduation Portfolio in your capstone course.

Our ECED program at Ivy Tech was awarded accreditation through NAEYC in 2009. There are 5 specific assignments used in the NAEYC national accreditation process as our ECED program is evaluated each year. These will be 5 major assignments you will submit through Task Stream that you will probably want to use in your Graduation Portfolio:

- Erikson Autobiographical assignment
- Family Scenarios Project
- Child Assessment Portfolio
- Engaging the Brain Project
- Child Advocacy Project
2010 Initial Standards for Early Childhood Professional Preparation

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING
Candidates 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 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, from birth through age 3.
1b: Knowing and understanding the multiple influences on early development and learning
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS
Candidates 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 young children's development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES
Candidates 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 - including its use in development of appropriate goals, curriculum, and teaching strategies for young children
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES
Candidates 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. Candidates 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 young children
4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM
Candidates 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. Candidates understand the importance of developmental domains and academic (or content) disciplines in 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. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

Key elements of Standard 5
5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts—music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL
Candidates 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 early childhood professional guidelines
6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
6d: Integrating knowledgeable, reflective, and critical perspectives on early education
6e: Engaging in informed advocacy for young children and the early childhood profession

STANDARD 7 (ECDA Criteria 5) EARLY CHILDHOOD FIELD EXPERIENCES
Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood - in at least two of the three early childhood age groups (birth - age 3, 3-5, 5-8) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

Key elements of Standard 7
7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth - age 3, 3-5, 5-8)
7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

Note: The Initial Standards are used in NAECY Accreditation and Recognition of undergraduate and graduate programs preparing candidates for first-time early childhood licensure and for positions that do not currently require licensure. Advanced Standards include advanced key elements and are used in NAECY Recognition of graduate programs preparing accomplished teachers, administrators, policy specialists, professional development specialists, teacher educators, and researchers. See full standards here
http://www.naeyc.org/cd/a/standards

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Supportive Skill #1  SELF-ASSESSMENT AND SELF-ADVOCACY

Associate degree students are often at a key decision point in their professional lives, entering or re-entering higher education after extended work experiences or making decisions about further education beyond the associate degree. Therefore, skills in assessing one’s own goals, strengths, and needs are critical, as is learning how to advocate for one’s own professional needs.

Evidence of growth: Students' growth in these skills may be seen in assessments of changes over time and in the actual professional decisions made by students as they move through the program and beyond.

Indicators of strength:

Students assess their own goals, strengths, and needs.
Students know how to advocate for their own professional needs.

Supportive Skill #2  MASTERING AND APPLYING FOUNDAIONAL CONCEPTS FROM GENERAL EDUCATION

General education has value for its own sake—as part of the background of an educated person—and for the value added to practitioners’ ability to implement a conceptually rich curriculum. Both in immediate employment as an early childhood professional and in preparing for further baccalaureate study, associate degree graduates are enriched by understanding foundational concepts from areas including science, mathematics, literature, and the behavioral and social sciences.

Evidence of growth: Students’ acquisition of these skills may be seen, for example, in their successful mastery of general education objectives, in their written and oral rationales for activities, and in ratings of the conceptual accuracy and richness of their curriculum plans.

Indicators of strength:

Students understand foundational concepts from areas such as science, mathematics, literature, and the behavioral and social sciences.
Students can apply these concepts in their work as early childhood professionals.

Supportive Skill #3  WRITTEN AND VERBAL COMMUNICATIONS SKILLS

Well-prepared associate degree graduates have strong skills in written and verbal communication. These skills allow them to provide positive language and literacy experiences for children, and they also support professional communications with families and colleagues. Students going on to baccalaureate study need skills sufficient to ensure success in upper division academic work. In addition, technological literacy is an essential component of this set of skills.

Evidence of growth: Students’ mastery of these skills may be seen, for example, in successful completion of relevant courses, performance on communication and technological aspects of assignments, and competent use of communication skills in field experiences.
Supportive Skill #3 (continued)

Indicators of strength:

Students have effective skills in written and verbal communication.
Students are technologically literate.

Supportive Skill #4

MAKING CONNECTIONS BETWEEN PRIOR KNOWLEDGE/EXPERIENCE AND NEW LEARNING

All professionals need these skills, but they are especially important in supporting the learning of associate degree students who have worked for years in early care and education. Well-prepared associate degree graduates are able to respect and draw upon their past or current work experience and also reflect critically upon it, enriching and altering prior knowledge with new insights. These skills will, over time, enable graduates to respond to the evolving mandates and priorities of the early childhood field.

Evidence of growth: Progress in making productive connections may be seen in students’ growing ability to articulate relevant theory and research that either affirms or calls into question their experience—often seen in journals and portfolios, but also in interviews and presentations.

Indicators of strength:

Students respect and draw upon their past or current work experience.
Students are able to reflect critically upon their experience.

Supportive Skill #5

IDENTIFYING AND USING PROFESSIONAL RESOURCES

Even the best associate program cannot provide in-depth knowledge and skills in all areas. Therefore, well-prepared graduates should know how to identify and use credible professional resources from multiple sources, allowing them to better serve children and families with a wide range of cultures, languages, needs, and abilities.

Evidence of growth: Students’ growth in this area may be evidenced, for example, by portfolio artifacts, resources used in lesson plans or other field assignments, or in class presentations.

Indicators of strength:

Students know how to identify and use credible professional resources from multiple sources.
Students use these resources to better serve children and families with a wide range of cultures, languages, needs, and abilities.
You may also use graded work from other classes you have taken at Ivy Tech. You will want to prove your knowledge in general education. Task Stream is a tool you can use to save any of your Ivy Tech work for use in your Graduation Portfolio.

Following are the Ivy Tech Community College General Education Program Outcomes and Standards that your saved work can show you have met.

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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:

To Develop a Common General Education Core for the College’s Transfer-Oriented Associate Degree

8 Core competencies identified to meet approved (2007) General Education Outcomes

Outcome 1: Demonstrate critical and creative thinking.
To demonstrate competency in Outcome 1, a student should be able to
• Purposefully identify a problem, argument, assumption, or situation, and formulate diagnostic questions for eventual resolution.
• Gather information from multiple perspectives, recognizing that thinking occurs within some point of view.
• Identify the quality of evidence, noting its strengths and weaknesses, and then drawing well-supported conclusions.
• Formulate a response to an argument, problem, situation, or system based upon interpretation, analysis, and evaluation.
  - The student should be able to extend ideas logically into plausible prediction or interpretation or can make a coherent argument.
  - The student should be able to recognize standards of judgment from different disciplines
• Apply knowledge in a practical way or generate innovative approaches
• Revise conclusions consistent with new observations, interpretations, or reasoning.

Outcome 2: Recognize and understand cultural and individual differences, in terms of both contemporary and historical perspectives.
To demonstrate competency in Outcome 2, a student should be able to
• Identify social, cultural, and historical settings and processes other than one’s own and analytically compare these settings and processes
• Demonstrate knowledge of global issues, processes, trends, and systems.
• Communicate awareness of reasons for human behaviors.
• Demonstrate an understanding of the contributions of people from various cultures in the development of U.S. and world history.
• Use knowledge, diverse cultural frames of reference, and alternative perspectives to think critically and solve problems.
• Explain social institutions, structures, and processes across a range of historical periods and groups.
Outcome 3: Recognize and understand social, civic, and environmental responsibilities relative to our society.
To demonstrate competency in Outcome 3, a student should be able to
• Demonstrate engagement in civic and social services activities.
• Demonstrate knowledge of human impact on local and global environments.
• Describe the responsibilities of citizenship and their impact on communities.
• Define and explain the role and importance of global citizenship.
• Identify and discuss cross-cultural influences on social, civic, and environmental issues.
• Demonstrate the ability to engage in discussion, consensus, and conflict resolution.

Outcome 4: Apply basic scientific concepts in a variety of settings.
To demonstrate competency in Outcome 4, a student should be able to
• Understand the scientific method and how it applies to disciplines throughout the curricula.
• Know how to apply scientific information to address real world issues.
• Distinguish between that which is scientifically testable and that which is not.
• Demonstrate ability to gather, analyze, interpret, and draw conclusions from scientific and/or technical data.
• Understand the limitations of scientific knowledge
• Use measuring systems appropriate to the student's discipline and be able to convert between systems.
• Apply standards of "reasonableness" as applied to conclusions, calculations, and outcomes appropriate to discipline.
• View science from personal and social perspectives by demonstrating knowledge of issues and problems facing modern science, including ethics, values, and/or public policies.
• Understand the interrelationship between science and society.
• Collaborate to identify problems and determine solutions.

Outcome 5: Communicate effectively in written and oral forms
To demonstrate competency in Outcome 5, a student should be able to
• Use appropriate written or oral methods to communicate effectively based upon audience and purpose.
• Use information technologies to locate information from databases, websites, and other media.
• Recognize the validity of information and its sources.
• Synthesize source materials to develop a unique approach to an issue or problem.
• Use discipline-directed citation format to document source materials completely and accurately to maintain academic integrity.
• Understand and interpret creative expression based on knowledge of forms and principles of various expressive media.
• Prepare effectively for an oral presentation by researching the topic, analyzing the target audience, and adapting the presentation to link with audience characteristics.
• Use a process of writing that includes independent and collaborative prewriting, drafting, revising, and editing to produce unified, coherent, and well-developed paragraphs and essays that support a controlling idea.
Outcome 6: Exhibit quantitative literacy.
To demonstrate competency in Outcome 6, a student should be able to
- Interpret mathematical models such as formulas, graphs, tables, and schematics and draw inferences from them.
- Represent mathematical information symbolically, visually, numerically, and verbally.
- Recognize and apply appropriate mathematical tools in problem solving.
- Use mathematical methods to solve problems.
- Estimate and check answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results.
- Recognize the limitations of mathematical methods.
- Apply mathematics to decision-making in everyday life.

Outcome 7: Apply ethical reasoning
To demonstrate competency in Outcome 7, a student should be able to
- Explain the impact of socialization on individual moral development and ethical behavior.
- Discuss and consider multiple perspectives, recognize biases, deal with ambiguity, and take a rational position.
- Identify sources that impact the development of ethical standards and beliefs.
- Utilize cultural, behavioral, and historical knowledge to clarify and articulate a personal value system.
- Interpret and apply the concepts of ethical behavior with regard to academic pursuits.
- Recognize and analyze ethical issues as they arise in a variety of contexts.
- Explain and demonstrate the importance of ethical behavior in a global context.

Outcome 8: Demonstrate the acquisition and use of information.
To demonstrate competency in Outcome 8, a student should be able to
- Define a research topic and determine the extent of information needed.
- Use databases and web search tools effectively in order to conduct a literature search and find appropriate, peer-reviewed sources to fulfill the student’s needs.
- Identify, acquire, read, digest, and synthesize the information from various sources to accomplish a specific purpose.
- Access and utilize information in an ethical and legal manner as demonstrated by the correct and appropriate citation of sources and honoring of copyright.
- Evaluate the source, context, accuracy, quality, credibility, and value of information in empirical and seminal sources.
- Identify bias.
- Understand the relative value of the primary versus secondary sources, and empirical versus non-empirical sources.

The CAAP test - Collegiate Assessment of Academic Proficiency is given in the capstone course of each program at Ivy Tech. It is taken the first night of ECED 260 each spring. It is a graduation requirement!
The CAAP test – Collegiate Assessment of Academic Proficiency is given in the capstone course of each program at Ivy Tech. It is taken the first night of ECED 260 each spring. It is a graduation requirement!

There are 2 areas tested each year from the following 4 areas: Math, Writing, Science, and Critical Thinking. The College uses these scores as statistics to compare with how Ivy Tech students are learning, in comparison with other community colleges in the nation. The tests are much like the Compass or Accuplacer that you took when you first came to Ivy Tech. The CAAP is only given during specific times of the year, so don’t miss your first night of your ECED 260 course, or it will hold up your graduation. There are practice tests available from our testing center for the 2 areas being tested each spring. There is no minimum score you must make to graduate, but you must post a score to graduate.

FOLLOWING ARE THE CURRENT CERTIFICATES AND DEGREES AVAILABLE FROM OUR EARLY CHILDHOOD EDUCATION PROGRAM:

- Child Development Associate (CDA) Preparation and Certificate 18 credits
- Early Childhood Administration concentration certificate 18 credits
- Technical Certificate (TC) 30 credits
- Associate of Applied Science (AAS) 60 credits
- Associate of Science (AS) 60 credits for transfer

The Early Childhood Education Program continually monitors community and student needs for the development of future programs.
If you're going for the national CDA certificate and you don't need financial aid, you only need the first 4 listed below. If you use financial aid, then you have to take all 6, and then you get the Ivy Tech CDA certificate too. In order to open a licensed child care business in Indiana, with 6 children or more, you will need the national CDA certificate. If you want to add on to the CDA, you can get the associate and then the bachelor's through the TEACH scholarship also, for teaching birth through grade 3 and special needs. Contact the School of Education for details. 812-330-6109, and www.iaeyc.org about TEACH.

**COLLEGEWIDE CURRICULUM OF RECORD**  
**SCHOOL OF EDUCATION**  
**EARLY CHILDHOOD EDUCATION**  
**CHILD DEVELOPMENT ASSOCIATE (CDA) CERTIFICATE***

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 100</td>
<td>Introduction to Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ECED 101</td>
<td>Health, Safety, and Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>ECED 103</td>
<td>Curriculum in Early Childhood Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ECED 105</td>
<td>CDA Process</td>
<td>3</td>
</tr>
<tr>
<td>ECED 120</td>
<td>Child Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 111</td>
<td>English Composition</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS 18**

* Leads to taking the National Child Development Associate Certification Exam, employment in an early childhood education profession, and/or completion of an associate degree.
Ivy Tech Community College
Core Curriculum - Curriculum of Record
Certificate in Early Childhood Education
Early Childhood Administration Concentration
2013 - 2014

Leads to an Indiana Early Childhood Administrator Certificate, employment in an early childhood education profession and/or completion of an associate's degree.

Bloomington - Columbus - Evansville - Fort Wayne - Gary - Indianapolis - Kokomo - Lafayette - Logansport - Muncie - Richmond - Sellersburg - South Bend - Terre Haute

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<tr>
<td>ECED 130</td>
<td>Developmentally Appropriate Guidance in a Cultural Context</td>
<td>3</td>
</tr>
<tr>
<td>ECED 210</td>
<td>Early Childhood Administration</td>
<td>3</td>
</tr>
<tr>
<td>ECED 216</td>
<td>Curriculum Planning for Early Childhood Administrators</td>
<td>3</td>
</tr>
<tr>
<td>ECED 218</td>
<td>Leadership and Mentoring in Early Childhood</td>
<td>3</td>
</tr>
</tbody>
</table>

**Professional-Technical: 18**

**Total: 18**
Bloomington - Curriculum of Record
Technical Certificate in Early Childhood Education
2013 - 2014

The following suggested sequence includes all course requirements for this degree. You must consult with an academic advisor to determine which electives best meet your career goals.

**Semester 1**

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ECED 100 Introduction to Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ECED 101 Health, Safety, and Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>ECED 103 Curriculum in Early Childhood Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 111 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>IVYT 1XX Student Success Elective</td>
<td>1 - 3</td>
</tr>
</tbody>
</table>

Select 1 of the following courses.

- PSYC 101 Introduction to Psychology
- SOCI 111 Introduction to Sociology

**Semester 1: 16**

**Semester 2**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 120 Child Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>ECED 233 Emerging Literacy</td>
<td>2</td>
</tr>
<tr>
<td>XXXX XXX Early Childhood Education Statewide Elective</td>
<td>3</td>
</tr>
<tr>
<td>XXXX XXX Early Childhood Education Statewide Elective</td>
<td>3</td>
</tr>
<tr>
<td>XXXX XXX Early Childhood Education Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester 2: 14**

Total: 30

**STATEWIDE COURSE ELECTIVE LIST**

- ECED 110 Infant/Toddler Growth and Development (3 credit hours)
- ECED 111 Environments for Infants and Toddlers (3 credit hours)
- ECED 200 Family-Teacher Partnerships (3 credit hours)
- ECED 201 Skills for Parenting (3 credit hours)
- ECED 213 Infant and Toddler Programming (3 credit hours)
- ECED 216 Curriculum Planning for Early Childhood Administrators (3 credit hours)
- ECED 218 Leadership and Mentoring in Early Childhood (3 credit hours)
- ECED 223 School Age Programming (3 credit hours)
STATEWIDE PRACTICUM COURSE ELECTIVES LIST
ECED 105 CDA Process (3 credit hours)
ECED 205 Early Care Practicum (3 credit hours)
ECED 225 Infant and Toddler Practicum (3 credit hours)
ECED 235 Preschool Practicum (3 credit hours)
ECED 245 School Age Practicum (3 credit hours)
ECED 255 Generalist Practicum (3 credit hours)
Ivy Tech Community College  
Bloomington - Curriculum of Record  
Associate of Applied Science (via Distance Education) in Early Childhood Education  
2013 - 2014  
The following suggested sequence includes all course requirements for this degree. You must consult with an academic advisor to determine which electives best meet your career goals.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 100</td>
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</tr>
<tr>
<td>IVYT 1XX</td>
<td>Student Success Elective</td>
</tr>
<tr>
<td>XXXX XXX</td>
<td>Quantitative Reasoning Elective</td>
</tr>
<tr>
<td><strong>Semester 1: 16</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 120</td>
<td>Child Growth and Development</td>
</tr>
<tr>
<td>ECED 130</td>
<td>Developmentally Appropriate Guidance in Cultural Context</td>
</tr>
<tr>
<td>ECED 233</td>
<td>Emerging Literacy</td>
</tr>
<tr>
<td><strong>Select 1 of the following courses.</strong></td>
<td></td>
</tr>
<tr>
<td>COMM 101</td>
<td>Fundamentals of Public Speaking</td>
</tr>
<tr>
<td>COMM 102</td>
<td>Introduction to Interpersonal Communication</td>
</tr>
<tr>
<td><strong>Select 1 of the following courses.</strong></td>
<td></td>
</tr>
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<td>PSYC 101</td>
<td>Introduction to Psychology</td>
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<td>SOCI 111</td>
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<tr>
<td><strong>Semester 2: 14</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 204</td>
<td>Families in Transition</td>
</tr>
<tr>
<td>ECED 230</td>
<td>The Exceptional Child</td>
</tr>
<tr>
<td>ECED 243</td>
<td>Cognitive Curriculum</td>
</tr>
<tr>
<td>ECED XXX</td>
<td>Early Childhood Education Practicum</td>
</tr>
<tr>
<td>XXXX XXX</td>
<td>Scientific Ways of Knowing Elective</td>
</tr>
<tr>
<td><strong>Semester 3: 15</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 4</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>ECED 210</td>
<td>Early Childhood Administration</td>
</tr>
<tr>
<td>ECED 260</td>
<td>Early Childhood Professional</td>
</tr>
<tr>
<td>ECED 2XX</td>
<td>Early Childhood Education Practicum</td>
</tr>
<tr>
<td>XXXX XXX</td>
<td>Early Childhood Education Statewide Elective</td>
</tr>
<tr>
<td>XXXX XXX</td>
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ECED 218 Leadership and Mentoring in Early Childhood (3 credit hours)
ECED 223 School Age Programming (3 credit hours)

STATEWIDE PRACTICUM COURSE ELECTIVES LIST
ECED 105 CDA Process (3 credit hours)
ECED 205 Early Care Practicum (3 credit hours)
ECED 225 Infant and Toddler Practicum (3 credit hours)
ECED 235 Preschool Practicum (3 credit hours)
ECED 245 School Age Practicum (3 credit hours)
ECED 255 Generalist Practicum (3 credit hours)

CHOICES

Written Communication 3 credits
ENGL 111 English Composition*

Speaking and Listening 3-6 credits
COMM 101 Fundamentals of Public Speaking* and/or COMM 102 Intro to Interpersonal Communication*

Quantitative Reasoning 3-9 credits
MATH 118 Concepts in Mathematics (not a STEM selection)*; MATH 123 Quantitative Reasoning (not a STEM selection); MATH 135 Finite Math* (not a STEM selection); MATH 136 College Algebra*; MATH 137 Trig with Analytic Geometry*; MATH 201 Brief Calculus*; MATH 202 Brief Calculus II*; MATH 211 Calculus I*; MATH 212 Calculus II*; MATH 221 Calculus for Technology I; MATH 222 Calculus for Technology II

**Scientific Ways of Knowing** 3-10 credits

ASTR 101 Solar System Astronomy*; BIOL 101 Introductory Biology*; BIOL 105 Biology I*; BIOL 107 Biology II*; BIOL 121 General Biology; BIOL 211 Microbiology I*; CHEM 101 Introductory Chemistry*; CHEM 105 General Chemistry I*; CHEM 111 Chemistry I; PHYS 101 Physics I*; PHYS 102 Physics II*; PHYS 220 Mechanics*; PHYS 221 Heat, Electricity, & Optics; SCIN 100 Earth Science*; SCIN 111 Physical Science*

**Social and Behavioral Ways of Knowing** 3-9 credits

ANTH 154 Cultural Anthropology; ECON 101 Economics Fundamentals*; ECON 201 Principles of Economics*; ECON 202 Principles of Microeconomics*; HIST 101 Survey of American History I*; HIST 102 Survey of American History II*; HIST 111 World Civilization I; HIST 112 World Civilization II; POLS 101 Introduction to American Government and Politics*; POLS 211 Introduction to World Politics*; PSYC 101 Introduction to Psychology*; PSYC 201 Lifespan Development*; PSYC 205 Abnormal Psychology*; PSYC 240 Human Sexuality*; SOCI 111 Introduction to Sociology*; SOCI 164 Multicultural Studies; SOCI 245 Cultural Diversity; SOCI 252 Social Problems*

**Humanistic and Artistic Ways of Knowing** 3-9 credits

ARTH 101 Survey of Art & Culture*; ARTH 102 Survey of Art and Culture II*; ARTH 110 Art Appreciation*; ENGL 202 Creative Writing*; ENGL 206 Introduction to Literature*; ENGL 214 Introduction to Poetry*; ENGL 220 Introduction to World Literature*; ENGL 221 Introduction to World Literature After the Renaissance*; ENGL 222 American Literature to 1865*; ENGL 223 American Literature After 1865*; FREN 201 French Level III*; FREN 202 French Level IV*; HUMA 100 Theatre Appreciation*; HUMA 118 Music Appreciation*; PHIL 101 Introduction to Philosophy*; PHIL 102 Introduction to Ethics*; PHIL 220 Philosophy of Religion*; SPAN 201 Spanish Level III*; SPAN 202 Spanish Level IV*

**Total Transfer General Education Core** 30 minimum credits

*CTL courses
Ivy Tech Community College  
Core Curriculum - Curriculum of Record  
Associate of Science in Early Childhood Education  
2013 - 2014  
The following suggested sequence includes all course requirements for this degree. You must consult with an academic advisor to determine which Transfer Cluster Electives should be chosen to receive the most credit at the receiving college or university.

Bloomington - Columbus - Evansville - Fort Wayne - Gary - Indianapolis - Kokomo - Lafayette - Logansport - Muncie - Richmond - Sellersburg - South Bend - Terre Haute

| Semester 1 |                |   
|------------|----------------|---|
|            | Course Name                                    |  |
| A          | ENGL 111 English Composition                    | 3 |
| A          | IVYT 1XX Student Success Elective                | 1 - 3 |
| A          | XXXX XXX Transfer Cluster Elective               | 3 |
| A          | XXXX XXX Quantitative Reasoning Elective         | 3 |
| A          | XXXX XXX Humanistic and Artistic Ways of Knowing Elective | 3 |

**Semester 1: 16**

| Semester 2 |                |   
|------------|----------------|---|
| A          | COMM 101 Fundamentals of Public Speaking         | 3 |
| A          | ECED 120 Child Growth and Development            | 3 |
| A          | ECED 233 Emerging Literacy                       | 2 |
| A          | XXXX XXX Social and Behavioral Ways of Knowing Elective | 3 |
| A          | XXXX XXX Transfer General Education Core (TGE) Elective | 3 - 4 |

**Semester 2: 14**

| Semester 3 |                |   
|------------|----------------|---|
| A          | ECED 243 Cognitive Curriculum                      | 3 |
| A          | ECED 2XX Early Childhood Education Practicum       | 3 |
| A          | XXXX XXX Scientific Ways of Knowing Elective      | 3 - 5 |
| A          | XXXX XXX Humanistic and Artistic Ways of Knowing Elective | 3 |
| A          | XXXX XXX Social and Behavioral Ways of Knowing Elective | 3 |

**Semester 3: 15**

| Semester 4 |                |   
|------------|----------------|---|
| A          | ECED 204 Families in Transition                    | 3 |
| A          | ECED 260 Early Childhood Professional               | 3 |
| A          | XXXX XXX Transfer Cluster Elective                 | 3 |
| A          | XXXX XXX Transfer Cluster Elective                 | 3 |
| A          | XXXX XXX Scientific Ways of Knowing Elective       | 3 - 5 |

**Semester 4: 15 - 17**

**Total: 60**
**Symbol Key**

^ Capstone Course

\[ \text{Required for Transfer General Education Core (TGEC)} \]

\[ \text{Certicate} \]

---

**STATEWIDE PRACTICUM COURSE ELECTIVES LIST**

ECED 105 CDA Process (3 credit hours)

ECED 205 Early Care Practicum (3 credit hours)

ECED 225 Infant and Toddler Practicum (3 credit hours)

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ENGL 111 English Composition*

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3-6 credits

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Total Transfer General Education Core  30 minimum credits

*CTL courses
T.E.A.C.H. Early Childhood, a division of the nonprofit Child Care Services Association (CCSA), is a comprehensive scholarship program that provides the early childhood workforce with access to higher education. By promoting higher education, the program is helping to establish a well-qualified, fairly compensated, and stable workforce for the nation’s children, which will in-turn produce a better educated group of young students. T.E.A.C.H. scholarships are now offered in 22 states and the District of Columbia. Click here to learn more about the organization.

http://www.childcareservices.org/ps/teach_ta_qac.html

To find out more about Indiana’s TEACH scholarship, click here:  www.iaeyc.org  and click on TEACH on the left.

1-800-657-7577

Your TEACH advisor:
Lecia Overly
loverley@iaeyc.org
1-800-657-7577 EXT 3513
317-275-3513

SAVE THE DATE — MAKE SOME FUN PLANS

Indianapolis Convention Center

2014 Indiana Early Childhood Conference on March 27-29!

!!! IAEYC !!!

2015 Indiana Early Childhood Conference on April 9-11!
HANDBOOK RECEIPT AND ACKNOWLEDGEMENT

I have received a copy of the Early Childhood Education Program handbook. I understand that these policies are designed to acquaint me with the current policies and procedures. I also understand that the BCED program/Ivy Tech reserves the right to interpret, modify, or eliminate any of these policies and procedures at any time.

As a receipt of it, I understand that I am responsible for knowing its contents and updates and for safeguarding it.

________________________________________
Student Signature

______________________________
Student Name (printed)

______________________________
Date

______________________________
Advisor Signature

This tear sheet must be signed by the student and advisor.