



Early Childhood Education Program

Student Information Handbook

Humanities/Social Sciences Division

2025-2026



Table of Contents

PROGRAM INFORMATION.....	3
MCCC Mission, Vision, Core Values.....	4
ECE Program Mission	5
ECE Student Learning Outcomes	5
ECE Program Pathways.....	5
NAEYC Standards and Competencies for Early Childhood Educators.....	6
ECE Program Conceptual Framework.....	8
ECE Technical Standards.....	9
2024-2025 ECE Program Sheet.....	10
ECE Catalog Course Descriptions	12
Transfer Information.....	14
Scholarships	16
Articulation Agreements.....	16
STUDENT POLICIES AND PROCEDURES	17
Classroom Policies.....	18
Field Placement Descriptions and Policies	22
Drugs, Intoxicants, and Mind-Altering Substances Policy	28
Field Placement Evaluations.....	29
ECE Program Planning Worksheet.....	42

Program Information

Faculty reserve the right to change policies when needed; written notification of changes will be posted.
<https://www.monroeccc.edu/programs/early-childhood-education>

Monroe County Community College

MCCC Mission Statement

Monroe County Community College enriches lives in our community by providing opportunity through student-focused, affordable, quality higher education and other learning experiences.

MCCC accomplishes its mission through:

- Post-secondary pathways for students who plan to pursue further education
- Occupational programs and certificates for students preparing for immediate employment upon completion
- Curriculum developed by highly qualified faculty that prepares students to effectively communicate, think critically, and be socially and culturally aware
- Comprehensive student support services
- A wealth of opportunities for intellectual, cultural, personal and career enhancement
- Training and retraining to meet the needs of an evolving economy
- Key partnerships to enhance educational services and opportunities

MCCC Vision Statement

Monroe County Community College will be recognized for our student-focused service, academic excellence, affordability, innovation, community responsiveness and student success.

MCCC Core Values

These core values form our attitudes and guide our behavior:

- **Student-focus:** Execute student-centered decision making
- **Excellence:** Offer high-quality educational opportunities, programs and services
- **Accessibility:** Offer ease of access to educational opportunities, programs and services
- **Affordability:** Provide affordable educational opportunities, programs and services
- **Diversity and Inclusion:** Celebrate the individuality and diversity of our students, community, nation and world
- **Respect:** Practice equity and mutual respect
- **Stewardship:** Manage our resources with efficiency and integrity to ensure the long-term health of the college and infuse responsible, sustainable and transparent practices throughout all operations and programs
- **Outreach and Engagement:** Advance a culture of engagement and collaboration
- **Relevance:** Offer relevant educational programs through innovation and responsiveness

Early Childhood Education Program Mission

The mission of the Early Childhood Education Program is to prepare students for employment in the early childhood education field and for articulation to advanced degree programs in early childhood education. This is accomplished through the provision of classroom learning and practical application in field experiences. These experiences will be provided in multiple settings across varied age ranges and diversity of children and families.

Early Childhood Education Student Learning Outcomes

At the completion of the program of study, graduates will be able to:

1. Utilize knowledge of child development to support and nurture children in their development and learning environments.
2. Demonstrate respectful and reciprocal interactions, relationships, and partnerships with diverse children, families, staff, and communities to support child development and learning.
3. Apply systematic observation and varied documentation and assessment strategies that are ethically grounded and appropriate to support child development and learning.
4. Develop curriculum for young children based on knowledge of academic subject areas to support child development and learning.
5. Utilize developmentally appropriate approaches and strategies to enhance child development and learning.
6. Demonstrate professionalism through adherence to the ethical and professional standards of the early childhood education profession.

These outcomes are aligned with the National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies for Early Childhood Educators.

The Associate Degree in Early Childhood Education at Monroe County Community College is accredited by the Commission on the Accreditation of Early Childhood Higher Education Programs of the National Association for the Education of Young Children. The current accreditation term runs from March 2018 through March 2025.

Early Childhood Education Program Pathways

Monroe County Community College offers several program pathways in early childhood education. Each pathway focuses on the components of developmentally based early childhood education and care in various settings across all age levels. These program pathways include a certificate program (32 credits) and an associate degree of applied science (60-62 credits). The student may also use program courses to pursue the Child Development Associate (CDA) as awarded by the National Council for Professional Recognition. Additionally, students may use the program courses to articulate with higher education institutions to pursue a degree in Early Childhood Education or teacher certification. Transfer students should follow the transfer guides provided in the College Catalog and meet with ECE Program faculty for advising to review transfer requirements.

NAEYC 2020 Professional Standards and Competencies for Early Childhood Educators

STANDARD 1

Child Development and Learning in Context

Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.

1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.

1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.

STANDARD 2

Family–Teacher Partnerships and Community Connections

Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They (c) use community resources to support young children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies.

2a: Know about, understand, and value the diversity of families.

2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.

2c: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

STANDARD 3

Child Observation, Documentation, and Assessment

Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. In partnership with families and professional colleagues, early childhood educators (d) use assessments to document individual children's progress and, based on the findings, to plan learning experiences.

3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.

3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

3d: Build assessment partnerships with families and professional colleagues.

STANDARD 4

Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.

4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.

4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

STANDARD 5

Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice. They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.

5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.

5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children's learning in each content area.

5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.

STANDARD 6

Professionalism as an Early Childhood Educator

Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work with young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

6b: Know about and uphold ethical and other early childhood professional guidelines.

6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.

6d: Engage in continuous, collaborative learning to inform practice.

6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

Early Childhood Education Program Conceptual Framework



Technical Standards

The purpose of the technical standards is to inform students choosing to enter in the ECE field of the basic minimal technical standard requirements that must be met in order to complete all coursework objectives and student learning outcomes. The listed standards encompass what is minimally required to perform necessary tasks associated with the ECE professional role. This list is not exhaustive, and can be modified as the College deems necessary at any time. Students enrolled in the ECE program at MCCC must provide care for young children that is safe and effective. The student must be able to demonstrate sufficient cognitive, professional, motor, sensory, and other abilities, with or without accommodation, to meet program technical standards.

- **Critical Thinking and Cognitive Competencies:** Sufficient critical thinking and cognitive abilities in classroom and field placement settings.
- **Professionalism:** Interpersonal skills sufficient for professional interaction with a diverse population of children, families, faculty, and staff.
- **Communication:** Communication sufficient for professional interactions.
- **Mobility:** Physical abilities sufficient for movement, lifting, and providing care within the field placement setting.
- **Motor Skills:** Gross and fine motor abilities which are sufficiently effective and safe for providing care for young children.
- **Sensory:** Auditory and visual ability sufficient for observing, monitoring, and assessing care needs.
- **Observation:** Ability to sufficiently make observations in the field placement setting consistent with program outcomes.
- **Tactile Sense:** Tactile ability for caregiving routines and positioning oneself when interacting with children and objects.



Humanities/Social Sciences Division

The early childhood education associate of applied science degree program prepares students to provide high-quality care and education of young children from birth through age 8. The mission of the Early Childhood Education program at Monroe County Community College is to prepare students for employment in the early childhood education field and for articulation to advanced degree programs in early childhood education. This is accomplished through the provision of classroom learning and practical application in field experiences. These experiences will be provided in multiple settings across varied age ranges and diversity of children and families.

Career Opportunities

The program prepares individuals for staff placement in:

- Child care centers
- Family child care
- Head Start programs
- Great Start Readiness Program preschools
- Preschools
- Public school latchkey programs
- Other programs involved in the care and guidance of children and their families

Note: The following codes identify courses that satisfy MCC's General Education Requirements:

- (C1) GE Natural Sciences Competency
- (C2) GE Mathematics Competency
- (C3) GE Writing Competency
- (C4) GE Computer Literacy Competency
- (C5) GE Human Experience Competency
- (C6) GE Social Systems Competency

Required General Education Courses*	Credits 19-22
C1 Natural Science Competency	4
C2 Mathematics Competency	3-6
C3 ENGL 151 (English Composition I)	3
C4 Computer Literacy Competency	3
C5 Human Experience Competency	3
C6 PSYCH 151 (General Psychology)	3

See the General Education Requirements in the college catalog or on the college website (www.monroeccc.edu) for a list of courses that satisfy the General Education Learning Competencies.

*See ECE faculty for General Education course plan if intending to transfer.

Required Courses and Sequence **

40

Fall Semester (First Year)

ECE 100 (Foundations of Early Childhood Education)	3
ECE 102 (Child Growth and Development)	3
ECE 104 (Nutrition, Health and Safety for Early Childhood Education)	3

Winter Semester (First Year)

ECE 106 (Observation and Assessment of Child Development)	3
ECE 108 (The Care and Learning of Infants and Toddlers)	4
ECE 110 (Diverse Populations in Early Childhood Education)	3

Fall Semester (Second Year)

ECE 200 (The Care and Learning of Preschool Children)	4
ECE 202 (The Care and Learning of School-Age Children)	4

Winter Semester (Second Year)

ECE 206 (Early Childhood Education Practicum)	5
---	---

**Students must achieve a C or higher in all ECE courses to proceed in the program.

Additional Required Courses

EDUC 158 (Art for Elementary Teachers) or EDUC 165 (Music for Classroom Teachers)	3
HPE 151 (First Aid and Safety)	2
PSYCH 251 (Child Psychology)	3

Additional General Electives

Credits

(If needed to complete required total credit hours)

Suggested Elective Courses

ECE 204 (Administration of a Child Care Program)	3
EDUC 151 (Exploring Teaching)	3
ENGL 102 (Business Writing)	3
ENGL 152 (English Composition II)	3
PSYCH 254 (Life Span Psychology)	3
SOC 152 (Marriage and Family)	3
SPCH 151 (Communication Fundamentals)	3
SWK 106 (Child Welfare)	3
SWK 151 (Introduction to Social Services)	3

Total Degree Requirements

60-62 credits

Total Degree Cost

65 minimum billable
contact hours

Certificate Program: Early Childhood Education

The early childhood education certificate program is designed for students who will work with and teach young children. Students may use this curriculum to meet state licensing requirements to provide child care in homes, centers and other facilities or for positions as assistant teachers in child care programs. A minimum of 32 credit hours is required for the early childhood education certificate. Courses for the certificate can be applied toward the associate degree.

Required Courses*	Credits
ECE 100 (Foundations of Early Childhood Education).....	3
ECE 102 (Child Growth and Development).....	3
ECE 104 (Nutrition, Health and Safety for Early Childhood Education).....	3
ECE 106 (Observation and Assessment of Child Development).....	3
ECE 108 (The Care and Learning of Infants and Toddlers) ..	4
ECE 110 (Diverse Populations in Early Childhood Education).....	3
ECE 200 (The Care and Learning of Preschool Children) ...	4
ECE 202 (The Care and Learning of School-Age Children) ..	4
HPE 151 (First Aid and Safety).....	2

* Students must achieve a C or higher in all ECE courses to complete the certificate program.

One of the following courses	Credits
EDUC 158 (Art for Elementary Teachers)	3
EDUC 165 (Music for Classroom Teachers)	3
ENGL 256 (Children's Literature).....	3

Total Certificate Requirements	32 credits
Total Certificate Cost	32 minimum billable contact hours



CDA Credential

The Child Development Associate (CDA) is a national credential earned by individuals working with young children birth to five years in child care settings. The CDA credential is based on a core set of competency standards, which guide early care professionals as they work to becoming qualified teachers of young children. The candidate must document 120 clock-hours of formal training through course work, 480 clock-hours of current experience working with young children, and complete documentation as required by the Council for Professional Recognition. MCCC courses provide the training required for the CDA and may be applied toward the associate degree or certificate programs. Please note that MCCC does not award the CDA credential. See the Council for Professional Recognition website for more information (www.cdacouncil.org).

	Credits
Infant/Toddler CDA Credential coursework:	
ECE 102 (Child Growth and Development)	3
ECE 104 (Nutrition, Health and Safety for Early Childhood Education)	3
ECE 108 (The Care and Learning of Infants and Toddlers) ..	4
Preschool CDA Credential coursework:	
ECE 102 (Child Growth and Development)	3
ECE 104 (Nutrition, Health and Safety for Early Childhood Education)	3
ECE 200 (The Care and Learning of Preschool Children) ...	4

Information contained within this document is subject to change. This program sheet may not be considered as an agreement or contract. Monroe County Community College is an equal opportunity institution and adheres to a policy that no qualified person shall be discriminated against because of race, color, religion, national origin or ancestry, age, gender, marital status, disability, genetic information, sexual orientation, gender identity/expression, height, weight or veteran's status in any program or activity for which it is responsible. If you have a disability and need special accommodations, please contact the Student Success Center (734.384.4167) at least 10 business days prior to the first class session to begin the accommodation process.

The college's Equal Opportunity Officer and Title IX and Section 504/ADA Coordinator and Compliance Officer for discrimination and sexual harassment is the Director of Human Resources.

Monroe County Community College, 1555 South Raisinville Road, Monroe, Michigan 48161, 734.384.4245.

Monroe County Community College is accredited by the Higher Learning Commission, www.hlcommission.org, 800.621.7440.

Main Campus
1555 South Raisinville Road
Monroe, Michigan 48161
734-242-7300 / 1-877-YES-MCCC

Whitman Center
7777 Lewis Avenue
Temperance, Michigan 48162
734-847-0559


**MONROE COUNTY
COMMUNITY COLLEGE**
enriching lives

www.monroeccc.edu | Admissions: 734-384-4104

Prerequisites are requirements that the student must meet before taking a course. Prerequisites ensure that the student has the necessary skills and knowledge to successfully complete the coursework.

ECE 100, 102, and 104 are considered the foundational courses that must be completed to proceed with additional program courses. These courses are offered both fall and winter semesters.

Catalog Course Descriptions

ECE 100 Foundations of Early Childhood Education

3 Credit Hours
3 Billable Contact Hours
F, W

Prerequisite: RDG 090 and ENGL 090 or qualifying score on accepted placement tests

This course provides an introduction to the field of Early Childhood Education for students interested in pursuing a career in the profession. An overview of the foundational content of Early Childhood Education is presented with the focus on the young child, the teacher, the family, and the learning environment. It presents a respectful, culturally sensitive, and child-family centered approach to the care, development, and learning of the young child.

ECE 102 Child Growth and Development

3 Credit Hours
3 Billable Contact Hours
F, W

Prerequisite: ENGL 090 and RDG 090 or qualifying score on accepted placement tests

This course presents the theory and stages of child development from the prenatal period through the young child of eight years. The student will gain an understanding of child development in the areas of perceptual, motor and physical development, emotional and social development, and cognitive, language and literacy development. The related topics of health, nutrition, safety, and children with special needs are also discussed. The focus of the course is to prepare the student with knowledge of growth and development to enhance their ability to provide educational experiences and interactions that support children's development and learning.

ECE 104 Nutrition, Health & Safety for Early Childhood Education

3 Credit Hours
3 Billable Contact Hours
F, W

Prerequisite: RDG 090 and ENGL 090 or qualifying score on accepted placement tests

This course presents a holistic approach to the wellness of children in relation to their safety, nutrition, and health in various environments and early childhood education settings. It discusses the provision of quality early childhood education environments that ensure the physical and emotional well-being of children. Knowledge of child development is reviewed to address the safety, nutritional and health needs of children throughout the developmental stages. Students will develop an instructional unit on one of these areas related to the wellness of children.

ECE 106 Observation and Assessment of Childhood Development

3 Credit Hours
3 Billable Contact Hours
W

Prerequisite: ECE 100 and ECE 102 and ECE 104 (with a minimum grade of C)

This course assists the student to develop the skills and experience essential to the observation, recording, and assessment of the development and behavior of young children. Child and family communication and guidance techniques consistent with knowledge of child development and professional standards are emphasized. Students will participate 45 hours in an approved early childhood setting to perform various observation assignments and to develop a case study on a select child. Students will also compile a portfolio documenting the observation and assessment of the child's development and behavior. The portfolio assessment is discussed in relation to curriculum and program development.

ECE 108 The Care and Learning of Infants & Toddlers

4 Credit Hours
4 Billable Contact Hours
W

Prerequisite: ECE 100 and ECE 102 and ECE 104 (with a minimum grade of C)

This course focuses on the provision of developmentally appropriate practice in the care and learning of infants and toddlers from birth to age three. It presents the design of curriculum, activities, and experiences to support the child's physical, sensory-motor, cognitive, language, and social-emotional development. Child, family, and caregiver interactions and guidance techniques consistent with knowledge of child development and professional standards are emphasized. The creation of active learning environments and child and program assessment is addressed. Students will participate 45 hours in an approved early childhood setting to perform observation assignments and develop a unit of instruction for the infant and toddler.

ECE 110 Diverse Populations in Early Childhood Education**3 Credit Hours**
3 Billable Contact Hours

Prerequisite: ECE 100 and ECE 102 and ECE 104 (with a minimum grade of C)

F, W

This course focuses on the care, development, and learning needs of diverse children. It discusses children with special needs related to cognitive, speech and language, motor and sensory impairments. Children with acute and chronic health problems and emotional disorders are also discussed. Significant social issues including poverty, homelessness, and family violence are explored. Strategies for communicating and working with diverse children and families and use of school and community resources are presented.

ECE 200 The Care and Learning of Preschool Children**4 Credit Hours**
4 Billable Contact Hours

Prerequisite: ECE 100 and ECE 102 and ECE 104 (with a minimum grade of C)

F

This course focuses on the provision of developmentally appropriate practice in the care and learning of preschool children ages three through five. It presents the design of curriculum, activities, and experiences to support the child's physical, language and literacy, creative arts, and cognitive development. Child and family communication and guidance techniques consistent with knowledge of child development and professional standards are emphasized. Students will participate 45 hours in an approved early childhood setting to perform child observation assignments and develop a unit of instruction for the preschool child.

ECE 202 The Care and Learning of School-Age Children**4 Credit Hours**
4 Billable Contact Hours

Prerequisite: ECE 100 and ECE 102 and ECE 104 (with a minimum grade of C)

F

This course focuses on the provision of developmentally appropriate practice in the care and learning of school-age children. It presents the design of curriculum, activities, and experiences to support the child's physical, cognitive, psychological, moral, and social development. Child, family, and caregiver interactions and guidance techniques consistent with knowledge of child development and professional standards are emphasized. The planning of curriculum, including programs, learning environments, and activities for school-age children is discussed. Students will participate 45 hours in an approved early childhood setting to perform quality program assessments and develop a unit of instruction with activities and experiences for school-age children.

ECE 204 Administration of a Child Care Program**3 Credit Hours**
3 Billable Contact Hours

Prerequisite: ECE 100 and ECE 102 and ECE 104 (with a minimum grade of C)

W

This course focuses on the competencies and requirements central to the development and administration of early childhood education programs. It discusses the role of the director/administrator and details the administrative responsibilities in the management of these programs. Professional standards designated by the National Association for the Education of Young Children (NAEYC) are emphasized. Background knowledge of growth and development, assessment, and the needs of children are reviewed. The creation of the developmentally appropriate curriculum, communications with children, families and community, and child, staff, and program evaluations are discussed.

ECE 206 Early Childhood Education Practicum**5 Credit Hours**
5 Billable Contact Hours

Prerequisite: ECE 106 and ECE 108 and ECE 200 and ECE 202 (with a minimum grade of C)

Corequisite: ECE 110- Must be taken either prior or at the same time as this course

F, W

This capstone course prepares the student teacher for future employment through a weekly practical experience in the care and teaching of children under the supervision of qualified staff in a child care facility. Classroom instruction addresses the fundamentals of the teaching-learning process and competent mastery of the role of beginning early childhood teacher. The application of acquired knowledge to support the care, development, and learning of the young child is emphasized. Students will demonstrate their performance in the care and teaching role during a 150 hour placement under the supervision of staff and faculty in a licensed child care facility. Students will compile a portfolio as a representative collection of their student teacher accomplishments.

MICHIGAN TRANSFER AGREEMENT

In 2012, the Michigan legislature included language in the community college appropriations bill calling for improvement in the transferability of college courses between Michigan colleges and universities by revising the MACRAO Agreement. The Michigan Transfer Agreement has been created in an effort to increase the transferability of lower level general education courses across all Michigan's public institutions.

To fulfill the Michigan Transfer Agreement, students must successfully complete at least 30 credits, with at least a 2.0 in each course. These credits should be met according to the following distribution:

- **1 course in English Composition**
- **A second course in English Composition or 1 course in Communications**
- **1 course in one of the following Mathematics Pathways:** College Algebra, Statistics or Quantitative Reasoning or an upper level course in one of these subject areas
- **2 courses in Social Sciences** (from two disciplines)
- **2 courses in Humanities and Fine Arts** (from two disciplines and excluding studio and performance classes)
- **2 courses in Natural Sciences including one with laboratory experience** (from two disciplines)

If these courses do not add up to 30 credit hours, the student must take an additional course from one of these groups. **One** of the above courses must be completed at Monroe County Community College.

Student Responsibilities: Many Michigan colleges and universities participate in the MTA, but it is the responsibility of the student to understand how the MTA fulfills general education requirements at their preferred transfer institution.

Some participating colleges and universities may require you to complete additional courses that cannot be satisfied with the courses listed within the categories of this agreement. To learn about a four-year institution's requirements, you should contact your college counselor or academic advisor.

MCCC Courses that Fulfill the Michigan Transfer Agreement (MTA) Requirements

Discipline	Requirements/Course Options
ENGLISH COMPOSITION/ COMMUNICATIONS	1. One course in English Composition and 2. A second course in English Composition or 1 course in Communications
<i>English (ENG)</i>	151, 152, 254
<i>Communications (COMM)</i>	151
<i>Speech (SPCH)</i>	151, 152, 155, 255
SOCIAL SCIENCES	Select two courses from two different subject areas in social sciences
<i>Anthropology (ANTHR)</i>	152, 155, 165
<i>Criminal Justice (CRIJ)</i>	151, 155, 156, 160, 165, 170, 251, 252, 253, 254, 255, 256, 260, 261, 270
<i>Economics (ECON)</i>	251, 252
<i>Geography (GEOG)</i>	152
<i>Gender & Women's Studies (GWST)</i>	151
<i>History (HIST)</i>	151, 152, 153, 154, 155, 158, 159, 160, 173
<i>Political Science (POLSC)</i>	151, 158, 211, 221, 252
<i>Psychology (PSYCH)</i>	151, 152, 251, 253, 254, 257, 258
<i>Social Work (SWK)</i>	106, 151
<i>Sociology (SOC)</i>	151, 152, 160, 161, 251, 253
HUMANITIES	Select two courses from two different subject areas in humanities (may only count one foreign language course)
<i>Art (ART)</i>	151, 155, 160, 280, 281, 282
<i>Communications (COMM)</i>	151 (not already taken to meet the English/Communications requirement)
<i>Education (EDUC)</i>	158, 165
<i>English (ENGL)</i>	152, 154, 155, 240, 251, 252, 253, 254, 255, 256, 260, 261, 266, 267, 268 (not already taken to meet the English/Communications requirement)
<i>French (FREN)</i>	151, 152, 251, 252
<i>Germany (GERM)</i>	151, 152, 251, 252
<i>Humanities (HUMAN)</i>	151, 152, 250, 256, 257
<i>Journalism (JOURN)</i>	161, 162, 251, 261, 262
<i>Music (MUSIC)</i>	170, 265, 266, 268
<i>Philosophy (PHIL)</i>	151, 152, 253, 254
<i>Spanish (SPAN)</i>	151, 152, 251, 252
<i>Speech (SPCH)</i>	151, 152, 155, 255 (not already taken to meet the English/Communications requirement)
<i>Theater (THEA)</i>	151, 152
MATHEMATICS	Select at least one course from the following pathways: College Algebra, Statistics, Quantitative Reasoning or an advanced level course in any of these areas
<i>Mathematics (MATH)</i>	154, 157, 159, 162, 164, 171, 172, 251, 271, 273
SCIENCES	Select two courses from two different subject areas in sciences, with one course containing a lab (bolded course numbers do NOT contain a lab)
<i>Astronomy (ASTRN)</i>	151
<i>Biology (BIOL)</i>	151, 153, 156, 161, 251, 252, 257, 258, 259, 260, 264
<i>Chemistry (CHEM)</i>	150, 151, 152, 155, 160, 251, 252
<i>Earth Science (ESC)</i>	151
<i>Geography (GEOG)</i>	151
<i>Meteorology (MET)</i>	151
<i>Physical Science (PHYSIC)</i>	151
<i>Physics (PHY)</i>	101, 151, 152, 251, 252

*if MATH 156/166 was taken prior to W12020, then it will still count towards MTA. **BIOL 264 will count as a course with a lab beginning Fall 2022.

Last updated: May 2022

Scholarships

- The statewide T.E.A.C.H. Early Childhood® MICHIGAN scholarship program is designed to help those students currently employed in early childhood education and are pursuing coursework in early childhood education, a CDA, MI-YDA, associate degree, or bachelor's degree in early childhood education including ZN and ZO endorsements. Students may contact T.E.A.C.H. Early Childhood® MICHIGAN at (866) 648-3224 or at <http://www.miaeyc.org> for more information.
- Additional scholarships and grants may be available for ECE students. Please access the Scholarships tab on MCCC webpage for more information.
<https://www.monroeccc.edu/scholarships>

Articulation Agreements

Articulation Agreements have been established between MCCC and various colleges and universities to assist with the transfer of courses for the pursuit of a bachelor's degree. These agreements provide a smooth curriculum transition to minimize the loss of credit and duplication of coursework.

Present agreements are in place with the following colleges/universities:

- University of Michigan Dearborn (BA in Early Childhood Education or BA in Elementary Education)
- University of Toledo (BE in Elementary Education)
- Ferris State University (BS in Elementary Education)
- Rochester Christian University (BS in Early Childhood Education)

Please check the MCCC website under Transfer Information for updated Articulation Agreements.

Student Policies and Procedures

Classroom Policies

1. Attendance

On-time class attendance and participation are an **essential** part of the course. Attendance is expected and will be monitored. You must notify the course instructor of absences by email or phone. Point deductions will occur for all absences. When absences are deemed as excessive, defined as more than two absences in a fifteen week course, your final grade will automatically drop 5 points for each subsequent absence. Early departures or late arrivals (more than 10 minutes) will decrease the number of attendance points received for that class. In addition, documentation of illness may be requested. Failure to attend face-to-face class meetings and/or consistent absences, early departures, late arrivals will result in course failure.

2. Class Preparation

You are expected to read all assigned materials **before** coming to class. You should be able to **USE** the assigned readings for activities and reference points. Occasionally you will be given “homework.” These assignments will be brief and/or necessary for in-class activities.

3. Course Assignments, Exams, Grading

- All assignments must be handed in **by the due date for full credit**. Any requests for extensions due to personal or medical problems must be made **prior** to the due date and discussed with the instructor ahead of time. Ten percent will be deducted for every week and assignment is late. Late assignments will not be accepted two weeks after the assignment due date.
- Exams **must be taken** on specified dates. Make-up exams will only be given with **prior approval** from the instructor for extenuating circumstances. Documentation must be provided for the absence (authorized medical excuse, etc.). You will be expected to take the exam by the next scheduled class session. Make-up exams will include different content than the original exam.
- Extra credit will not be offered to improve classroom grades.
- Students must achieve a C or higher in ECE courses to proceed in the program.

4. Professionalism

- Professional conduct, courtesy, and respect for one another are expected of students at all times. Confidentiality relating to classroom discussions is expected and required.
- Students shall maintain confidentiality in terms of their work with classmates, and with children, families, and staff of field placement sites. This includes refraining

from identifying members by name or specific characteristics verbally, by photograph, or in writing outside of the classroom and field placement settings. This also includes the use of social networking sites (Facebook, Twitter, Instagram, Snapchat, etc.).

- The college expects students to be honest in all academic work and maintain their own integrity as well as the academic integrity and reputation of their institution. Any act of academic dishonesty will result in disciplinary action by the college. This includes AI generated work. This course assumes work submitted for a grade by students will be generated by the students themselves, working individually or in groups as directed by class assignment instructions. To ensure all students have an equal opportunity to succeed and to preserve the integrity of the course, students are not permitted to submit text that is generated by artificial intelligence (AI) systems such as ChatGPT, Bing Chat, Claude, Google Bard, or any other automated assistance for any classwork or assessments. This includes using AI to generate answers to assignments, exams, or projects, or using AI to complete any other course-related tasks. Using AI in this way undermines your ability to develop critical thinking, writing, or research skills that are essential for this course and your academic success. Violations of this policy will be treated as academic dishonesty. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please do not hesitate to ask for clarification.
- Cell phones cannot be used for communication purposes in class. For emergency situations only, they may be on under a silent or vibration mode. Cell phones should **NOT** be used for texting, email, web surfing, etc.
- Laptops may *only* be used for note taking or in-class research. Please check with the course instructor if you plan to do so. **NO** other laptop usage is permitted during class (that includes emails, web surfing, etc.).

Any act of dishonesty, breach of confidentiality, behavior that threatens the public's health, welfare, and/or safety, or any other ethical or legal concerns or violations will result in course failure with no opportunity to repeat the course and consequently dismissal from the program.

5. Class Cancellations

If a class is cancelled due to an instructor absence, every effort will be made to contact students prior to class time. Please check your college email prior to class. Cancellation due to inclement weather will be announced on the MCCC website and on local radio stations. Students may also register for the Emergency Notification System on the college web page. <https://www.monroeccc.edu/notify/index.htm>

6. Additional College Statements and Information:

- **Acceptable Use Policy for the Information Technology Systems at MCCC:** <https://www.monroeccc.edu/sites/default/files/policies-procedures/238-acceptable-use.pdf>
- **Americans with Disabilities Act (ADA) Statement:** The Americans with Disabilities Act with Amendments (2008) affords students an equal opportunity to participate in educational courses/programs/services. If you have a disability for which accommodations may be appropriate, please contact the Disability Services Office at (734) 384-4167, located in the Student Success Center in Founders Hall.
- **Academic Dishonesty:** The College expects students to be honest in all academic work and maintain their own integrity as well as the academic integrity and reputation of their institution. Engagement in acts of academic dishonesty will not be tolerated. Information regarding consequences and disciplinary procedures related to academic dishonesty are available at: <https://www.monroeccc.edu/policies/pdfs/300%20Students/310a%20aca%20dis%20proc.pdf>
- **Anti-bullying Policy 1.72:** It is the policy of the College that bullying behavior by or against any member of the College community, whether student, employee, faculty or guest, will not be tolerated. Violation of the anti-bullying policy can result in discipline up to and including expulsion for students, and up to and including termination for employees. https://www.monroeccc.edu/sites/default/files/policies-procedures/172-anti-bullying_0.pdf
- **Microsoft Office 365:** All students can have Microsoft Office 365 for free as a MCCC student. Once MCCC student email is established, students can go to <https://www.office.com/>. Students should click sign in. Students should use their MCCC full email and MCCC email password to sign in. Once students are signed in, at the top right-hand corner, click “install office.” Students will have this for free if they remain an MCCC student.
- **College Closure/Emergency:** In case of emergency, school delays, closing, or inclement weather situations, MCCC officials will send emergency alerts to anyone registered in the MCCC Emergency Notification System. Students may sign up to receive notifications by visiting www.monroeccc.edu/notify/index.htm
- **Title IX:** MCCC is committed to the prompt and equitable investigation of all sexual misconduct complaints or reports, with appropriate remediation where it has been determined that this policy has been violated. The College’s Equal Opportunity Officer and Title IX and Section 504/ADA Coordinator and Compliance Officer for discrimination and sexual harassment is the Director of Human Resources, Monroe County Community College, 1555 South Raisinville Road, Monroe, Michigan, 48161, 734-384-4245.

- **Writing Across the Curriculum and Writing Fellows:** Spelling, grammar, and punctuation errors may adversely affect your grade on all written assignments, quizzes, and tests. Students who have difficulty with writing are encouraged to seek help in the Student Success Center and/or Writing Center.

Additional information:

Additional information regarding policies such as, class withdrawal, classroom etiquette, student code of conduct, are available at <https://www.monroeccc.edu/policies>.

Additional information such as student e-mail use, inclement weather/college closure/emergency, campus safety, and transfer of academic credit, can be found in the Student Handbook which is located at <https://www.monroeccc.edu/student-handbook>.

Field Placement Description and Policies

Description and Responsibilities

The field placement experiences are designed to provide students with the practical application of early childhood education theory and best practices. Students are assigned to a Cooperating Teacher who provides the student with the opportunity to observe them in the classroom setting and implement teaching and classroom management strategies under their supervision. The Cooperating Teacher is an experienced teacher who assists the student in the application of acquired knowledge and skill to function effectively in the role of a beginning teacher.

*Classes that include field placement include:

ECE 106 Observation and Assessment of Child Development (45 hours)

ECE 108 The Care and Learning of Infants and Toddlers (45 hours)

ECE 200 The Care and Learning of Preschool Children (45 hours)

ECE 202 The Care and Learning of School-Age Children (45 hours)

ECE 206 Early Childhood Education Practicum (150 hours)

*Field placement hours must be completed on a weekly basis throughout the semester. Field placement hours will be monitored by the Cooperating Teacher and ECE faculty.

**Intermediate School District (ISD) employees will take ECE 206 during the summer semester with approval from the Dean of Humanities/Social Sciences. Please see ECE faculty to arrange this placement.

Cooperating Teacher Responsibilities:

1. Supervises and mentors the student on the implementation of developmentally appropriate teaching and classroom management strategies.
2. Reviews student's course and field placement objectives and guides his/her learning through increasing periods of classroom and teaching responsibilities.
3. Provides the student with consistent weekly feedback on their performance and confirms field placement hours on the record of attendance.
4. Consults with ECE faculty regarding student performance, problem resolution, and progress.
5. Provides feedback regarding performance to the student, in collaboration with ECE faculty, through the use of formal Midterm and Final Evaluations.

Student Responsibilities:

1. Demonstrates professionalism in all interactions with Cooperating Center children, families, and staff.
2. Discusses lesson plans with the Cooperating Teacher to meet course and field placement objectives and submits lesson plans in a timely fashion.
3. Successfully implements developmentally appropriate lesson plans and classroom management strategies in small or large groups of children.
4. Accepts constructive feedback from Cooperating Teacher and ECE faculty and makes changes to improve field placement performance.
5. Achieves the course and field placement outcomes for successful completion of the course. Evaluation of performance will be determined jointly by the Cooperating Teacher and ECE faculty.

ECE Faculty Responsibilities:

1. Identifies appropriate field placements and assigns students to Cooperating Centers and teachers.
2. Initiates meetings with Cooperating Center staff before the field placement experience for the purpose of information giving and clarification of responsibilities, outcomes, and the evaluation process.
3. Collaborates with Cooperating Teacher and students regarding student progress, problem resolution, and plans for student performance improvement.
4. Advocates for best practices by Cooperating Center staff and students in the care and learning of children.
5. Collaborates with the Cooperating Teacher to evaluate student performance.

Field Placement Policies

1. Field Placement Selection

The ECE Program will provide a list of participating field placement providers from which students may select a field placement site. Selection of field placement sites is done in collaboration with the ECE Advisory Committee which is composed of community early childhood experts. At this time students employed in the field may not use their employment classroom to ensure objectivity and optimal learning experiences. Reliable transportation is necessary as students must be willing and able to travel to field placement settings.

2. Field Placement Entry Requirements

MCCC ECE field placement requirements are in compliance with the Licensing Rules for Child Care Centers in Michigan (R 400.8125 Rule 125 Staff; volunteer; requirements.).

<https://www.michigan.gov/mileap/early-childhood-education/cclb/rules>

- All students will have a criminal history check using the Michigan State Police's internet criminal history access tool (ICHAT). MCCC will provide this ICHAT at no cost to students. Students must report to ECE faculty an arrest for any felony or misdemeanor within 72 hours of the arrest. Failure to do so will result in immediate program dismissal.
- Students will also be required to obtain a yearly Central Registry Clearance from the Michigan Department of Health and Human Services.
- Per the Licensing Rules for Child Care Centers in Michigan, a student will not be allowed placement in a field placement setting if he or she has been convicted of any of the following:
 1. a listed offense, as defined in section 2 of the sex offenders registration act, 1994 PA 295, MCL 28.722,
 2. child abuse or child neglect,
 3. a felony involving harm or threatened harm to an individual within the 10 years immediately preceding the date of offering to volunteer at the center.Acceptance of students with felony or misdemeanor charges outside of the above will be the final decision of the Cooperating Center.
- Per Cooperating Center policies, students may have to obtain immunizations or an immunization record.
- In the event of a field placement in Ohio, an Ohio Criminal Background Check may be necessary.

3. Attendance

- Consistent attendance is essential and absence from the field placement experience should be avoided. The cooperating teacher depends on the field placement student for their services as a fellow teacher. Absence should **not exceed an average of one per month**. If a field placement student is ill, he or she

must notify the cooperating teacher and as early as possible. The field placement student must make arrangements to deliver lesson plans and materials for which he or she is responsible. **Field placement students must also notify course instructor and field supervisor immediately by college phone or college email. Absence for any reason or failure to notify the cooperating teacher, course instructor, and field placement supervisor could result in an extension or termination of the placement and failure of the course.**

- Students should not attend their field placement if they have a communicable disease or illness (fever, flu, measles, pertussis, pink eye, norovirus, etc.). For a full list of communicable diseases and illness please visit <https://www.michigan.gov/mdhhs/keep-mi-healthy/communicablediseases/recentupdates>
A doctor's written clearance may be necessary for reentry into field placement.
- In the event of field placement closure or school delay (snow, fog, power outage, etc.) it is the responsibility of the student to inform the **course instructor** and **field placement supervisor** immediately.
- In some instances the course instructor or field placement supervisor will provide students with their cell phone number to report last minute absences or field placement closures. **This number should only be used to report last minute absences or closures. At no time should it be used for texting or communicating information that can be sent by college phone or college email.**

4. Professionalism

- Field placement students are expected to behave in a respectful, professional manner in all relationships with children, cooperating teachers, faculty, non-teaching staff, families, and administrators. Field placement student dress should be representative of this professionalism (no visible tattoos or nontraditional piercings, hair of natural color conservative dress, clean hair, nails, and clothing). Jeans and sweatpants are not appropriate for normal teaching situations. Students hold **guest status** in both the facility and the school district at large and are required to exhibit professional demeanor, a positive attitude, and a willingness to listen to and incorporate feedback throughout the practicum experience.
- Cell phones cannot be used for communication purposes in any field placement setting. If brought with students to field placement site, they should be turned off. For emergency situations only, they may be on under a silent or vibration mode.

- The field placement student shall maintain confidentiality in terms of their work with children, families and staff of the field placement site. This includes refraining from identifying members by name or specific characteristics verbally, by photograph, or in writing outside of the classroom and field placement settings. This also includes the use of social network sites (Facebook, Twitter, Instagram, Snapchat, etc.). Concerns about individual children should not be discussed with center staff or faculty when children and families are present.
- ECE faculty may require students to document their field placement work through photographs or video recordings. These photographs or video recordings are only to be used to meet course assignments. The field placement student must follow the photograph and video recording policy of their field placement site.

5. Evaluation

- During the course of the field placement hours the student will be formally evaluated by the cooperating teacher twice through a written Midterm and Final Evaluations which are based on course outcomes. Students must receive a satisfactory evaluation on all course outcomes. Unsatisfactory Midterm Evaluations could result in an extension of the field placement.
- The cooperating teachers will also provide students with weekly verbal feedback to guide the acquisition and application of knowledge and skills. Field placement students should accept constructive feedback and implement changes in their performance.
- Failure to complete a satisfactory final evaluation in the field placement experience will result in course failure and loss of all field placement hours, even in the event of a passing grade in classroom work. Students that are dismissed or receive an unsatisfactory final evaluation will not automatically be allowed to repeat the course. Students that intend to repeat the course will be evaluated on a case by case basis by the ECE faculty. Any act of dishonesty, breach of confidentiality, behavior that threatens the public's health, welfare, and/or safety, or any other ethical or legal concerns or violations will result in course failure with no opportunity to repeat the course and consequently dismissal from the program.
- The Noncompliance Warning form is an advising tool used by the faculty to document student expectations and/or failure to meet program and field placement policies. A student who receives three written warnings related to concerns with unmet program and field placement policies while in the ECE program may be assigned a failing grade with no opportunity to repeat the course and consequently dismissal from the program. Please refer to the Student Policies and Procedures for additional information and the course syllabi for course expectations.

- Students who wish to appeal dismissal or denial of readmission from the ECE program should start by talking to the faculty involved and ECE Program Coordinator. The second stage of the appeal is to speak with the Dean of Humanities/Social Sciences, and the final appeal is to the Vice President of Instruction, whose decision is final and binding. The VP of Instruction may require a written statement from the student. The request for appeal must be made by the end of the semester in which the dismissal occurred.

6. Additional Field Placement Guidelines

- No student will be deemed to be an employee of either the College or the Cooperating Center and neither the College nor the Cooperating Center will be liable for the payment of any wage, salary, or compensation of any kind for service provided by the students.
- Any activity performed by student or faculty at the Cooperating Center, are not as an employee, but in fulfillment of academic requirements and are performed under supervision of the Cooperating Center staff. At no time shall the student replace or substitute for an employee of the Cooperating Center.
- The Cooperating Center and the College have the right to immediately remove a student from the facility when the student's performance is unsatisfactory. This includes any behavior that is disruptive, unsafe, unethical, or detrimental to the Cooperating Center and/or children, and any violation of confidentiality or the Cooperating Center's Standards of Conduct.
- The College has the right to immediately remove a student from the Cooperating Center and field placement if it deems the placement to not be a suitable learning environment for the student.

Drugs, Intoxicants, and Mind-Altering Substances

- Success in early childhood education, both as a student and as a teacher, requires sound judgment and positive professional relationships with children, cooperating teachers, faculty, non-teaching staff, families, and administrators. Behavior which threatens these relationships or alters judgment will endanger teaching effectiveness. For this reason students are expected to abstain from the use of any illegal or mind-altering substance before or during any contact with children, faculty, non-teaching staff, families, and administrators. Despite the passage of the Michigan Regulation and Taxation of Marijuana Act in November 2018, the possession of marijuana remains prohibited under United States Federal Law and MCCC policy (Policy 6.21). The College and Humanities/Social Sciences Division prohibits employees, students, and members of the public from possessing or using marijuana (legal or medicinal) on College property or during any College activity. Students who have been prescribed medication that could impair judgment or function should consult with the course instructor or the program coordinator prior to field placement experiences to discuss the matter.
- Early Childhood Education students must consent to random drug screening with negative results for marijuana or any illicit substance. Failure to provide a negative drug screen will prevent participation in the program and/or result in program dismissal. Students who the instructor reasonably suspects might be impaired must give permission for immediate laboratory screening for any substances at a facility of the program's choosing and at the student's expense. Reasonable suspicion may include, but is not limited to, changes in behavior, slurred speech, and pattern absence. Students suspected to be under the influence of any illegal or mind-altering drug will be required to seek transportation to the testing facility from the field placement site. Declining to do so will result in dismissal from the program. There is zero tolerance for breaches of this policy. Documented use of mind-altering and/or illegal drugs or substances will result in immediate dismissal from the program and failure in the ECE course in which the student is enrolled. Students will be ineligible for readmission to the program under these circumstances.

Any act of dishonesty, breach of confidentiality, behavior that threatens the public's health, welfare, and/or safety, or any other ethical or legal concerns or violations will result in course failure with no opportunity to repeat the course and consequently dismissal from the program.

Field Placement Evaluations

Monroe County Community College Early Childhood Education Field Experience Evaluation

On the following pages are the course outcomes followed by specific student behaviors and skills that may provide evidence of the course outcomes being met. The examples provide a guideline and are not all-inclusive. The student will be evaluated as displaying satisfactory or unsatisfactory performance for each course outcome. The definitions of satisfactory and unsatisfactory are as follows.

S- Satisfactory

The student's field experience performance meets all outcomes of the course; the student displays behavior which indicates progress toward course outcomes.

U- Unsatisfactory

The student's field experience performance seldom or inconsistently meets course outcomes.

Students who receive one or more unsatisfactory ratings on the final Field Experience Evaluation will receive a failing grade in the course.

Monroe County Community College
Early Childhood Education
ECE 106 Observation and Assessment of Child Development
Field Experience Evaluation

Instructions for Completion: Check each course outcome as satisfactory or unsatisfactory. Comments may be added to show evidence of the grade. Upon completion, review the evaluation with the student. The staff and student will then sign and date the evaluation.

S = Satisfactory U= Unsatisfactory

Student Name _____

Course Outcome #1: Apply knowledge of developmental stages and domains of child development to guide the observation and assessment of children.

☐ **S** ☐ **U**

Course Outcome #2: Utilize effective communication in the observation and assessment of children to support and engage children and their families in their development and learning.

☐ **S** ☐ **U**

Course Outcome #3: Select appropriate observational methods and strategies to assess the physical, emotional, social, and cognitive domains to support child development and learning.

☐ **S** ☐ **U**

Course Outcome #4: Utilize observation and assessment of children to inform curriculum choices and provide experiences which foster development and learning.

☐ S ☐ U

Course Outcome #5: Select specific approaches and strategies based on performed observations to support child development and learning.

☐ S ☐ U

Course Outcome #6: Examine significant issues in the observation and assessment of young children which require adherence to professional ethics and standards.

☐ S ☐ U

Student Signature _____ Date _____

Staff Signature _____ Date _____

ECE Faculty Signature _____ Date _____

**Monroe County Community College
Early Childhood Education
ECE 108 The Care and Learning of Infants and Toddlers
Field Experience Evaluation**

Instructions for Completion: Check each course outcome as satisfactory or unsatisfactory. Comments may be added to show evidence of the grade. Upon completion, review the evaluation with the student. The staff and student will then sign and date the evaluation.
S = Satisfactory U= Unsatisfactory

Student Name _____

Course Outcome #1: Relate the physical, emotional, social, and cognitive domains in the development of infants and toddlers birth to two years.

☐ S ☐ U

Course Outcome #2: Demonstrate developmentally appropriate communication to engage infants and toddlers and families in their development and learning.

☐ S ☐ U

Course Outcome #3: Apply systematic observation and various documentation and assessment strategies to support the development and learning of infants and toddlers.

☐ S ☐ U

Course Outcome #4: Develop a unit of instruction for the infant and toddler to support their development and learning.

S

U

Course Outcome #5: Select specific approaches and strategies in teaching infants and toddlers to support their development and learning.

S

U

Course Outcome #6: Demonstrate professional behaviors in the care of infants and toddlers which support their development and learning.

S

U

Student Signature_____

Date_____

Staff Signature_____

Date_____

ECE Faculty Signature _____

Date _____

**Monroe County Community College
Early Childhood Education
ECE 200 The Care and Learning of Preschool Children
Field Experience Evaluation**

Instructions for Completion: Check each course outcome as satisfactory or unsatisfactory. Comments may be added to show evidence of the grade. Upon completion, review the evaluation with the student. The staff and student will then sign and date the evaluation.

S = Satisfactory U= Unsatisfactory

Student Name _____

Course Outcome #1: Examine the physical, emotional, social, and cognitive domains in the development of preschool children age three to five years.

☐ **S** ☐ **U**

Course Outcome #2: Demonstrate developmentally appropriate communication to engage preschool children and families in their development and learning.

☐ **S** ☐ **U**

Course Outcome #3: Apply systematic observation and various documentation and assessment strategies to support the development and learning of the preschool child.

☐ **S** ☐ **U**

Course Outcome #4: Develop a unit of instruction for the preschool child to support their development and learning.

☐ S ☐ U

Course Outcome #5: Select specific approaches and strategies in teaching preschool children to support their development and learning.

☐ S ☐ U

Course Outcome #6: Demonstrate professional behaviors in the care of preschool children which support their development and learning.

☐ S ☐ U

Student Signature_____

Date_____

Staff Signature_____

Date_____

ECE Faculty Signature _____

Date_____

**Monroe County Community College
Early Childhood Education
ECE 202 The Care and Learning of School-Age Children
Field Experience Evaluation**

Instructions for Completion: Check each course outcome as satisfactory or unsatisfactory. Comments may be added to show evidence of the grade. Upon completion, review the evaluation with the student. The staff and student will then sign and date the evaluation.
S = Satisfactory U= Unsatisfactory

Student Name_____

Course Outcome #1: Examine the physical, emotional, social, and cognitive domains in the development of school-age children.

☐ S ☐ U

Course Outcome #2: Demonstrate developmentally appropriate communication to engage school-age children and families in their development and learning.

☐ S ☐ U

Course Outcome #3: Apply systematic observation and various documentation and assessment strategies to support the development and learning of school-age children.

☐ S ☐ U

Course Outcome #4: Develop a unit of instruction for the school-age child to support their development and learning.

☐ S ☐ U

Course Outcome #5: Utilize specific approaches and strategies in teaching school-age children to support their development and learning.

☐ S ☐ U

Course Outcome #6: Demonstrate professional behaviors in the care of school-age children which support their development and learning.

☐ S ☐ U

Student Signature_____

Date_____

Staff Signature_____

Date_____

ECE Faculty Signature_____

Date_____

**Monroe County Community College
Early Childhood Education
ECE 206 Early Childhood Education Practicum
Field Experience Evaluation**

Instructions for Completion:

Part I: Evaluate the student teacher's performance in meeting course outcomes and rate them using the following scale:

1- Excellent

The student displays outstanding performance in consistently meeting the course outcomes.

2- Good

The student displays above average performance in meeting the course outcomes.

3- Satisfactory

The student displays average performance in meeting the course outcomes.

4- Unsatisfactory

The student displays below average performance in meeting the course outcomes.

Part II: Use a check mark to indicate specific behaviors listed under each course outcome that you utilized to attain the rating on each course outcome.

Part III: On the final page provide comments or further explanation as needed and/or describe areas in which the student teacher shows confidence in his/her abilities and areas which need more concentration. Upon completion, review the evaluation with the student teacher. The cooperating teacher and student teacher will then sign and date the evaluation.

Even in the event of a passing grade in classroom work, failure to complete a satisfactory practicum experience will result in course failure.

Student Teacher _____ Date _____

1- Excellent

2- Good

3- Satisfactory

4- Unsatisfactory

**Course Outcome #1: Utilize knowledge of child development to support and nurture _____
children in their development and learning environments.**

- ☐ Provide safe and developmentally appropriate care of children.
- ☐ Recognize normal growth and development patterns and developmental milestones.
- ☐ Display awareness of physiological and psychological norms and needs for children.
- ☐ Display knowledge of the growth and development of children in family and staff communications.
- ☐ Create a safe and humane classroom environment that promotes learning and creativity.
- ☐ Respond to individual needs and set realistic expectations for children.

**Course Outcome #2: Demonstrate respectful and reciprocal interactions, _____
relationships, and partnerships with diverse children,
families, staff, and communities to support child development
and learning.**

- ☐ Demonstrate language consistent with the child's age and stage of development.
- ☐ Display awareness of the child's unique methods of communication.
- ☐ Engage the child in reciprocal verbal and nonverbal communication.
- ☐ Demonstrate respectful and effective communication with peers, parents, and staff.
- ☐ Encourage problem solving through the use of language.
- ☐ Display reassuring and encouraging interactions with children.
- ☐ Recognize individual needs and differences.

**Course Outcome #3: Apply systematic observation and varied documentation and _____
assessment strategies that are ethically grounded and
appropriate to support child development and learning.**

- ☐ Share written and verbal observations of growth and development with supervising staff and faculty.
- ☐ Utilize observation of growth and development as a foundation for implementing appropriate care and learning strategies for children.
- ☐ Seek guidance from staff regarding observations and possible interventions in the care and learning of children.
- ☐ Utilize spontaneous learning situations.

Course Outcome #4: Develop curriculum for young children based on knowledge of academic subject areas to support child development and learning. _____

- ☐ Develop lesson plans which identify learning outcomes specific to the developmental level of children.
- ☐ Identify specifics of the lesson plan including time, materials, and scheduling.
- ☐ Develop content knowledge based on all academic disciplines.
- ☐ Display originality and creativity in developing and presenting lessons.
- ☐ Present information in an organized and logical manner.

Course Outcome #5: Utilize developmentally appropriate approaches and strategies to enhance child development and learning. _____

- ☐ Plan care and learning activities based on meeting the child's physical, emotional, social, and cognitive needs.
- ☐ Incorporate the learning environment as a significant factor in the care and learning of the children.
- ☐ Utilize developmentally appropriate teaching/learning approaches and strategies for children.
- ☐ Vary instructional strategies and materials to enhance learning.
- ☐ Allow the child choice and independent use of materials.
- ☐ Manage child behavior in whole-class and small-group activities.

Course Outcome #6: Demonstrate professionalism through adherence to the ethical and professional standards of the early childhood education profession. _____

- ☐ Demonstrate a professional demeanor as indicated by language, dress, and behaviors consistent with the professional standards of the early childhood education profession.
- ☐ Demonstrate behaviors reflecting stability and adaptability in the early childhood education setting.
- ☐ Adhere to punctual attendance and proper reporting of absences.
- ☐ Display initiative, responsibility, and enthusiasm in their field experience.
- ☐ Maintain confidentiality of children, parents, and staff.
- ☐ Demonstrate self-evaluation skills.
- ☐ Reflect upon and use feedback from supervision.
- ☐ Maintain a professional relationship with peers, children, families, and staff.
- ☐ Demonstrate instructional, managerial, and decision-making skills consistent with those required of being a beginning early childhood teacher.

Provide comments or further explanation as needed and/or describe areas in which the student teacher shows confidence in his/her abilities and areas which need more concentration.

Signatures:

Cooperating Teacher _____ Date _____

Student Teacher _____ Date _____

ECE Faculty Signature _____ Date _____

ECE Program Planning Worksheet

Name of Student _____

Student # _____

Date _____

Phone # _____

Semester _____ 20 ____	
Credits	Course
Total Credits	

Semester _____ 20 ____	
Credits	Course
Total Credits	

Semester _____ 20 ____	
Credits	Course
Total Credits	

Semester _____ 20 ____	
Credits	Course
Total Credits	

Semester _____ 20 ____	
Credits	Course
Total Credits	

Semester _____ 20 ____	
Credits	Course
Total Credits	

Advisor _____

Date _____

Catalog Year _____

This document is for planning purposes only and does not guarantee that the program can be completed as indicated above. This plan is based on the student's currently identified curriculum and should be reviewed and updated at least annually.

