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Table of Contents
Welcome! 6

Section I: Program Overview 8
Overview
Mission
Conceptual Framework
Program Standards
Technical and Physical Requirements

Section 2: Certificates and Degrees 13
Graduation Requirements
Advisement
Academic Integrity
Equal Opportunity

Section 3: Program Policies 22
Grading
Progression and Dismissal policies
Program Requirements
Confidentiality
Attendance
Inclement Weather
Withdrawal/Readmission Policies
Classroom Conduct
Early Childhood Classroom Lab
Student Email and Moodle
Grade Appeal and Grievance Policy Procedures
Financial Aid
Student Services

Section 4: Professional Organizations and Resources 30

Section 5: Field Observation Guidelines 35
Conducting Observations and Field Assignments

Section 6: Practicum and Field Experience Guidelines 37
Field Placement
Student Employment at Practicum Sites
Practicum Attendance
Computation of Practicum Hours
Procedure for Recording Practicum Time
Student workbook
Code of Ethical Conduct
Professionalism
Professional Appearance Policy
Health Policies/TB test
Health Insurance
Criminal Background Checks
Practicum Observation Forms
Telephone Calls
Practicum Transportation and Field Trips
Liability Insurance

Section 7: Early Childhood Education Course Resources

Statement of Confidentiality
Observation Verification Form
Observation Letter
Recording Sheet for Observation
Activity Plan
Criminal Background Directions
Field Experience Request Form
Dear Student,

Welcome to the Early Childhood Education Program!

The Early Childhood Department at Caldwell Community College and Technical Institute is committed to providing you with a rewarding educational experience.

The policies, procedures, and guidelines in this handbook have been developed to assist the Early Childhood Education Program in meeting the needs of students, and to coordinate with the policies and procedures of Caldwell Community College and Technical Institute (CCC&TI) and accrediting agencies.

This manual is not intended to answer all of your questions, but will provide you with a basic overview of the Early Childhood Education Program and professional resources. Students with questions regarding these policies should contact program faculty.

The Early Childhood Education Program faculty reserves the right to make changes to this handbook at any time. We look forward to working with you and helping you reach your educational goals!

Sincerely,

The Early Childhood Education Program Faculty
Section I:

Program Overview
1.1 Program Overview

The Early Childhood Education Associate Program originated in 1991 under the organizational structure of Fine Arts and Social Sciences Division of the College Transfer Program. In the early years of the program, student enrollment averaged around 35 students per year. Tremendous growth and change has been experienced over the years. In 2008, the Early Childhood Education Program transitioned from College Transfer to Technical Programs. The program collaborates with child care facilities and agencies throughout Caldwell and Watauga Counties, focusing on the developing needs of the child care workforce.

The Early Childhood Associate curriculum prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers. Course work includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with parents and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-age programs.

1.2 Mission Statement

The Early Childhood Education Program’s mission is to prepare individuals in providing quality care and education with children from infancy through middle childhood in diverse learning environments. Graduates will be prepared to plan and implement developmentally appropriate practices in a variety of child care settings. It is our mission to provide early childhood students with support to build community relationships that impact the lives of young children and families.

1.3 Conceptual Framework

The Early Childhood Education Program at CCC&TI is committed to preparing caring, thoughtful, and responsive early childhood professionals who recognize, create and maintain high-quality learning environments for all children from infancy through middle childhood. Candidates are prepared through educational experiences focused on the adult-leaner that examine developmentally appropriate practices in early care and education settings. We provide early childhood students with support to build community relationships that positively impact the lives of young children and families.

We believe that graduates should demonstrate a strong understanding of child development and learning:
• Graduates demonstrate a strong understanding of the stages of development for children birth to age eight and apply this knowledge to plan developmentally appropriate learning environments for children with diverse needs, abilities, and backgrounds.

• Graduates teaching methodologies support all developmental domains.

• Graduates recognize the value of play, active learning, and an integrated curriculum as the foundation upon which ALL children learn.

• Graduates demonstrate an understanding of systematic formal and informal assessments in order to develop goals and to plan, implement and evaluate effective practices to meet the diverse backgrounds and abilities of ALL children and families.

• Graduates demonstrate an understanding of research-based content knowledge and the resources available to assist in the planning, implementation and evaluation of meaningful academic curriculum that provides an essential foundation for more in-depth learning in later years.

We believe that graduates should support respectful, reciprocal relationships with families across diverse cultures:

• Graduates encourage the engagement of families and the surrounding community in the planning for children’s developmental growth and learning.

• Graduates honor diverse family characteristics and acknowledge the many influences on the family life by modeling behaviors that reflect cultural sensitivity and consideration of the individual child and family’s needs and educational wishes.

• Graduates identify the family’s positive influence in the classroom and utilize various family communication techniques to keep families informed and engaged.

• Graduates recognize that families are the first and most important teacher in the young child’s life.

We believe that graduates should serve as professional community members:

• Graduates engage in reflective, responsive, respectful, and intentional practices with children, families, co-workers, and community partners.

• Graduates identify, uphold and apply NAEYC ethical standards, NC Child Care Licensing guidelines and NC Birth-Kindergarten teaching standards.

• Graduates speak out on behalf of children, families, and the profession and seek to inform others of the issues that impact early care and education.

• Graduates present themselves as responsible and knowledgeable leaders in the field with a desire for life-long learning.

• Graduates are aware of, seek out, and depend upon community resources to support the classroom curriculum and to serve as resources for the families they serve.

The Early Childhood Education Program is committed to helping students develop into knowledgeable ECE practitioners. We adhere to principles stated in the NAEYC Code of Ethical Conduct and are guided by the core values in the National Association for the Education of Young Children Code of Ethical Conduct for Adult Educators. Faculty members are guided by the beliefs
outlined in the conceptual framework when planning candidates learning experiences. We rely on these guiding principles to direct teaching practices and yearly program planning.

1.4 Program Standards

The Early Childhood Education Program at Caldwell Community College and Technical Institute follows the National Association for the Education of Young Children's Associate Program Standards. Upon graduation students will be proficient in all standards.

NAEYC and Program Standards & Key Elements

STANDARD 1: PROMOTING CHILD DEVELOPMENT AND LEARNING
1a: Knowing and understanding young children’s characteristics and needs
1b: Knowing and understanding the multiple influences on development and learning
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

STANDARD 2: BUILDING FAMILY AND COMMUNITY RELATIONSHIPS
2a: Knowing about and understanding diverse family and community characteristics
2b: Supporting and empowering families and communities through respectful, reciprocal relationships
2c: Involving families and communities in their children’s development and learning

STANDARD 3: OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES
3a: Understanding the goals, benefits, and uses of assessment
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child
3d: Knowing about assessment partnerships with families and with other professionals

STANDARD 4: USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECT WITH CHILDREN AND FAMILIES
4a: Understanding positive relationships and supportive interactions as the foundation of their work with children
4b: Knowing and understanding effective strategies and tools for early education
4c: Using a broad repertoire of developmentally appropriate teaching/learning practices
4d: Reflecting on their own practice to promote positive outcomes for each child.

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

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

NAEYC has identified five skills that support associate degree students’ ability to gain competence in relation to the core standards. With these skills, students are better able to make use of learning opportunities provided by the program and progress in a career as an early childhood professional.

**SUPPORTIVE SKILL 1:** Self-assessment and self-advocacy
**SUPPORTIVE SKILL 2:** Mastering and applying foundational concepts from general education
**SUPPORTIVE SKILL 3:** Written and verbal skills
**SUPPORTIVE SKILL 4:** Making connections between prior knowledge/experience and new learning
**SUPPORTIVE SKILL 5:** Identifying and using professional resources

### 1.5 Technical and Physical Requirements for the Early Childhood Education Program

Students in the Early Childhood Education Program must be able to:

1. Maintain adequate physical condition in order to perform essential job functions of an early childhood professional. Students are encouraged to have a current physical examination.
2. Have adequate strength to physically lift children.
3. Demonstrate professional verbal and written communication skills in the English language.
4. Provide individual transportation to and from practicum sites.
5. Attain a current TB test (less than 12 months old) and valid criminal background check for practicum courses.
6. Attend an Early Childhood Education Information Session to receive current details regarding academic and program requirements.
7. Students wishing to work in licensed child care centers are encouraged to obtain the Criminal Background Check Qualification Letter from the NC Division of Child Development and Early Education, Infant, Child and Adult CPR and First Aid certification along with ITS-SIDS training before or upon graduation from the program.

*Background checks and TB tests are at the student’s expense. Inability to participate in EDU 184, Early Childhood Intro Practicum and EDU 284, Early Childhood Capstone Practicum will result in failure of program completion.*
Section 2:

Certificates and Degrees
2.1 Certificates and Degrees

The ECE Associate Applied Science (AAS) (A552204) program of study at CCC&TI follows the curriculum standard requirements of the North Carolina Community College System and includes 22-25 hours of general education credits and 50-53 hours of major curriculum credits selected from the combined course library.

In addition to the AAS degree program, CCC&TI offers several different educational programs. Students can earn a diploma (D55220D) in Early Childhood (36-37 semester hours) or the following certificates: Child Care Operator (C55220CC, 18 semester hours), School-age Provider (C55220SA, 17-19 semester hours), Teacher Caregiver (C55220TC, 18 semester hours), and Infant/Toddler (C55220IT, 18 semester hours).

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**Early Childhood Associate (A552204)**

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<td>Child Development I</td>
<td>3 0 3</td>
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<td>SOC 213 Sociology of the Family or EDU 262 Early Childhood Admin II or EDU 235 School-Age Develop &amp; Program</td>
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**TOTAL HOURS**: 66/68 18/19 73/75
Early Childhood Associate (D55220)  
Diploma Program

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## Certificate Program
### Child Care Operator (C55220CC)

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### School-Age Provider (C55220SA)

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<td>School-Age Dev. &amp; Programming</td>
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### Infant/Toddler Caregiver (C55290IT)

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<td><strong>Semester Total</strong></td>
<td></td>
<td><strong>10 0 10</strong></td>
</tr>
</tbody>
</table>

**Spring Semester I**

<table>
<thead>
<tr>
<th>Class Prefix/Number</th>
<th>Class Title</th>
<th>Class Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 184</td>
<td>Early Childhood Intro Practicum</td>
<td>1 3 2</td>
</tr>
<tr>
<td>EDU 234</td>
<td>Infant, Toddlers, and Twos</td>
<td>3 0 3</td>
</tr>
<tr>
<td>EDU 153</td>
<td>Health, Safety, &amp; Nutrition</td>
<td>3 0 3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td><strong>7 3 8</strong></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>17 3 18</strong></td>
</tr>
</tbody>
</table>

### 2.2 Graduation

Graduation candidates at CCC&TI must meet the graduation requirements as outlined in the college catalog. Students have the option to graduate (1) in the catalog year they initially entered the program of study provided that they are continuously enrolled during fall and spring semesters and no more than 10 years have lapsed or (2) in the catalog for the year of their graduation. Candidates for graduation in the ECE program are required to complete at least 25% of the required program of study course hours at CCC&TI. Each candidate must meet the professional portfolio criteria as outlined on the professional portfolio grading rubric in EDU 284 Early Childhood Practicum Capstone and earn a passing grade (a grade of C or higher) on the portfolio. Candidates must successfully complete the required course work with a grade point average of at least 2.0. Graduation candidates can apply for graduation during the fall, spring, and summer semesters. Graduate ceremonies for all candidates at CCC&TI are held each May. Students are strongly encouraged to attend graduation ceremonies.
2.3 Advisement

The Early Childhood Education Program Faculty serves as faculty advisors for students in the Early Childhood Education Program. Advisors are available to assist students in academic course selection and for pre-registration and registration. Individual conferences are available upon request.

It is the responsibility of the student to obtain and read copies of the institution catalog, student handbook, and the Early Childhood Education Program manual. The student is responsible to make sure that all registration forms are filled out properly and completely.

Students are expected to maintain a program folder containing:
- placement test scores
- program checklist
- transcripts
- advising notes

If the student runs into academic difficulty, it is the student’s responsibility to contact the instructor involved and to attempt to solve the problem. If no solution is found, it is the student’s responsibility to contact the advisor to assist with the problem and to discuss the possible alternatives, including withdrawal from the course in question.

2.4 Academic Integrity

It is the responsibility of every student, staff member, and instructor at CCC&TI to maintain the highest standards of academic integrity. For this reason, the college will not tolerate any instance of plagiarism or cheating, or any act that violates standards necessary to maintain academic honesty.

Violations of the college’s Academic Integrity Policy include, but are not limited to:

1. Cheating includes taking, possessing, or using any academic material (test information including test banks, research papers, notes, etc.) without permission; receiving or giving help during tests; copying or attempting to copy another person’s paper, exam, assignments or similar materials, or other graded work; or allowing another to copy such paper, exam or graded work. In addition, use of any unauthorized electronic devices during a testing situation may be in violation of the policy as well.

2. Plagiarism is defined as representing as one’s own another’s work or ideas, or any part thereof, published or unpublished. It includes copying a phrase, sentence, or passage from another’s work and not identifying or citing that source; failing to cite a source fully, inadequate paraphrasing or summarizing; or attempting to pass off as one’s own a paper written by another.

3. Collaboration is intentionally helping or attempting to help another to commit an act of academic dishonesty. It includes intentionally allowing another to copy from one’s paper during an examination or test; intentionally distributing test questions or substantive information about the material to be
tested before the scheduled exercise; collaborating on academic work knowing that the collaboration will not be reported; taking an examination or test for another student, or signing a false name on an academic exercise. These become violations when they involve dishonesty. Instructors should make expectations about collaborations clear to students. Students should seek clarification when in doubt.

4. Furnishing false information with the intent to deceive members of the college faculty or administration who are acting in the exercise of their official duties.

Violations of this policy will result in failure of the course and academic probation for one semester. Subsequent violations will result in suspension or expulsion from the college. Any student who disagrees with the penalty associated with violations of the academic integrity policy may file an appeal in accordance with the college's Grade Appeal Procedure as outlined in the college catalog and student handbook.

2.5 Equal Opportunity

Policies for admission, promotion, and graduation shall be implemented without discrimination or bias.

Caldwell Community College and Technical Institute is dedicated to equality of opportunity for its staff and students. CCC&TI does not discriminate against students, employees, or applicants on the grounds of race, color, religion, age, sex, national origin, or disability.

CCC&TI is committed to this policy. CCC&TI supports the protection of citizens by all applicable Federal Laws including Title VI and Title VII of the Civil Rights Act of 1964, Equal Pay Act of 1963, Title IX of the 1972 Education Amendments, Executive Order 11246 as amended by 11275 Title VII (Section 799A) and Title VIII (Section 845) of the Public Health Service Act, Age Discrimination Act, the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1991.

Sexual harassment shall be deemed a form of discrimination based on sex as prohibited by Section 703 of Title VII of the Civil Rights Act, and North Carolina General Statute 126-16 (in the case of employees), and Title VI of the Education Amendments Act of 1972 (in the case of students). Sexual harassment is defined as deliberate, unsolicited, unwelcome verbal and or physical conduct of a sexual nature or with sexual implications. Any member of CCC&TI believing he or she has been discriminated against or desiring more information concerning these provisions should contact Director of Human Resources, and or the Vice President of Student Services, Coordinator of Title IX and or Section 504.
Section 3:

Program Policies
3.1 Grading

Each instructor will inform students of the objectives and grading procedures for each early childhood course. Instructors will distribute a course syllabus for each course at the first class period. The Early Childhood Education Program faculty believes that student attendance is extremely important. Relevant information is distributed and discussed during each class and research shows students who participate in class perform better academically and are better prepared to meet the demands of the early childhood workforce. Therefore, attendance and participation are a consideration in grading policies.

The Caldwell Community College and Technical Institute grading policy is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Quality Points/semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A- Excellent</td>
<td>4</td>
</tr>
<tr>
<td>80-89</td>
<td>B- Good</td>
<td>3</td>
</tr>
<tr>
<td>70-79</td>
<td>C- Average</td>
<td>2</td>
</tr>
<tr>
<td>60-69</td>
<td>D- Below Avg.</td>
<td>1</td>
</tr>
<tr>
<td>Below 60</td>
<td>F- Unsatisfactory</td>
<td></td>
</tr>
</tbody>
</table>

3.2 Progression/Dismissal Policies

A minimum GPA of 2.0 (grade of C) is encouraged in each early childhood course. The North Carolina Division of Child Development requires a grade of C or higher in course work for the North Carolina Early Childhood Credential, North Carolina Early Childhood Administration Credential and the North Carolina School-Age Credential.

According to Federal Law, students completing their practicum in the public schools are required to obtain a criminal background check and TB test before beginning their practicum hours. It is the responsibility of the student to submit the appropriate documentation. Child care facilities may require the same information, but it is up to individual facilities as to their requirements.

Students must have a GPA of 2.0 or above to graduate from CCC&TI.

A student may be dismissed from the Early Childhood Education Program for any one of the following reasons:

2) Demonstration of unlawful or unethical behavior in the practicum setting. The student demonstrating inappropriate behaviors in the practicum areas may be dismissed immediately from the practicum site at the discretion of the childcare director/school principal and program faculty.

3) Falsification of student records and/or forms or misrepresentation of assignments (i.e. Plagiarism of published works or other students’ work, misrepresentation of practicum attendance).

4) Upon second breach of confidentiality statement/contract.

Student services will determine the length of the removal from the program.

3.3 Program Requirements

Students enrolled in the Early Childhood Education Program are responsible for the following:

- Students wishing to conduct their observations and practicums in a child care facility or family child care homes are encouraged to obtain a criminal background check through the North Carolina Department of Health and Human Services and provide a copy of a valid Criminal Records Check Qualification Letter issued by the North Carolina Division of Child Development and Early Education (NCDCDEE). Students can visit the NCDCDEE website (http://ncchildcare.dhhs.state.nc.us/general/home.asp) and complete the steps required for the DHHS Criminal Records Check Requirements. The DHHS Criminal Records Check process costs approximately $36.50 and is valid for 3 years. It is the responsibility of the student to submit the appropriate documentation to the cooperating child care facility.

- Students wishing to conduct their observations and/or practicums in an elementary school setting must provide the required information to the designated official within the chosen school district. Students must follow the cooperating school system’s criminal background check procedures. Procedures for Caldwell and Watauga County are outlined in the Directions for Completing Observation/Field Assignments handout provided in section 7.

- Attain a current TB test (less than 12 months old) for practicum courses. (Students completing observations and practicum hours in center facilities where they are not employed will need to verify with the center director as to whether or not the criminal background check and TB tests are required)

- Background checks and TB tests are at the student’s expense.

- Carry liability insurance for Early Childhood Education Program practicum courses. The coverage is purchased through the college at the time of registration.

- Upon successful completion of the Early Childhood Education Program, students will submit a professional portfolio containing assignments documenting professional growth and development. Each student’s professional portfolio should demonstrate the student’s proficiency in meeting all program outcomes.
3.4 Confidentiality

Maintaining confidentiality is an important aspect of professional behavior. In the field of early childhood, it is essential that the early childhood professional adhere to the National Association for the Education of Young Children’s (NAEYC) Code of Ethical Conduct. This code addresses the professional relationships with children, families, colleagues and the community. As a student in the Early Childhood Education Program, students must maintain the confidence and trust of all children, teachers, co-workers, directors and child care facilities in which they are assigned or affiliated. Discussion of information observed at any child care facility must be held in the strictest confidence. Information shared in the classroom concerning child development, environmental issues, and work seminars are used for learning purposes only.

If a student suspects abuse or neglect is occurring at a childcare facility while completing assigned coursework, discuss it with the director of that facility and the Director of Early Childhood Education Program. These parties will assist the student in determining the correct referral process to the appropriate agency as necessary.

Therefore, any breach of the Early Childhood Confidentiality Statement will result in disciplinary action that may include but not be limited to a written warning, withdrawal or earning a grade of F for the enrolled course, etc. Second offense to this statement will result in removal from the Early Childhood Education Program.

Students will use the information gained from observations and work experiences in the following ways:

- To discuss and measure developmentally appropriate practices in the environment.
- To explore and share understanding of children, curriculum, learning and the role of adults in supporting learning.

Out of respect for center/school privacy, students agree to never disclose children’s names, center/school names, addresses or any other information to another individual.

3.5 Attendance

Students are expected to attend and be on time for all regularly scheduled classes. However, it is recognized that occasional absences may be necessary. A student is responsible for any work missed and is expected to be prepared for the next class. The general attendance policy for the Industrial and Public Services Technical department stipulates that a student will be dropped from class membership after missing twenty percent of the total class hours. However, individual instructors may employ more stringent attendance requirements as specified on the instructor’s course outline. In fact, all developmental courses adhere to a “ten percent” attendance
policy. Arriving to class one minute late up to fourteen minutes late will result in a tardy. Three tardies will equal one absence. **If you arrive to class fifteen minutes late or leave class fifteen minutes early it will be considered as an absence.** Class attendance is calculated from the first scheduled class meeting through the last scheduled class meeting. Information concerning absences and/or tardies will be explained by the instructor at the first class meeting. Students who stop going to class without officially withdrawing will receive a grade of “F” at the end of the semester.

Promptness and dependability are extremely important principles for the program because the student is embarking on the profession that depends on responsibility and accuracy. It is the purpose of this program to prepare the student to deal with a future in the early childhood setting. In addition to follow the guidelines set forth in the Student Handbook/Calendar.

The policies regarding classroom and practicum attendance are as follows:

**Classroom Attendance**

a. Students are expected to attend all classes for satisfactory progression in the program.

b. A maximum of twenty percent (20%) of class hours may be missed due to unavoidable circumstances. Any absences in excess of this will result in a student being dropped from that course. Students must attend eighty (80%) percent of a scheduled class to be recorded as present.

c. Advance notice for classroom absences will be appreciated and considered a courteous and professional act.

d. Three tardies per course is considered an absence. Entry into the classroom after the instructor has taken attendance is considered tardy. A pattern of tardiness in class/lab/practicum is not acceptable or professional behavior.

e. If a disease of a contagious nature is noted by the student, instructor, or physician, the student will be expected to refrain from attending practicum and should seek prompt medical attention and follow up care. Students are still required to meet their required course practicum hours.

f. Students displaying disruptive or disrespectful conduct (including profanity) will be dismissed from the classroom and recorded as absent.

**3.6 Inclement Weather**

Students and employees may access the college’s web page at [http://www.cccti.edu/Weather/Default.asp](http://www.cccti.edu/Weather/Default.asp) for the most up-to-date weather information on delayed starts, campus closures, or early dismissals or call the college’s snow lines. Persons accessing the website should hit “refresh” on their tool bar to assure that they receive the most current information.
CCC&TI provides text message, e-mail and voice broadcast services for the campus community. This system will provide instant notices to students, faculty and staff dealing with campus delays, important dates, closures and emergency alerts at CCC&TI. Students can sign up to receive text messages regarding closings on the college website at http://www.cccti.edu/Regroup/

For Caldwell Campus, you may call 726-2900. For Watauga Campus, you may call 297-7077. The announcements on the web page or snow line are official and will be posted prior to announcement made through local media.

Closing announcements will be made on limited local and major radio and/or television stations.

No announcement means the college is on a regular schedule. Decisions affecting Watauga campus may be different from the decisions for the Caldwell campus.

Students enrolled in a practicum must inform the child care facility director and/or practicum coordinating teacher regarding delays/closures

3.7 Withdrawal/ Readmission Policies

It is the student’s responsibility to drop him or herself from class. Students may withdraw and receive a grade of \( W \), regardless of their class average, prior to the institution’s official drop date. After this date, a grade of \( F \) will be assigned to students who withdraw/quit coming to class or miss more than 20% absences.

Students will need to contact Student Services to update their admission status and speak to their assigned advisor if they would like to be readmitted into the Early Childhood Education Program.

3.8 Classroom Conduct

In order to create an appropriate environment for teaching and learning to flourish, there must be respect for the instructor and fellow students. The Early Childhood Education Program has established the code of classroom conduct to ensure that the learning environment is not compromised. As listed below:

- **Class Interactions:**
  - Participation by all in an orderly fashion (when one person is speaking, please allow the completion of thoughts and questions).
  - Respect for all, only relevant, appropriate matter will be discussed. Any sidebar conversations should be held prior to or after class or during break.
  - Monopolizing the entire discussion will not be tolerated. Your views are important however, so are others. Please allow for all to be heard.
  - Confidentiality: When information is discussed in class that involves individuals or individual child care programs, remember to be respectful of the need for anonymity and confidentiality.
Do not carry on side conversations in class!

- **Other Activities**: You may not work on other activities while in class. This includes homework for other courses or other personal activities.

- **Internet**: In classes where Internet access is provided, you may use the Internet for valid, academic purposes only. You may not use it for open access to other non-academic sites, which are unrelated to the course.

- **Attitude**: You are expected to maintain a civil attitude in class. You may not use inappropriate or offensive commentary or body language to show your attitude regarding the course, the instructor, assignments, or fellow students.

- **Profanity and Offensive Language**: You may not use profanity or offensive language in class.

- **Cell Phones**: You may not receive or send telephone calls during class. You are responsible for turning off cell phones upon entering class. If you need to make a telephone call, please do so during the classroom break. In case of an emergency contact the Hudson main switchboard at 726-2200 or Watauga at 297-3811. Visual and/or audible cell phones will result in a five-point deduction from participation grade for each occurrence.

- **Guests**: You may not bring unregistered friends or children to class.

- **Tobacco Products**: You may not use tobacco products in the buildings of CCC&TI. *(See CCC&TI Policy)*

- **Personal Business**: You may need to discuss personal business with the instructor, asking him or her to sign forms. Please conduct your personal business before instruction begins or after the class period has ended.

- **Assignments**: Assignments are due on the date specified on the syllabus at the **beginning** of class. The student is responsible for being prepared for the next class. Assignments are due on the day assigned regardless of an absence.

- **Instructor Appointments**: Office visit should be planned within the instructor’s office hours. Making an appointment will ensure adequate time and attention to your needs.

- **Questions regarding grade**: Each student is expected to keep track of individual grades. Students may review their assignment grades in Moodle for online courses and final grades in Web-Advisor. Any questions arising concerning grades should be addressed with the instructor before the last day of class. Realizing that everyone experiences personal hardships at times, please understand instructors cannot take these issues into account when evaluating your assignments. Instructors cannot grade your life; only the quality of your work.

- **Restroom**: Students needing to use the restroom while instruction or class activities are taking place should excuse themselves in a manner that does not disturb the rest of the class. It is not necessary to get the permission of the instructor to leave the classroom in order to use the restroom. Leaving the classroom for any other reason except during breaks requires the permission of the instructor.
Typically, violations of the Code of Classroom Conduct will be dealt with as minor infractions. However, repetition of minor infractions or other more serious violations of the Code of Student Conduct may lead to removal from the classroom while the matter is resolved and referral to the Vice President for Student Services for disciplinary action.

3.9 Early Childhood Classroom Lab

The Early Childhood Education Program at CCC&TI is fortunate to have an abundance of resources and classroom materials to enrich instruction and student learning. These resources include various art materials; resource books/magazines; a die-cut machine with die sets; computers; and a laminator. These materials are available to assist students in completing ECE course projects and assignments.

The resource classroom will be made available for student work sessions on specified dates during each semester. These dates, set by the program faculty, will be announced to students via email and on the Early Childhood bulletin boards at the beginning of each semester. Students wishing to have materials laminated should plan to attend these work sessions. Items to be laminated must be approved by the course instructor. Items not approved, not prepared professionally/properly, or are incomplete will not be laminated. Students should keep in mind that assignments submitted for grading in the ECE program are not required to be laminated. Students who cannot attend the specified work sessions are encouraged to take their work to Teacher’s Pet, Office Max or Staples to be laminated.

Students are responsible for returning all materials to their designated areas and ensuring that the resource area is clean after each use. Those who fail to clean up the resource area will no longer be allowed to attend work sessions. Students who use the materials for purposes other than a course project or assignment will be prohibited from using ECE resources.

3.10 Student Email and Moodle

Technology skills are a vital part of our changing world. All students at Caldwell Community College and Technical Institute have been issued free email accounts. Students in the Early Childhood Education Program are expected to check their student email on a regular basis and to use their student email accounts for all school-related email correspondence.

Each early childhood course has a Moodle site where the students may find copies of important course materials, announcements, and posting of grades. Some of the early childhood courses will be taught as hybrids with portions on the Moodle site.

- User name: first four letters of your first name combined with your middle initial, and last five digits of your student ID.
- Password: capital C, your Student ID, and an * (asterisk symbol).
• **Example**: John Murphy Anderson's with a Student ID 1234567 would type:
  
  User name: *johnm34567*
  
  Password: *C1234567*

Students who do not have internet access at home may use computers in the computer lab on campus or public access computers available at local libraries.

### 3.11 Grade Appeal and Grievance Policy Procedures

The college has set in place policies for handling both Grievances and Grade Appeals. These policies are contained in the College Catalog.

### 3.12 Financial Aid

Student services can provide information concerning financial aid available to students. All students are encouraged to complete the federal aid forms as this assists the college in distribution of scholarships and aid that becomes available during the year.

### 3.13 Students Services

Caldwell Community College and Technical Institute has a number of services offered under the Student Services Department. See the College Handbook and Catalog for details.
Section 4: Professional Organizations and Resources
4.1 Professional Organizations for the Early Childhood Professional

I. Caldwell County Childcare Association
   (828) 757-8632 ext. 11

Caldwell County Childcare Association is an organization of the county’s child care directors and providers. The Association meets the third Tuesday of each month.

II. Caldwell County Family Child Care Home Association
    http://ccfccha.weebly.com/index.html
    (828) 754-9227

Caldwell County Family Child Care Home Association is an organization of the county’s child care providers who serve children in their homes. Our Association meets the first Monday of each month except for the months of July and December at the Caldwell County Public Library. In our meetings we have training, discuss any new rules or information, and help one another with any concerns or questions. WE are "Working together to build a Better Tomorrow!"

III. National Association for the Education of Young Children
    1313 L Street, NW, Suite 500
    Washington, DC 20005
    800-424-2460 or 866-NAEYC-4U
    http://www.naeyc.org/

Founded in 1926, NAEYC has led the way toward excellence in high-quality early care and education. With nearly 80,000 members from more than 300 Affiliates and more than 120 countries, including teachers, administrators, parents, educators, and policy members, we are committed to bringing high-quality early care and education to all young children.

IV. North Carolina Association for the Education of Young Children
    2209 Century Drive, Suite 550, Raleigh, NC 27612
    919-510-5034 | 800-982-4406
    http://www.ncaeyc.org

The North Carolina Association for the Education of Young Children (NCaeyc) is the state affiliate of the National Association for the Education of Young Children (NAEYC). We are a membership association for anyone who is concerned with the development and education of children ages birth through eight. NCaeyc has over 3000 members across the state and NAEYC has nearly 100,000 members across the country. Our members include teachers, child care providers, administrators,
directors, researchers, college faculty, education coordinators, quality enhancement specialists and others.

4.2 Professional Resources

I. **Caldwell Committee for Healthy Families**
   609 Harper Ave. SW, Lenoir, NC 28645
   (828)757-8632

This group is dedicated to the prevention of child abuse and neglect through public awareness projects and parent education. The Committee has on-going parent education classes, maintains a lending library and works closely with other agencies and groups to promote activities and projects for the prevention of child abuse and neglect in Caldwell County.

II. **Caldwell County Smart Start: A Partnership for Young Children**
    PO Box 2128
    Lenoir, North Carolina 28645-2128
    828-426-4KIDS

Caldwell County Smart Start is North Carolina’s nationally recognized initiative to ensure that every child reaches his or her potential and is prepared to succeed in a global community. Smart Start helps working parents pay for child care through the Department of Social Services and Child Care Subsidy, improves the quality of child care facilities and family child care homes, and provides a variety of health and family support services in Caldwell County through partnerships with other key community agencies. Smart Start is not a childcare center you can enroll your child in but a resource to support parents, families and childcare providers in caring for our children birth to five years of age.

III. **Caldwell County Family Resource Center**
    609 Harper Ave SW Lenoir, NC 28645
    (828) 757-8632
    [www.fipp.org](http://www.fipp.org)

The Resource Center is a place where all families of young children can relax, share information, find support, and play with their children in a nurturing environment. The Resource Center offers a large and well-equipped playroom and art room, and shares the facility with a variety of programs for families and children.

IV. **Caldwell County Schools**
    1914 Hickory Blvd. SW, Lenoir, NC 28645
    (828) 728-8407
    [www.caldwellschools.com](http://www.caldwellschools.com)
Caldwell County Schools provide educational services for students kindergarten through grade 12 and limited services for pre-kindergarten Programs.

V. Child Care Services Association
1829 East Franklin Street, Building 1000
P.O. Box 901
Chapel Hill, North Carolina 27514
919.967.3272
http://www.childcareservices.org/index.html

Child Care Services Association (CCSA) is a nationally recognized nonprofit working to ensure affordable, accessible, high quality child care for all families through research, services and advocacy. We are more than just an agency working to improve child care; we are also an association of groups, individuals and volunteers committed to supporting the right of young children and their families to have the best possible life.

VI. North Carolina Division of Child Development and Early Education
319 Chapanoke Road Suite 120
Raleigh, NC 27603
800.859.0829
http://ncchildcare.nc.gov/general/home.asp

The mission of the NC Department of Health and Human Services is, in collaboration with our partners, to protect the health and safety of all North Carolinians and provide essential human services. The social and economic future of NC depends upon the success of our children. To that end, we at the NC Division of Child Development implement quality standards, increase access for families, and collaborate to promote enhanced service delivery of care and education across the state.

VII. North Carolina Department of Public Instruction
301 N. Wilmington ST. Raleigh, NC 27601
919.807.3300
http://www.ncpublicschools.org/

The North Carolina Department of Public Instruction (NCDPI) is charged with implementing the state's public school laws and the State Board of Education's policies and procedures governing pre-kindergarten through 12th grade public education.
VIII. T.E.A.C.H Teacher Education and Compensation Helps Early Childhood® Project
1829 East Franklin Street, Building 1000
P.O. Box 901
Chapel Hill, North Carolina 27514
919.967.3272

In 1990, Child Care Services Association created the Teacher Education and Compensation Helps (T.E.A.C.H.) Early Childhood® Project to address the issues of under-education, poor compensation and high turnover within the early childhood workforce. The T.E.A.C.H. Early Childhood® Project gives scholarships to child care workers to complete course work in early childhood education and to increase their compensation.

IX. Watauga County Schools
175 Pioneer Trail, P.O. Box 1790, Boone, NC 28607
828 264-7190
http://www.watauga.k12.nc.us/

The mission of the Watauga County Schools is to educate for productive citizenship and lifelong learning.

X. Watauga Children’s Council.
225 Birch Street, Suite 3 Boone, NC 28607
828-262-5424
http://www.thechildrenscouncil.org/

Established in 1977, the Children's Council of Watauga County, Inc. builds upon the strengths of children, families, and educators by investing resources, information, and training toward promoting the future health and success of our greatest community asset: Our Children. All of the programs, from prenatal to kindergarten, concentrate on child development to prepare children to be ready to succeed in school. Through family support, early literacy programs, child care technical assistance and professional development, and community outreach and collaboration we focus on the importance of each child. We are committed to our vision of a community where every child has the support to live a healthy, happy life. Early education matters to everyone!

In addition to these professional resources, numerous professional articles and resources are available to students through NCLIVE.
Section 5:
Field Observations Guidelines
5.1 Conducting Observations and Field Assignments

Most courses in the Early Childhood Education Program require students to complete observations and/or field assignments. Students may be observing the classroom environment, teaching practices, children at play or conducting formal assessments, and implementing activity plans. All students conducting observations and field assignments must have a current criminal background check. Students should follow the criminal background check procedures based on the site that the observation will be conducted in. Background check procedures can be found in the appendix of this manual.

When conducting any type of observation or field assignment, students should abide by the following criteria:

1. Call to make an appointment at least 48 hours before the desired visit explaining the observation or field assignment.
2. Upon entering the school or child care facility, ask to see the principal or director. Introduce yourself, show your student ID and share the purpose of your observation/field assignment. Follow the facilities guidelines for visitors, such as signing in/out and washing hands.
3. If you are conducting an observation, sit out of the way of daily activities. Make yourself as unobtrusive as possible and try not to interact with the children. Conduct the observation for 20-30 minutes.
4. Students conducting field assignments should follow the directions on the assignment rubric.
5. Complete the student verification form and have a representative from the facility sign the form before you leave. The student verification form must be submitted to the course instructor in order to earn credit for the observation/field assignment. A copy of this form can be found in section 5 of the manual.
6. Maintain confidentiality. You have agreed to maintain confidentiality as a professional in the Early Childhood program by signing a Statement of Confidentiality. Class discussions of observations will adhere to the NAEYC’s Code of Ethical Conduct.
Section 6:
Practicum and Field Experience Guidelines
6.1 Field Placement Criteria

The Early Childhood Program has established a list of centers, family child care homes, and elementary schools from which students can choose to complete their practicum hours for EDU 184, Early Childhood Introduction Practicum and EDU 284, Early Childhood Capstone Courses. Working from the field placement list, supervising college faculty work with individual student’s to determine a student’s field placement. Students are placed with the following in mind:

- Individual learning abilities
- Students career goals and expressed desire for a particular age level or educational setting
- Needs of the course requirements
- Diversity from previous field placements
- Proximity to student’s residence
- Current employment situation of student

6.2 Student Employment in Early Childhood Practicum Sites

Students enrolled in the Early Childhood Education Program may be employed in early childhood practicum sites under the following conditions:

1. The employment is a relationship between the employer and the student.
2. The college will not act as an intermediary between the employer and the student.
3. The student is responsible for obtaining a cooperating teacher with an AAS in Early Childhood or related field and with a minimum of two years’ experience. If no one at their work site meets these requirements, a cooperating teacher from the community must be obtained.
4. The cooperating teacher cannot be a relative of the practicum student.
5. The work site must be a 3-5 star child care facility.

6.3 Practicum Attendance

a. Practicum “on-duty” time refers to the time at which a student is present in the assigned area and ready to begin the assignment. Activities of daily living (brushing teeth, lunch, getting ready to begin work) must take place before “on-duty” time. Students should be punctual.

b. Each student must accurately complete the time sheet in the practicum workbook. The time sheet must be signed and dated by the student and childcare administrator/cooperating teacher at the end of the semester. The student, administrator, and cooperating teacher must review the submitted time sheet and verify the accuracy of the time being submitted by signature. The student is to record only actual practicum time. Time spent commuting to the practicum site, lunch and naptime does not count.

c. Students are required to complete a minimum number of practicum hours per semester as outlined in the course syllabus. **Students should avoid absences from practicum if at all possible.**
possible because this demonstrates a poor work ethic and may affect the student’s later prospects for employment.

d. If a student must be absent from practicum he/she is to call both the practicum cooperating teacher and the faculty practicum coordinator at least 30 minutes prior to starting time. If the faculty instructor is not in the office, the student should leave a voice mail message explaining the unavoidable nature of the absence. **The grade will be dropped to a C for each time that a student fails to notify the faculty practicum coordinator of an absence.**

e. If a student breeches the Confidentially Statement at any time during the semester the student will be subject to disciplinary action, which may include an F for the course. The confidentiality statement is included in the practicum workbook.

f. If the student were to do an action that is deemed unlawful or unethical while at the center and was subsequently asked not to return to their assigned practicum site or fired, then the student will not be reassigned and will earn a grade of F for the course.

### 6.4 Computation of Practicum Hours

The practicum courses (EDU 184 or EDU 284) are taken during the fall and spring semesters. Each of those semesters is 16 weeks long.

Missed practicum hours due to inclement weather or sickness must be made up on an hour to hour basis at a practicum site attended by the student and must be approved by that practicum site. It is the student’s responsibility to arrange practicum makeup time.

Practicum hours must be extended through the weeks designated by the practicum course. **Hours may not be completed before or after the specified time.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDU 184</strong></td>
<td>Introduction to Early Childhood Practicum is scheduled to meet 16 (50 min)</td>
</tr>
<tr>
<td></td>
<td>class meetings.</td>
</tr>
<tr>
<td></td>
<td><strong>48 hours</strong> will be spent in a child care facility or public school classroom (K-1) for 8 weeks of the semester for 6 hours per week. Assigned weeks in the field will be determined by the instructor. 8 weeks X 6 hours per week = 48 hours</td>
</tr>
<tr>
<td><strong>EDU 284</strong></td>
<td>Early Childhood Capstone Practicum is scheduled to meet 16 (50 min) class meetings.</td>
</tr>
<tr>
<td></td>
<td><strong>144 hours</strong> will be spent in a child care facility or public school classroom (K-1) beginning the second week of the semester for 10-12 hours a week. 14 weeks X 10-12 hours per week = 144 hours</td>
</tr>
</tbody>
</table>
6.5 Procedure for Recording Practicum Time

In order for the practicum student to receive academic credit, an account of time and days worked in the child care facility must be recorded by the student and verified by the director or classroom teacher. This information is required for the college’s records and will be kept in confidence.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>Hours Worked</th>
<th>Cooperating Teacher Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/7/10</td>
<td>9:00</td>
<td>12:00</td>
<td>3</td>
<td>Mandy White</td>
</tr>
</tbody>
</table>

1. Make one entry per line. Enter date. Enter hours, for example, 8:30-11:30/3 hours. Enter the total number of hours.
2. Have the cooperating teacher sign the sheet verifying your daily time.
3. Entries should be made in no less than 30 minute increments. Therefore, you should round up or round down to the nearest half hour. For example, 8:05= 8:00 am and 8:20=8:30 am.
4. Record dates in order of occurrence; that is, keep in chronological order.
5. At the end of the semester, record the total number of hours completed at the bottom of the time sheet.
6. Have the facility director or school principal sign and date the completed time sheet.
7. A completed timesheet with the correct number of practicum hours is a requirement of this course. Incomplete hours or a failure to have your hours verified by the child care facility director/or school principal and cooperating teacher will result in an F for the course.
6.6 Student Workbook

Students are responsible for working with the cooperating teacher to complete each form within the practicum workbook. Students must ensure that the workbook remains intact, is thoroughly completed, and is turned in to their supervising instructor at the end of the course. The practicum workbook serves as documentation for state auditors that students have completed the required hours for the course therefore; **students who fail to turn in the completed workbook cannot receive credit for the course.**

6.7 Code of Ethical Conduct

Each student conducting field experiences for Early Childhood Education course requirements accepts full responsibility for his/her ethical behavior as defined by the National Association for the Education of Young Children Code of Ethical Conduct. Students must demonstrate a professional demeanor at all times while respecting the rights of children, families, coworkers, and members of the community. Noncompliance to any of the standards will result in a departmental review and possible suspension or dismissal from the program. Prior to working in the field, each student is required to read and sign a copy of the NAEYC Code of Ethical Conduct.

6.8 Professionalism

It is important to remember, that as a student, you are representing Caldwell Community College and Technical Institute, the Early Childhood Education Program, and the profession of Early Childhood Teachers in all of your interactions with the public.

Students are expected to behave as responsible members of the Early Childhood Education Program in the campus setting, as well as responsible professionals of the early childhood field while at practicum sites. Students are expected to avoid any conduct that would be in violation of the policies of the college, the Early Childhood Education Program, NAEYC’s Code of Ethical Conduct, or the practicum facility.

Friends, family members, and significant others may not accompany the student to classroom activities, practicum sites, or off-campus class activities.

Ethical conduct is expected in all interactions both in the classroom and the practicum site. Gossiping, sexual harassment, use of profanity, violation of professional confidentiality, substance abuse and disruptive behavior will not be tolerated and will result in immediate dismissal from the classroom/practicum site.

For the safety of all, **students should never be left alone with children.** Any students with concerns about this issue should contact the college supervisor immediately.

6.9 Professional Appearance Policy

All Early Childhood Education Program students are expected to follow the professional appearance policies while in the practicum sites or in any other interactions with children. A neat, professional
appearance is expected at all times. Students should consider the types of clothing and accessories worn by teachers in the program assigned and dress accordingly. Students need to dress so that they can fully participate in the classroom and outdoor activities. Since Early Childhood students are in very close contact with children, good personal hygiene is mandatory.

1. Teeth should be brushed and mouthwash used regularly.
2. Hair must be neat and clean. Hairstyles and color should be kept conservative (no pinks, green, or blues). Facial hair should be kept trim and neat.
3. Jewelry should be kept to a minimum
4. Body piercing (nose rings, lip rings, brow rings, tongue rings, etc.) is not allowed in areas that will be exposed.
5. Tattoos should be covered. In an early childhood setting there will be a variety of people that you will come in contact with that may find tattoos and piercings offensive.
6. Fingernails must be kept short and neatly groomed. Nails should not be worn longer than the tip of the finger. Light polish only should be worn at practicum sites.
7. Pants should be conservative and not too tight or low on the hips. Profanity or inappropriate comments cannot be worn on clothing. Clothing should be clean and pressed.
8. **School ID tags are required to be worn at all times while the students are in the practicum setting.** These will be made at the beginning of the semester.
9. Consumption of candy, food, drinks, or chewing gum while working in practicum setting is not permitted.

Any specific questions about the Professional Appearance Policy should be addressed to the program faculty. Strict adherence to the dress code is required, and students may be sent home by the practicum supervisor if not in compliance. Failure to adhere to the Professional Appearance Policy will result in a warning, and if not corrected, can result in permanent dismissal from the practicum site.

### 6.10 Health Policies/TB Test

The following requirements are established to protect you against any undue risk to your personal health, as well as to protect the children with whom you have contact.

Practicum students must follow the guidelines from the North Carolina Child Care Handbook as to sickness. Students experiencing vomiting, diarrhea or a temperature of 100 must not attend practicum for 24 hours. The student is responsible for contacting the college instructor and the director and/or supervising teacher of the child care facility where practicum is taken place.

 Students must show documentation that they are free of TB before beginning their practicum hours. It is the responsibility of the student to submit the appropriate documentation to the cooperating school or child care facility. Students are responsible for all costs associated with the mandatory TB test.
6.11 Health Insurance

Neither the practicum sites nor Caldwell Community College and Technical Institute assume the responsibility for medical expenses that may be charged to students for incidents that occur during practicum education. It is recommended that students obtain some type of health insurance coverage prior to starting the practicum courses.

6.12 Criminal Background Checks

According to Federal Law, students completing their practicum or classroom observations in the public schools are required to obtain a criminal background check before beginning their practicum hours. It is the responsibility of each student to submit the appropriate documentation to the cooperating public schools or child care facility. Child care facilities may require the same information, but it is up to individual facilities as to their requirements. Students will be responsible for the costs of the criminal background check. **College faculty do not have access to the information contained in the background check and do not receive any information regarding the nature or cause of the student not being eligible to participate in field experiences. The decision to allow a student to conduct a field experience is determined solely by the school/child care center, not representatives from CCC&TI.** Students should be aware that a record of criminal activity may jeopardize field placement. Each field placement site has the right to refuse a student placement. Such refusal may impact the student’s ability to successfully complete an A.A.S. degree in Early Childhood Education.

6.13 Practicum Observation Forms

Students completing the practicum capstone must be observed engaged in classroom activities by their faculty supervisor a minimum of 3 times over the course of the semester and by their cooperating teacher a minimum of 3 times over the course of the semester. Each observation of the student must be documented on the “Practicum Observation” form. **These forms should be reviewed with the student as completed and must be turned in with the practicum workbook in order for the student to receive credit for the course.** Observations of the student’s performance should coincide with the implementation of activity plans at various times through-out the semester as indicated in the course syllabus.

6.14 Telephone Calls

Cell phone usage is not allowed at practicum sites. All cell phones must be turned off and put away during practicum times. **Text messaging and any use of cell phones or other portable electronic devices are not allowed during practicum time.** Telephone calls may not be made or received by students at practicum sites except as an emergency with the permission of the faculty member. Students should inform family members, schools, daycares, and babysitters of the phone number of
their practicum site in case of emergency. It is the student’s responsibility to be sure that child care providers and family members know how to reach you in case of an emergency.

6.15 Practicum Transportation and Field Trips

The student is responsible for providing transportation to practicum sites. Students should have reliable transportation available. At times it may be possible to carpool with other students to the practicum sites.

Students are expected to assist cooperating teachers with classroom field trips on placement days, excluding driving children in their own cars. Students are not permitted to drive any vehicle operated by the field placement, with or without children.

6.16 Liability (Malpractice) Insurance

All students must carry liability insurance for Early Childhood Education Program practicum courses. Coverage is only in effect while the student is enrolled in EDU 184, Early Childhood Intro Practicum and EDU 284, Early Childhood Capstone Practicum. The coverage is purchased through the college at the time of registration.
Section 7:

Early Childhood Education
Course Resources
Maintaining confidentiality is an important aspect of professional behavior. In the field of early childhood, it is essential that the early childhood professional adhere to the National Association for the Education of Young Children’s (NAEYC) Code of Ethical Conduct. This code addresses the professional relationships with children, families, colleagues and the community. As a student in the Early Childhood Program, students must maintain the confidence and trust of all children, teachers, co-workers, directors and child care facilities in which they are assigned or affiliated. Discussion of information observed at any child care facility must be held in the strictest confidence. Information shared in the classroom concerning child development, environmental issues, and work seminars are used for learning purposes only.

If a student suspects abuse or neglect is occurring at a childcare facility while completing assigned coursework, discuss it with the director of that facility and the Director of Early Childhood program. These parties will assist the student in determining the correct referral process to the appropriate agency as necessary.

Therefore, any breach of the Early Childhood Confidentiality Statement will result in disciplinary action that may include but not be limited to a written warning, withdrawal or earning a grade of F for the enrolled course, etc. Second offense to this statement will result in removal from the Early Childhood Program.

I will use the information gained from my observation and work experiences in the following ways:

- To discuss and measure developmentally appropriate practices in the environment.
- To explore and share understanding of children, curriculum, learning and the role of adults in supporting learning.

Out of respect for center/school privacy, I agree to never disclose children’s names, center/school, address or any other information to another individual.

I have read and understand the above statement. I have had the policy explained to me and I have had the opportunity to ask questions. I agree to maintain confidentiality as a professional in the Early Childhood Program at CCC&TI.

_______________________________________              ____________________________________
Signature of Student     Date

_______________________________________  _____________________________________
Signature of Instructor      Date

_______________________________________        ______________________________________
Signature of Cooperating Teacher    Date

REV. August 2016
Student Verification Form

Name of Student: ____________________________________ Date: __________________________________

Name of Facility: ___________________________________________________________________________

Contact Person: _____________________________________ Phone Number: _________________________

This visit was for ______________________________________ education class.

Time of visit _____________________________________ Total Visit Time ____________(mins/hrs)

☐ Observation  ☐ Activity Implementation  ☐ Service Hours

------------------------------------------
Director/Teacher Signature
White Copy: Director/Teacher

------------------------------------------
Student Signature
Pink Copy: Student’s Instructor
Dear Principal/Director,

The goal of the Early Childhood Education Program at CCC&TI is to help students in our program become well prepared teachers who understand how children develop at different ages and stages within today’s early childhood environments. Together, we can accomplish this task!

Several of our learning projects require students to observe in an early childhood setting. Observations can be completed in a child care center classroom, family child care home, or public school setting. Observations typically last 20-30 minutes and should be conducted while children are engaged in active learning. Students have been asked to abide by the following guidelines when conducting observations:

1. Call to make an appointment at least 48 hours before your desired visit. Be polite and courteous. Be specific in the type of activity you need to observe for the assignment (for example: center time, art time, circle time). Inform the director or family home provider of the length of your assigned observation. Expect to set up your observation appointment around the center’s schedule. No appointments should be scheduled during naptime.

2. Upon entering the school or child care facility, check in with the school office, director or family home provider. Introduce yourself, show your student ID and share the purpose of your observation. Follow the school/child care facilities guidelines for visitors, such as signing in and washing your hands.

3. Ask where you may sit to be out of the way of daily activities. Make yourself as unobtrusive as possible and try not to interact with the children.

4. Hold any questions you may have for the teacher until the end of the observation. Do avoid asking teachers personal questions about children in the program. It puts them in an uncomfortable spot since they cannot tell you this kind of information.

5. The observation time may vary depending on the activity. Your instructor will go over specific information concerning your observation with you in class.

6. Do take the time to thank the staff as you leave.

7. **Maintain confidentiality.** You have agreed to maintain confidentiality as a professional in the Early Childhood program by signing a Statement of Confidentiality. Class discussions of observations will adhere to the NAEYC’s Code of Ethical Conduct.

Please contact an instructor in the Early Childhood program if you have a question regarding observation assignments or if you need to verify that a student is enrolled in classes at CCC&TI.

Thank you for supporting the education of future teachers. Your cooperation is greatly appreciated!

Thank you,

The Early Childhood Education Program  
Caldwell Community College and Technical Institute  
(828) 726-2200
Recording Sheet for Observations

Topic:

Description of the Setting: (Describe the setting, age group of children, number of children observed, materials available, activity observed and number of teachers present)

Recorded Observation: (15-20 minutes, state objective and be accurate by writing only what you see)
Reflection: (Was the activity developmentally appropriate? Why or why not?)

(What insights did you gain from the observation?) What did you learn by observing the child specifically? Are his/her physical skills age-appropriate? Are his/her artistic skills age-appropriate? What were his/her physical, artistic, and cognitive strengths and weaknesses? What insights did you gain about this child’s social, cognitive and emotional development?

How could you/would you incorporate these experiences in your classroom?
Criminal Background Directions for Completing Observations/Field Assignments/Practicum Placements

Caldwell and Watauga County Child Care Facilities/Family Child Care Home: Observations/Field Assignments/Practicum and Capstone Field Placements

- It is up to each individual child care facility as to whether or not students will be required to provide a copy of the Criminal Background Check Qualification Letter in order to conduct an observation or field assignment within their facility. **Students should inquire at the facility before setting up an observation/field assignment.**
- Students must contact the child care facility at **least 48 hours** before the desired visit explaining the observation or field assignment and to arrange a time to visit.
- Students must wear their Caldwell Community College and Technical Institute student ID.
- Students should provide the Observations Letter for Directors/Principals to the director/school secretary at the time of a scheduled visit.

Caldwell County Schools: Practicum and Capstone Field Placement

- All students enrolled in EDU 184: Early Childhood Intro Practicum and EDU 284: Early Childhood Capstone Practicum must have a criminal background check.
- Each student must submit current TB test results (less than 12 months old)
- Each student must complete the **Caldwell County Schools Employment Background and Authorization Form**. Students should deliver the completed form, a copy of the **TB Test results**, along with **$6.00 cash** to **Pat Mitchell** at Caldwell County School’s district office **within 2 weeks of the course start date**. **Students should complete and attach the “Field Experience Request Form”**
- Each student is responsible for letting the course instructor know the name of the school and the grade which they would like to conduct their field experience **within 2 weeks of the course start date**
- For Practicum and Capstone placements, the course instructor will email a list of students, their school preference and grade level requests to Dr. Trish Johnson in Human Resources at Caldwell County Schools. Dr. Johnson will contact the school principal for approval and then notify the course instructor of student placement acceptance.
- The course instructor will notify students when they are approved.
- Upon approval notification from the course instructor the student must contact the school to arrange their practicum or capstone placement.

Caldwell County Schools: Observations and Field Assignments

- All students conducting observations or field assignments must have a criminal background check.
- Each student must complete the **Caldwell County Schools Employment Background and Authorization Form**. Students should deliver the completed form, a copy of the **TB Test results**, along with **$6.00 cash** to **Pat Mitchell** at Caldwell County School’s district office **within 2 weeks of the course start date**. **Students should complete and attach the “Field Experience Request Form”**.
Each student is responsible for letting the course instructor know the name of the school and the grade which they would like to observe within 2 weeks of the course start date. The course instructor will send a list of students, their school preference and grade level to Dr. Trish Johnson in Human Resources at Caldwell County Schools. Dr. Johnson will send a memo to principals and the course instructor listing students who are approved to conduct up to one hour observations.

- The course instructor will notify students when they are approved.
- Upon approval notification from the course instructor, each student must contact the school at least 48 hours before the desired visit explaining the observation assignment and to arrange a time to visit.
- Students must wear their Caldwell Community College and Technical Institute student ID.
- Attached is a general letter for students to present to the principal at the time of a scheduled visit.
- Students conducting an observation or field experience at a Caldwell County Wrap-Around should contact Mary Kidder (728-8407, #147/ mkidder@caldwellschools.com) to set up an appointment to observe. Students must contact Mrs. Kidder at least 48 hours before the desired visit explaining the observation or field assignment and to arrange a time to visit. Students must complete the “On-site Visitation Authorization Form”, have the form signed by the course instructor and take the form with them to the observation site. The form should be handed to the site director before the observation/field assignment takes place.

Watauga County Schools: Observations/Field Assignments/Practicum and Capstone Field Placements

- All students conducting observations and field assignments must have a criminal background check.
- Each student will complete the Information/Disclosure Release form from Watauga County Schools within 2 weeks of the course start date and submit online at http://humanresources.wataugasd.schoolfusion.us/modules/groups/integrated_home.phtml?gid=963202
- The school system will run a criminal background check on the forms submitted. There will be no fee.
- A list of approved students will be sent to the instructor. The instructor will inform the student of approval.
- Approved students are free to contact the principals of the schools of their choice and set up classroom visit.
- Students must wear their Caldwell Community College and Technical Institute student ID.
- Students should provide the Observations Letter for Directors/Principals to the director/school secretary at the time of a scheduled visit.

*College faculty do not have access to the information contained in the background check and do not receive any information regarding the nature or cause of the student not being eligible to participate in field experiences. The decision to allow a student to conduct observations or field experiences is determined solely by Watauga County Schools, not representatives from CCC&TI.*
Field Experience Request Form

Name of student: ______________________________________ Name of school requesting: __________________________________________________________________

Date: _______________________________ Grade level requesting: _____________________________________________________________________

This visit is for: __________________________________________________________________________  (College Course and Section Number)

Course instructor: __________________________________________________________________________

I need to conduct: (check appropriate box)

☐ Observation (1 hour) ☐ Practicum (48 Hours) ☐ Capstone Practicum (144 hours)

Attach the following items:

☐ TB test results (less than 12 months old)

☐ Caldwell County Schools Employment Background and Authorization Form.

☐ $6.00 payment for background check (out of state or name changes may require additional charges)

Student Signature: __________________________________________________________________________

Mandy White    Tracy Crump    Linda Allbritton
mwhite@cccti.edu  tcrump@cccti.edu    lallbritton@cccti.edu
828-726-2604 828-726-2270 828-726-2200 ext. 5276