

ECEC Program and University Policies

Early Childhood Educator Certificate Student Resource and Policy Guide

This document serves as resource and policy guide for students enrolled in the Early Childhood Educator Certificate (ECEC) program.

STUDENT LEARNING OUTCOMES (SLOs)

Program SLOs

The Early Childhood Educator Certificate program courses will enable you to meet the following Program SLOs:

1. Implement an equity framework for culturally responsive teaching that builds on the strengths and brilliance of the child through play and inquiry. (ECE 001, 002)
2. Create "identity affirming" spaces* for learners that nurture children's identities, develop their minds and bodies, and foster social emotional health and happiness. (ECE 003, 004, 005)
3. Use developmentally appropriate strategies and tools for teaching and assessing reading, writing, mathematics, science and social studies that supports children's meaning-making. (ECE 006, 007, 008, 009, 010)
4. Develop identity as an early childhood professional, aspiring teacher-leader, and life-long learner. (ECE 011, 012)

* Buchanan-Rivera, E. (2022). *Identity affirming classrooms: Spaces that center humanity*. Routledge.

Accreditation Standards

ECEC courses also meet the following standards from recognized professional and accrediting agencies:

- [Indiana Core Knowledge and Competencies for Early Childhood, School-Age and Youth Professionals](#) by the Office of Early Childhood & Out-of-School Learning
- [Indiana's Early Learning Foundations](#) by the Indiana Department of Education
- [Initial Practice-Based Standards for Early Interventionists/Early Childhood Special Educators](#) by the Council for Exceptional Children
- [The 10 NAEYC Program Standards](#) by the National Association for the Education of Young Children

- [Professional Standards and Competencies for Early Childhood Educators](#) by NAEYC
- [NAEYC's Position Statement](#) by NAEYC

University SLOs

By graduation, the ECEC program will prepare you to demonstrate the [University SLOs](#).

GETTING HELP

Butler is committed to providing the support and services you need to be successful in the Early Childhood Educator Certificate program.

Technology Assistance

In order to be successful in your coursework, all Butler students should possess these [basic technology skills](#).

This course uses the [Canvas](#) learning management system (LMS). All course communication, materials, and assignments will be posted on Canvas. If you are not familiar with Canvas, there are several resources to help you get started. The [Canvas Student Guides](#) and [Butler-supported technology tutorials](#) are recommended. For more immediate help, you can select the HELP icon in Canvas on the left navigation bar. Here you will find the Canvas Student Support Hotline (844-483-5026) as well as Student Chat options.

For other technology support, please refer to or submit a request to [Ask Butler](#) or contact the [IT Help Desk](#) (317-940-4357) during regular business hours.

Instructor Assistance

The courses in this program may present you with unfamiliar writing tasks or use of technologies. Please contact your instructor for clarification during their posted office hours or set up an individual phone or Zoom appointment by messaging them a request via the [Canvas Inbox](#).

Student and Academic Support Services

Butler provides services to support student success both inside and outside the classroom. You are encouraged to utilize those that may be particularly useful to you in this program, and which can help you prepare for course assignments:

- Tutor.com - 24/7 support*
- [Writer's Studio](#) – limited to hours of operation
- [Speaker's Lab](#) – limited to hours of operation

* Students can access Tutor.com services through their course homepage on Canvas.

PREREQUISITES

You will move through the Early Childhood Educator (ECEC) program in sequence; all courses must be taken in the order defined by the program. In order to be successful in their coursework, all Butler students should also possess these [basic technology skills](#).

PROGRAM POLICIES

The following policies are implemented across the Early Childhood Educator Certificate program and are therefore consistent across courses in the program.

Course Completion

To be successful in this Program, you are expected to complete all assignments to the best of your ability. You will submit assignments online to a designated assignment link. This will give your instructor access to the work you have done and provide an opportunity for feedback. To pass the course, you must:

1. Submit all course assignments. Note: Your course work will be measured as either “met” or “not yet met”. 75% of assignments must be assessed at the “met” level to pass the course.
2. Document your learning by choosing and saving your best work to a collection for each of the course outcomes and respond to reflection questions as directed in the ECEC program Guided Reflection at the end of the course.

Grading Expectations

For each assignment you submit, you will receive feedback through a scoring rubric called an Assignment Checklist. You will earn a one (1) for each criterion that is *MET* and a zero (0) for criteria that is *NOT YET* met. Your instructor will provide regular feedback (within one week of the due date) to support your learning and growth. It will be important to [review their annotated feedback](#), [overall comments](#), and the [scored rubric](#), which you can apply to future assignments. Canvas also makes it possible for you to [respond back to their comments](#). While this is not a required part of the course, you might find it helpful. To view your progress, use the [Grades link in Canvas](#). If you have questions or concerns, please let your instructor know as soon as possible. Be sure to set up your [notification preferences](#) in Canvas so you will automatically receive an email notification whenever a new grade/completion has been posted.

Assignment Due Dates

Each course in the ECEC program is fast-paced over four weeks. In order to maintain an effective pace that will support your growth and allow for timely feedback, it's important that you

keep track of and adhere to the assignment due dates posted in the course site and course schedule.

Due to the nature of digital assessments, all quizzes will only be available during the week that the quiz is due. Make-up/late work is not permitted on these types of assessments.

Be sure to keep your class computer files in a safe place and backed up. Consider using the unlimited cloud storage available to Butler students on [Google Drive](#) and [OneDrive](#) to save your work.

Should you be in a situation that makes completion of course assignments impossible, please let your instructor know as soon as possible. If you cannot complete course work due to an emergency situation, you may defer to the following cohort, once only.

Grade-Related Policies

Please refer to the grade-related policies below for information related to attendance, incompletes, withholding grades, grade appeals, late registration, deferrals, and withdrawal.

Absences/Attendance

Each course in this Program is four weeks long. Students must actively participate in each course as soon as it starts. At a minimum, students are expected to log on to each course at least three times per week. Engagement will be documented for the duration of each course in any or all the following ways:

- Submission/completion of assignments
- Submission of initial and peer response within the discussion board
- Communication with the faculty
- Communication with team members for any team assignment

Incompletes

An Incomplete Grade may be assigned by an instructor when exceptional circumstances beyond the student's control prevent a student from finishing all work required in a course. If a student receives an Incomplete Grade, they will have the option to defer to the following cohort, once only. Deferrals must be approved by the ECEC Program Manager.

Certificate Withholding

Students who have outstanding University-related obligations or have not returned academic materials to the appropriate library or instructor will not be issued an ECE Certificate by the University.

Refund Policy

No refunds will be issued for the Early Childhood Educator Certificate program tuitions. Appeals may be made by sending an email to the program manager at eccert@butler.edu.

Late Course Registration for Continuing Students

Given the accelerated pace and short duration of each course in the ECEC program, late course registration is only allowed for continuing students up to two days after the course start date.

Cooperative Teacher Withdrawal

If a student's cooperative teacher withdraws from the program or can no longer perform their duties, the student should notify the program manager at eccert@butler.edu and ask their learning center to provide a new one. The new cooperative teacher will need to complete the application process. If a new one is unavailable, the student may defer to the following cohort.

Participation

It is our pleasure to be supporting you in becoming the early childhood educator children need you to be. The ECEC program is robust, requiring you to engage fully in each and every learning opportunity, including readings, discussions, meetings with your Cooperative Teacher, planning for teaching, interacting with children, documenting your work... and more! This experience will likely be new to you and we expect that you will have questions. We encourage you to communicate with your instructors your questions or concerns by sending an email or scheduling a meeting.

It will take stamina and perseverance for you to complete this program successfully. To ensure the best possible outcome, we encourage you to log into your ECEC courses at least three times a week and regularly check your Butler email to stay current with course updates. Also, be sure to reserve plenty of time to respond in a timely manner to discussion boards, feedback, communications, and other course participation opportunities.

Workload Expectations

Time-management is crucial in all courses. For each ECEC online course, you should prepare to commit 20 hours every week to watching lectures, reading, participating in discussions, studying, engaging with your Cooperative Teacher, and completing assignments.

Guidelines for Effective Communication

As a community of learners, it's important that we treat each other with dignity and respect. Please refer to the [Butler Student Netiquette Guidelines](#) for communication guidance in this course, including participation in discussions, peer reviews, and other virtual conversations.

Names and Pronouns

In an effort to ensure an equitable and inclusive learning environment, we extend the opportunity to you to share information about your name and [pronouns](#). Instructors are provided class rosters that include students' legal names, yet we understand this may be different than what you prefer to use. You can update this information using [Canvas' NameCoach](#), your Canvas [settings](#) and [profile](#), and [Zoom](#).

Announcements

In order to consistently communicate with the class, your instructor will use Canvas Announcements to share important information regularly throughout the term. You should automatically receive notifications of announcement but you can review your [notification preferences](#) if you so wish. Please do not turn off Announcement notifications, as you will miss out on vital communications.

Email Communication

Messages should be sent using the Canvas [Inbox](#), which is the recommended option for keeping track of your course communication. Be sure to indicate in the subject line your course number.

Response Time and Emergency Communication

Your questions are very important to us. The easiest and preferred method of reaching your instructor is by sending a message to their Canvas Inbox, who will respond at their earliest convenience, typically within 2 business days. Calls, text messages, and voicemail messages should only be used in emergencies.

Citation Style

Should you be asked to include citations for references to someone else's work (readings, video, websites, etc.) in your course assignments, please consult the most recent (7th edition) [American Psychological Association's \(APA\) Publication Manual](#) for formatting.. You can also find APA format and citation requirements freely online within the [Purdue OWL APA Formatting and Style Guide](#).

Use of Course Related Recordings

While there are no planned synchronous sessions in the ECEC program, there may be times when your instructor feels it is beneficial to offer an optional synchronous session in response to learner needs. Some of these sessions may be recorded or live-streamed. Such recordings/streaming will only be available to students registered for this class. These recordings are the

intellectual property of the instructor, and they may not be shared or reproduced without the explicit, written consent of the instructor. Students may not share these sessions with those not in the course or upload them to any other online environment. Any other recording of in-person or online classroom content or office hours is forbidden without the express written consent of the course instructor and other parties involved in the recording or a documented accommodation from [Student Disability Services](#). Violation of this policy will be treated as a violation of the [academic integrity policy in the Student Handbook](#).

Turnitin

Students agree that by taking this course all assignments may be subject to submission for textual similarity review to Turnitin for the detection of plagiarism. All papers submitted to Turnitin become source documents in the Turnitin reference database, which is used solely for detecting plagiarism of such papers. When students first access a Turnitin enabled assignment, they will need to agree to the [end-user license agreement](#). Students can find guidance submitting Turnitin assignments in Canvas by reviewing the following [Turnitin support document](#).

Copyright

Unless otherwise specified, the content in this course was created by the instructor of record or a hired Butler subject matter expert and is used with permission. In adherence with [Butler's Copyright Policy](#), other course content is provided under appropriate licensing or used under fair use, as defined within the syllabus or other course documentation. Please do not copy, duplicate, download, or distribute copyrighted items. The use of these materials is strictly reserved for this course environment and your use only.

UNIVERSITY-WIDE POLICIES

Academic Integrity

All Butler University students have the responsibility to know and observe the [University's policy on academic integrity](#). The policy is available in the [Butler Student Handbook](#). All students are expected to uphold academic integrity in all course modalities. Students submitting online or in-person assignments should ensure the work is their own. Students taking online or in-person quizzes and exams should complete these assessments of learning under the conditions mandated by the instructor, submitting only responses that represent the student's original work. In all cases, the instructor's evaluation of a student's performance in a course should be based solely on the student's own efforts and understanding.

Diversity, Equity, and Inclusion (DEI)

Our learning environments are enriched by the presence of people from a variety of identities and backgrounds. At Butler, we are committed to creating a virtual classroom environment in

which everyone's dignity is respected as we ask questions, disagree, and take part in open and honest debate. In this context, we seek a form of dialogue that acknowledges and gives voice to our collective ideas, experiences, and beliefs. We encourage each member of the class to speak and act thoughtfully, fairly, and with respect for one another. As educators, we are dedicated to fostering an empathetic, compassionate, and socially responsible learning community. Inclusivity is nothing new to Butler. Named for one of its founders, abolitionist and social justice activist, Ovid Butler, the university was, in 1855, among the earliest in Indiana and the U.S. to admit women. Furthermore, Butler's founding charter called for a "non-sectarian institution free from the taint of slavery." These many years later Butler faculty still take these mandates seriously. No individual will be subjected to discrimination or harassment because of race, color, sex, sexual orientation, gender identity, religion, national origin, age, disability, citizenship status, military status, or genetic information.

As part of a commitment to a collective learning environment, together we strive to use language that reflects the worth and dignity of all. Inclusive language is spoken and written language that conveys mutual respect and recognition of diversity. We recognize that those who pursue the use of inclusive language may not always succeed, nevertheless, we wish to encourage the use of inclusive language.

Accommodations for Documented Disabilities

It is the policy and practice of Butler University to provide reasonable accommodations for students with properly documented disabilities. Written notification from [Student Disability Services](#) is required. If you are eligible to receive an accommodation and would like to request it for this course, please contact Student Disability Services. Allow one-week advance notice to ensure enough time for reasonable accommodations to be made. Otherwise, it is not guaranteed that the accommodation can be provided on a timely basis. Students who have questions about Student Disability Services or who have, or think they may have, a disability (psychiatric, attentional, learning, vision, hearing, physical, medical, etc.) are invited to contact Student Disability Services for a confidential discussion (Jordan Hall, Room 136; 317-940-9308; sds@butler.edu).

Accommodations for Religious Observance

[The Accommodation for Religious Observance policy](#), provided below, was first approved by Faculty Senate on November 6, 2012. The policy outlines the steps to take if you seek an accommodation for your religious practice or observance. Students can receive academic accommodations for religious observance if academic requirements create a conflict with required religious observance. It is the student's responsibility to be in communication with their professors at least two weeks prior to the need for the accommodation.

Butler University respects all students' right to religious observance and will reasonably accommodate students' religious practice with regard to class attendance, examinations, and assignments when requests are made in a timely manner. Butler University

recommends that each class should have a syllabus that provides a schedule of activities for the class. It is the student's responsibility to inform instructors of course conflicts resulting from religious observations at least two weeks in advance of the observance so that accommodations can be made. Requests must be made in writing, and the student should include a proposed alternative due date, examination date, or make-up outline. The professor should review the request and if the student's proposed suggestion is acceptable, should notify the student of the agreement. Any solution that is mutually agreeable to both the student and faculty member is acceptable. If accommodations cannot be agreed upon, the instructor and students should seek the advice of the associate dean in the appropriate college. No adverse or prejudicial effects will result to students because they have made use of these provisions.

Butler's [Center for Faith & Vocation](#), located in the Blue House on Sunset Ave., is dedicated to supporting the religious, spiritual, and secular communities of all students, faculty, and staff. If you have questions or would like support on using this policy, please reach out to the CFV Director, Daniel Meyers, at dgmeyers@butler.edu.

Reporting Inequity, Discrimination, or Harassment

Butler University is committed to fostering safe and productive living, learning, and working environments free from discrimination and harassment. Faculty members are expected to report any incident of discrimination and/or harassment that students may report to them. These incidents should be reported to the [Office of Institutional Equity](#). The Office of Institutional Equity is responsible for promoting and ensuring fair and equal treatment for all individuals within the university community. Its primary role is to address issues related to discrimination, harassment, and unequal treatment based on protected characteristics such as race, color, sex, gender identity, sexual orientation, national origin, disability, religion, or age. After the Office receives a report, the Director will then reach out to the reporting student for further discussion. If you would like to speak with someone confidentially who will not be required to report what you share, there are several resources available, including the [Sexual Assault Response and Prevention Specialist](#), [Counseling and Consultation Services](#), and ordained clergy providing pastoral care in the [Center for Faith and Vocation](#). Information about these and other resources can be found on the [Office of Institutional Equity](#) and [Addressing Incidents of Bias](#) websites. If you have questions or would like support on using this policy, please reach out to the Director, Georgia Hensley at glhensley@butler.edu.

Students with Mental Health Concerns or Issues

Butler University's [Counseling & Consultation Services](#) (CCS; located in Room 120 of the HRC, 317-940-9777) is committed to providing mental health services to students in order to help them achieve their academic and personal goals, promote their holistic well-being, and enhance their college experience. All currently enrolled undergraduate and graduate students are welcome to use CCS. The service provides a wide range of therapeutic interventions for Butler

students. These interventions are delivered in a brief therapy model that focuses on helping students make a desired change or reach a specific goal. Appointments to see a counselor may be [made online](#) for Monday 8:00 AM to 5:00 PM; Tuesday, Wednesday, and Thursday 8:00 AM to 5:30 PM, and Friday 8:00 AM to 4:00 PM. When making an appointment, you will be scheduled a time to discuss your issues in confidence with a counselor.

Artificial Intelligence

Please check with your instructor before you use artificial intelligence (AI) engines, software, artwork-generating programs, or the like to produce work for this class. If permission is granted for such use it will be limited to the specific purpose in which you proposed it. Otherwise, the use is prohibited in this class.

While AI technology is new and constantly evolving, please know that using ChatGPT or any other AI text generator to assist in writing your papers counts as plagiarism and will be treated as such. Consequences may range from being asked to schedule an oral exam to reiterate the paper's material to outright failing the assignment or class.

Butler Mission Statement

Butler University, founded on ideals of equity and academic excellence, creates and fosters a collaborative, stimulating intellectual learning environment. We are inspired to boldly innovate and broadly educate, enriching communities and preparing all learners to lead meaningful lives.

Butler College of Education Vision Statement

The College of Education envisions a world where educators serve as inclusive collaborators and agents of change toward a just society. We work toward a world in which the histories and strengths of individuals and their communities are valued, respected, and integrated into the education of all.