



# Early Childhood Education Student Contract Agreement

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*(E300100 Career Certificate | 8405100 Secondary)*  
**2026-2027**

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## **Document Purpose**

This Student Contract Agreement summarizes program-specific expectations for the Early Childhood Education Program and supplements the FCTC Student Handbook. Unless a section states otherwise, the expectations apply to adult Career Certificate, secondary, and dual enrollment students. If a conflict exists, applicable district policy and the FCTC Student Handbook govern.

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## Purpose of This Contract Agreement

This agreement outlines program-specific policies, procedures, and expectations related to academic progress, professional conduct, student safety, field experience, confidentiality, technology use, attendance, and successful participation in the Early Childhood Education Program. These requirements supplement the policies contained in the FCTC Student Handbook and apply to adult Career Certificate, secondary, and dual enrollment students unless otherwise stated.

## Program Overview

The Early Childhood Education Program prepares students for employment and continued education in child care, preschool, and related early learning settings. Students develop skills in child development, observation, positive guidance, lesson planning, health and safety, nutrition, family communication, professional ethics, classroom management, and developmentally appropriate practices for children from birth through age eight.

Students apply their knowledge through supervised classroom and field experiences at approved early childhood sites, which may include Tech Tots Child Care and St. Johns County School District Early Childhood Centers. Successful participation requires professional judgment, consistent attendance, respect for children and families, and strict adherence to safety and confidentiality requirements.

## Purpose of the Program

The program provides a coherent sequence of rigorous coursework aligned with academic standards and the technical knowledge and skills needed for continued education and careers in the Education & Training career cluster. Competency-based, applied learning supports academic knowledge, higher-order reasoning, problem-solving, professional work habits, employability skills, technical proficiency, and an understanding of early childhood education and care.

The program is approved by the Florida Department of Children and Families as meeting training requirements for child care personnel and preschool teachers. Students who complete the required coursework and additional credential requirements may qualify for the Florida Department of Education Early Childhood Professional Certificate (ECPC) and eligibility for a DCF Staff Credential.

## Program Structure

The Early Childhood Education Program is offered as a 600-clock-hour Career Certificate program for adult students and as a four-credit secondary program for high school students. Both pathways contain four occupational completion points or course levels and include direct work experience with children five years of age or younger.

### Adult and Dual Enrolled Career Certificate Program Structure

| OCP | Course Number | Course Title             | Length    |
|-----|---------------|--------------------------|-----------|
| A   | HEV0870       | Child Care Worker 1      | 150 hours |
| B   | HEV0871       | Child Care Worker 2      | 150 hours |
| C   | HEV0872       | Teacher Aide (Preschool) | 150 hours |
| D   | HEV0873       | Preschool Teacher        | 150 hours |

### Secondary Program Structure

| Course Number | Course Title                | Length   | OCP Equivalent |
|---------------|-----------------------------|----------|----------------|
| 8405110       | Early Childhood Education 1 | 1 credit | A / HEV0870    |
| 8405120       | Early Childhood Education 2 | 1 credit | B / HEV0871    |

| Course Number | Course Title                | Length   | OCP Equivalent |
|---------------|-----------------------------|----------|----------------|
| 8405130       | Early Childhood Education 3 | 1 credit | C / HEV0872    |
| 8405140       | Early Childhood Education 4 | 1 credit | D / HEV0873    |

## ECPC Credential and Program Completion Requirements

Completion of the program and eligibility for the ECPC are related but distinct. Students must satisfy all applicable requirements and provide documentation as directed by the instructor.

| Requirement                                 | Standard                                                                                                                                                                                                                       |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Program Coursework</b>                   | Successfully complete all four Early Childhood Education courses or OCPs.                                                                                                                                                      |
| <b>DCF Introductory Training</b>            | Complete the DCF 40-hour Introductory Child Care Training coursework.                                                                                                                                                          |
| <b>DCF Literacy Training</b>                | Complete five clock hours of DCF-approved literacy training.                                                                                                                                                                   |
| <b>DCF Competency Exams</b>                 | Pass all required DCF competency examinations with a score of 70% or higher.                                                                                                                                                   |
| <b>Direct Work Experience</b>               | Document 480 hours of direct work experience with children five years of age or younger in approved settings. Babysitting or tutoring hours do not qualify.                                                                    |
| <b>Professional Resource File/Portfolio</b> | Complete the required professional resource file or portfolio, including reflective statements and supporting resources.                                                                                                       |
| <b>Formal Observation</b>                   | Complete a documented observation by a qualified observer in an approved child care setting.                                                                                                                                   |
| <b>CPR and First Aid</b>                    | Obtain required Pediatric/Adult First Aid and CPR/AED training or certification as directed by the program and credential requirements.                                                                                        |
| <b>Age and Education</b>                    | To receive the ECPC, provide documentation of being at least 17 years of age and having earned a high school diploma or GED. Secondary students may complete coursework before meeting these credential issuance requirements. |
| <b>Application and Documentation</b>        | Submit the ECPC application, requirement checklist, practical-experience documentation, and all supporting records to the program instructor.                                                                                  |

### Field Placement Eligibility

Students must remain eligible for classroom and field experience placement. Adult Career Certificate students must maintain a valid Level 2 background screening while enrolled. Secondary and dual enrollment students must complete any clearance, authorization, or site documentation required by FCTC, the home high school, and the assigned early childhood site.

## Career Ready Practices

Career Ready Practices describe the professional skills students are expected to develop and demonstrate throughout the program.

| No. | Career Ready Practice                                                                                             |
|-----|-------------------------------------------------------------------------------------------------------------------|
| 1   | Apply appropriate reading, writing, mathematics, and scientific skills in workplace situations.                   |
| 2   | Use critical thinking, creativity, sound decision-making, problem-solving, reasoning, planning, and organization. |
| 3   | Manage time, materials, resources, and responsibilities effectively.                                              |
| 4   | Use information and technology responsibly to support productivity and decision-making.                           |
| 5   | Communicate clearly and professionally through speaking, listening, writing, and nonverbal communication.         |

| No. | Career Ready Practice                                                                                                                       |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------|
| 6   | Collaborate with others, respond to family and child needs, exercise leadership, resolve conflict, and show respect.                        |
| 7   | Demonstrate responsibility, self-discipline, flexibility, independence, integrity, professionalism, initiative, and a willingness to learn. |
| 8   | Develop job-search materials, professional portfolios, interview skills, and a responsible professional digital presence.                   |

## Academic Success

Grades are determined according to published course criteria. Students may request clarification or additional feedback regarding an assignment, assessment, lesson plan, practical skill, field experience, portfolio requirement, or course grade. Grades are posted in FOCUS, the FCTC student information system. Students are responsible for reviewing FOCUS and course platforms regularly for grades, assignments, announcements, and messages.

## Progression Requirement

### Progression Requirement

Students must earn an overall course grade of at least 70% and complete required coursework, practical skills, field experience, and remediation to progress to the next course or occupational completion point. Students who do not meet course or program requirements may be withdrawn. Reentry or course repetition is subject to program procedures, space availability, and any additional tuition, fees, books, uniforms, screening, or supply costs.

## Grade and Work-Ethic Scale

Course-specific categories and weights are communicated by the instructor and published in course materials. Academic performance, practical skills, field experience, employability skills, safety, confidentiality, and professional conduct may all contribute to the final grade.

| Grade | Percentage | Work Ethic | Definition                                                                                                                                                                                                         |
|-------|------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A     | 90%-100%   | 4          | Consistently exceeds academic and occupational expectations. Demonstrates excellent preparation, participation, task completion, communication, responsibility, safety, confidentiality, and professional conduct. |
| B     | 80%-89%    | 3          | Meets academic and occupational expectations. Demonstrates reliable preparation, participation, task completion, communication, responsibility, safety, confidentiality, and professional conduct.                 |
| C     | 70%-79%    | 2          | Meets minimum expectations. Improvement may be needed in consistency, preparation, participation, task completion, practical skills, safety, confidentiality, or professional conduct.                             |
| D     | 60%-69%    | 1          | Does not consistently meet expectations. Significant improvement is needed in academic progress, practical skills, responsibility, safety, confidentiality, or professional conduct.                               |
| F     | Below 60%  | 0          | Does not meet academic or occupational expectations and is not eligible to progress without administrative approval and successful completion of required remediation or repeat coursework.                        |
| IP    | N/A        | N/A        | Course in progress; not yet complete.                                                                                                                                                                              |

## Honor Graduate Requirements

| Requirement                 | Standard                                                                           |
|-----------------------------|------------------------------------------------------------------------------------|
| <b>Academic Performance</b> | Earn a grade of 90% or higher in every course.                                     |
| <b>Professional Conduct</b> | Have no documented disciplinary actions.                                           |
| <b>Program Completion</b>   | Complete all required courses and program requirements before the graduation date. |
| <b>Attendance</b>           | Attend at least 90% of scheduled program instructional hours.                      |

## DCF Competency Examinations

Students must take required DCF competency examinations at the scheduled time and location arranged by the instructor and the local DCF Child Care Training Coordinating Agency. A score of 70% or higher is required for successful completion of each applicable DCF examination. Failure to complete or pass required examinations may delay DCF training completion, ECPC eligibility, and credential issuance and will require the student to schedule and pay for test retakes.

## Academic Integrity and Academic Support

Students are expected to uphold high standards of integrity, professionalism, and scholarship. Cheating, plagiarism, unauthorized collaboration, falsification of work or field-experience records, violations of testing conditions, and other forms of academic misconduct are prohibited. Students may not submit another person's lesson plans, observations, portfolio materials, work-hour records, or DCF training documentation as their own.

Unauthorized or undisclosed use of generative artificial intelligence or other digital tools is prohibited. Any permitted use of artificial intelligence must be expressly authorized by the instructor and appropriately disclosed or cited. AI-generated observations, child records, reflective statements, or portfolio materials may not be presented as authentic student work or direct observation.

## Academic Course Materials

Current textbook, uniform, background screening, CPR/First Aid, portfolio, tool, and supply requirements are available through FCTC program materials and the FCTC eCampus bookstore at <https://fctc.ecampus.com/>. Students should verify current requirements before purchasing materials or completing screening and certification steps.

## Program Academic Support

Your instructor is available to help you succeed. If you have questions or begin having difficulty with course content, assignments, observation records, lesson plans, DCF coursework, portfolio requirements, practical skills, or field experience expectations, speak with your instructor as early as possible. Asking for help early gives you the best opportunity to stay on track.

Your instructor may provide clarification, feedback, individual assistance, additional practice, or remediation. These supports are intended to help you master the required knowledge and skills. Remediation is generally completed outside official class time and does not add hours to recorded attendance or direct work experience. Students are expected to complete assignments and participate in recommended support.

If you continue to have difficulty after support has been provided, your instructor and the Program Dean will review your progress and discuss appropriate next steps. In some cases, repeating a course, changing a field placement, or withdrawal from the current course or program may be necessary.

## Early Childhood Laboratory and Field Experience

Supervised field experience is an essential component of the Early Childhood Education Program. Students will observe and support young children, assist with developmentally appropriate activities, practice positive

guidance, implement lesson plans, maintain safe and healthy learning environments, and develop professional relationships with children, families, and site staff.

## Field Experience Expectations

| Expectation                         | Standard                                                                                                                                                                                                      |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Preparation and Punctuality</b>  | Arrive on time, appropriately dressed, and prepared with required lesson materials, observation forms, and supplies.                                                                                          |
| <b>Approved Placement</b>           | Complete field experience only at sites approved by FCTC and follow all site policies, schedules, sign-in procedures, and instructor directions.                                                              |
| <b>Direct Work Experience Hours</b> | Accurately document qualifying work-experience hours. Hours must involve direct work with children five years of age or younger and must be verified by authorized site personnel and the program instructor. |
| <b>Active Participation</b>         | Remain engaged with children and assigned activities. Personal reading, sleeping, unrelated schoolwork, texting, or other noninstructional activities are not permitted during field experience.              |
| <b>Professional Relationships</b>   | Treat children, families, peers, instructors, and site staff with patience, respect, kindness, and professionalism. Follow the directions of the supervising teacher and site administrator.                  |
| <b>Site Concerns</b>                | Report placement concerns, scheduling conflicts, safety issues, or inappropriate conduct promptly to the FCTC instructor. Do not confront families or independently resolve site personnel matters.           |

## Child Supervision, Guidance, and Professional Boundaries

| Area                                    | Requirement                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Supervision</b>                      | During FCTC-assigned observations and field experiences, students may not be counted as the sole supervising adult or left alone with children unless they are separately employed by the site, meet all legal and site requirements, and the arrangement is authorized by the site and FCTC instructor.                           |
| <b>Positive Guidance</b>                | Use only developmentally appropriate, positive guidance strategies approved by the supervising teacher. Students may redirect and support children but may not independently impose punishment, remove privileges, use physical discipline, shame, threaten, isolate, or otherwise discipline a child outside approved procedures. |
| <b>Physical Contact</b>                 | Use physical contact only when appropriate, necessary, and consistent with site policy, child safety, and professional boundaries. Never use force, rough handling, restraint, or physical contact as punishment.                                                                                                                  |
| <b>Medication and Medical Care</b>      | Students may not administer medication or provide medical treatment as part of an FCTC field experience unless separately authorized by the site, legally permitted, appropriately trained, and approved by the instructor.                                                                                                        |
| <b>Transportation and Release</b>       | Students may not transport children, release a child to an adult, or make custody decisions unless separately employed and specifically authorized under site procedures.                                                                                                                                                          |
| <b>Gifts and Personal Relationships</b> | Do not exchange personal contact information, arrange private babysitting, provide unauthorized gifts, or establish personal relationships with children or families through the field placement without instructor and site approval.                                                                                             |

## Confidentiality and Privacy

Information about children and families is confidential. Students may access only information required for an approved assignment or field experience and must follow FCTC, district, site, FERPA, and applicable child care privacy requirements.



| Requirement                         | Standard                                                                                                                                                                         |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Child and Family Information</b> | Do not discuss children, families, records, behaviors, diagnoses, custody matters, incidents, or site concerns with unauthorized individuals.                                    |
| <b>Assignments and Observations</b> | Use initials, pseudonyms, or de-identified information in assignments unless the instructor expressly authorizes another format. Do not include unnecessary identifying details. |
| <b>Records and Documents</b>        | Do not remove, copy, photograph, download, or retain child records, rosters, assessment results, health information, or family documents without authorization.                  |
| <b>Public Conversations</b>         | Do not discuss confidential information in hallways, common areas, vehicles, social settings, or online.                                                                         |
| <b>Continuing Obligation</b>        | Confidentiality requirements continue after the course, field experience, or program ends.                                                                                       |

## Safety, Hygiene, and Incident Reporting

| Area                           | Requirement                                                                                                                                                                                            |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Health and Hygiene</b>      | Follow all handwashing, glove-use, diapering, toileting, food-service, sanitizing, standard-precaution, and illness-exclusion procedures taught by the instructor and required by the site.            |
| <b>Emergency Procedures</b>    | Know and follow site procedures for evacuation, lockdown, shelter-in-place, severe weather, fire, injury, illness, missing child, and other emergencies.                                               |
| <b>Hazards and Injuries</b>    | Report hazards, injuries, illnesses, near misses, and safety concerns immediately to the supervising teacher and FCTC instructor. Complete all required accident or incident documentation.            |
| <b>Infection Control</b>       | Do not attend or remain in a field placement when illness or symptoms violate FCTC or site health requirements. Notify the instructor and site promptly.                                               |
| <b>Materials and Equipment</b> | Use classroom materials, playground equipment, food-service items, cleaning products, and child-care equipment only as directed. Keep hazardous materials inaccessible to children.                    |
| <b>Personal Insurance</b>      | FCTC does not provide personal health or accident insurance for students. Students are responsible for maintaining their own coverage and may be responsible for medical screening or follow-up costs. |

## Child Abuse and Neglect Reporting

### Mandatory Reporting

Florida law requires any person who knows or has reasonable cause to suspect child abuse, abandonment, or neglect to report it immediately. A student who has a concern must ensure the report is made and must also notify the supervising teacher and FCTC instructor as soon as safety permits. Reporting to an instructor or supervisor does not replace an individual legal duty to report.

**Florida Abuse Hotline: 1-800-96-ABUSE (1-800-962-2873)**

**Online information and reporting guidance:** <https://www.myflfamilies.com/services/abuse/abuse-hotline/how-report-abuse/>

**Call 911 first when a child is in immediate danger.**

Students must not investigate suspected abuse, interview a child beyond what is necessary for immediate safety, promise secrecy, contact the alleged offender, or discuss the concern with unauthorized individuals. Follow instructor training, site procedures, and Florida law while preserving confidentiality.

## Course Expectations

| Area                                 | Student Expectation                                                                                                                                                                       |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Preparation and Participation</b> | Arrive on time, prepared, appropriately dressed, and ready to learn. Participate fully in classroom instruction, DCF training, practical activities, observations, and field experiences. |

| Area                                 | Student Expectation                                                                                                                                                                                                              |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Assignments and Communication</b> | Complete and submit assignments by established deadlines. Communicate promptly when circumstances may affect attendance, participation, field experience, or assignment completion.                                              |
| <b>Professional Work Habits</b>      | Follow directions, use time effectively, accept constructive feedback, cooperate with classmates and site staff, and demonstrate patience, reliability, and professional judgment.                                               |
| <b>Lesson Plans and Materials</b>    | Prepare developmentally appropriate lesson plans and materials in advance. Obtain instructor and site approval before implementing activities when required.                                                                     |
| <b>Workspace and Materials</b>       | Maintain clean, organized, and child-safe classroom and field-experience areas. Return materials and supplies to designated locations and report damaged or unsafe items.                                                        |
| <b>Parking and Visitors</b>          | Park only in designated paved spaces and display the required FCTC parking permit. Visitors must receive prior authorization and follow campus and site check-in procedures.                                                     |
| <b>Late Work</b>                     | Late work may receive reduced or no credit unless the student communicates with the instructor and receives approval for an alternate submission arrangement. Acceptance of late work is subject to published course procedures. |

## Student Code of Conduct and Professionalism

Students are expected to conduct themselves in a professional and responsible manner. Conduct that substantially disrupts college or field-site operations, interferes with teaching or learning, threatens safety, violates confidentiality, harms a child, or damages property may result in discipline in accordance with FCTC regulations and the St. Johns County School District Student Code of Conduct, up to and including removal from field experience, withdrawal, dismissal, and/or responsibility for damaged property.

**Student Code of Conduct:** <https://www.stjohns.k12.fl.us/schoolservices/conduct/>

Academic dishonesty and nonacademic misconduct may result in disciplinary action. Misconduct includes, but is not limited to, cheating, plagiarism, falsifying records or work-experience hours, knowingly providing false information, forging or altering documents or credentials, unauthorized technology use, harassment, threatening behavior, property damage, violations of child safety or privacy, and disruptive, antagonistic, or combative conduct.

## Character and Professionalism

FCTC expects students to uphold the six pillars of character described through Character Counts! of St. Johns County. More information is available at <https://ccstjohns.com/>.

| Pillar                 | Expected Conduct                                                                                                                             |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Trustworthiness</b> | Be honest, reliable, and accountable. Protect confidential information, keep commitments, and do the right thing.                            |
| <b>Respect</b>         | Treat children, families, peers, instructors, and site staff with courtesy, patience, dignity, and respect.                                  |
| <b>Responsibility</b>  | Prepare, follow through, use self-control, consider consequences, and accept accountability for words, actions, records, and decisions.      |
| <b>Fairness</b>        | Follow established rules, remain open-minded, avoid favoritism, and treat children and adults equitably.                                     |
| <b>Caring</b>          | Be kind, compassionate, considerate, and responsive to children's developmental and emotional needs.                                         |
| <b>Citizenship</b>     | Contribute positively to the school and community, follow laws and policies, respect authority, and support safe and inclusive environments. |

## Professional Conduct Expectations

| Area                         | Expectation                                                                                                                                                                  |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication</b>         | Communicate honestly, professionally, and respectfully. Avoid loud, offensive, threatening, sarcastic, demeaning, or profane language and gestures.                          |
| <b>Role Modeling</b>         | Demonstrate behavior appropriate for a professional who works with young children. Maintain emotional control and model patience, kindness, and responsible decision-making. |
| <b>Fair Treatment</b>        | Treat all individuals fairly, respect cultural and family differences, and avoid bias, favoritism, or discriminatory behavior.                                               |
| <b>Cooperation</b>           | Work collaboratively, accept supervision, respond to requests in a timely manner, and support a safe, respectful learning environment.                                       |
| <b>Boundaries and Ethics</b> | Maintain professional boundaries, protect confidentiality, avoid conflicts of interest, and follow the NAEYC Code of Ethical Conduct and applicable site policies.           |

## Cell Phones, Technology, Communication, and Professional Appearance

Students must use technology in a manner that protects children, families, the college, and field-experience sites. Personal devices must not interfere with instruction, supervision, safety, confidentiality, or professional responsibilities.

### Technology and Communication

| Requirement                       | Standard                                                                                                                                                                                                                     |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Cell Phones and Earbuds</b>    | Store and silence personal phones, earbuds, smart watches, and other devices during classroom instruction and field experience unless the instructor or supervising teacher authorizes their use for an educational purpose. |
| <b>Photos, Video, and Audio</b>   | Do not photograph, record, livestream, or create audio or video of children, families, staff, records, or classrooms without written authorization from the site and instructor and any required family consent.             |
| <b>Social Media</b>               | Do not post, tag, describe, or discuss children, families, staff, sites, classroom incidents, or field experiences on personal or public social media.                                                                       |
| <b>Personal Communication</b>     | Do not text, make personal calls, use social media, or conduct unrelated online activity while supervising or working with children.                                                                                         |
| <b>Approved Technology</b>        | Use only approved devices, platforms, accounts, apps, and digital materials. Follow the FCTC Acceptable Use Policy and site technology rules.                                                                                |
| <b>Email and Course Platforms</b> | Check FCTC email, FOCUS, and course platforms regularly. Communicate professionally and respond to instructor and site messages in a timely manner.                                                                          |
| <b>Digital Records and AI</b>     | Protect passwords and confidential records. Do not upload child or family information, photographs, observations, or site records into public AI tools, personal cloud storage, or unapproved applications.                  |

### Dress Code for Classroom and Field Experience Settings

Students must maintain a clean, safe, modest, and professional appearance consistent with FCTC requirements, field-site rules, and the physical demands of working with young children. Site-specific requirements may be more restrictive and must be followed.

| Requirement                | Standard                                                                                                                                                                           |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>FCTC Identification</b> | Wear the FCTC student identification badge as directed. A student who arrives without required identification must follow campus or site check-in procedures before participating. |

| Requirement                     | Standard                                                                                                                                                                                                   |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Program Attire</b>           | Wear the designated FCTC ECE uniform or other instructor-approved professional attire when required. Clothing must be clean, in good repair, and appropriate for active participation with young children. |
| <b>Movement and Coverage</b>    | Wear clothing that permits safe bending, lifting, sitting on the floor, outdoor activity, and active movement while maintaining appropriate coverage.                                                      |
| <b>Footwear</b>                 | Wear clean, closed-toe, closed-heel shoes that are secure and appropriate for active work. Shoes that create a slipping, tripping, or safety hazard are prohibited.                                        |
| <b>Hair, Nails, and Hygiene</b> | Maintain good personal hygiene. Secure hair when needed for health and safety. Nails, fragrances, and grooming choices must not create a hygiene, scratching, allergy, or safety concern.                  |
| <b>Jewelry and Accessories</b>  | Limit jewelry, lanyards, facial jewelry, loose accessories, and other items that children could pull or that could present a safety hazard.                                                                |
| <b>Site Requirements</b>        | Follow additional dress, identification, footwear, or personal-protective-equipment requirements established by the assigned field site.                                                                   |

## Attendance Policy

FCTC expects students to attend regularly so they can receive the full benefit of instruction and complete required coursework and field experience. Punctuality, dependability, responsibility, and effective work habits are essential to successful program completion and employment in early childhood settings. New student orientation and required DCF training or testing sessions are mandatory.

### Program Completion Standard

Adult Career Certificate students must attend at least 90% of scheduled program instructional hours. All students must also complete the required coursework, competency examinations, and qualifying direct work-experience hours. Field-experience hours do not replace attendance requirements and must be accurately documented.

The postsecondary attendance procedure applies to adult students and to full-time secondary and full-time dual enrollment students. Other secondary and dual enrollment students follow the separate secondary and dual enrollment procedure below.

### Postsecondary Attendance Procedure

| Attendance Threshold                      | Required Response                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3% of instructional hours missed          | The instructor will submit a referral and meet with the student to review the attendance policy and offer support through student-driven problem-solving options.                                                                                                                                                                                                                                                                          |
| 6% of instructional hours missed          | The instructor will submit a referral, and the student will meet with the Dean or designee. The Dean or designee will place the student on an attendance contract and explain the possibility of program removal for continued absences.                                                                                                                                                                                                   |
| 10% of instructional hours missed         | The instructor will submit a referral, and the student will meet with the Dean or designee a second time. At the Dean or designee's discretion, the student may remain in the program. The student will receive formal notice that removal from class will occur after missing 15% of instructional hours. Reentry may be permitted at the Dean or designee's discretion and is subject to program space and field-placement availability. |
| Six consecutive instructional days missed | The student will be immediately withdrawn from the program. Reentry may be considered only at the next enrollment period at the Dean or designee's discretion and is subject to program space and field-placement availability.                                                                                                                                                                                                            |

## Secondary and Dual Enrollment Attendance Procedure

| Attendance Threshold                             | Required Response                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Three days absent within a grading period        | The instructor will meet with the student to review the Student Handbook High School Attendance Policy, discuss strategies to improve attendance and punctuality, and notify the designated Student Advisor. The Student Advisor will notify the home high school registrar and/or school counselor.                      |
| Five days absent within a grading period         | The instructor will meet with the student, review the attendance policy, offer support, develop a pro-social action plan (PSAP), and notify the Student Advisor. The Student Advisor will notify the home high school registrar and/or school counselor of the meeting and plan.                                          |
| Ten days absent within a grading period          | The instructor will notify the Student Advisor. The Student Advisor will notify the home high school registrar and/or school counselor and the program instructor regarding possible dismissal.                                                                                                                           |
| Fifteen total days absent during the school year | The student will be referred to the Dean. With the Director's support, the Dean may withdraw the student from the program. The Student Advisor will notify the home high school registrar and/or school counselor. Full-time secondary and full-time dual enrollment students follow the postsecondary attendance policy. |
| Appeal                                           | The student may appeal the Dean's decision to the Review Committee. During high school testing schedules, including exam weeks, students are required to attend FCTC courses when there is no conflict with the home high school exam schedule.                                                                           |

## Tardiness, Absence Communication, and Support

Students are expected to be in class or at the assigned field site, signed in, prepared, and ready to participate at the scheduled start time. Tardiness and absences may affect grades, recorded clock hours, financial aid, field-placement eligibility, work-experience hours, and attendance status.

Anticipated absences should be discussed with the instructor and, when applicable, the field site and Program Dean in advance. Unplanned absences must be communicated to the instructor and field site before the scheduled start time whenever possible. Students must follow both FCTC and site call-out procedures.

## Program Schedule and Clock-Hour Requirements

The published program schedule is Monday through Friday from 10:15 a.m. to 11:50 a.m. (Wednesday class is from 10:00 a.m. to 11:15 a.m. due to early dismissal). The program is part-time and is designed to be completed over approximately two years. Field-experience schedules and direct work-experience hours may occur outside the regular classroom schedule and must be arranged, completed, and verified as directed by the instructor and approved site.

Because the adult Career Certificate program is clock-hour based, adult students must accurately sign in and out as directed to receive credit for instructional hours attended. Secondary and dual enrollment students must follow FCTC, home high school, and field-site attendance recording procedures.

## Attendance Records

Students may not sign another student in or out, falsify field-experience hours, ask another person to verify hours not completed, or alter attendance or placement records. Falsifying records is academic and professional misconduct and may result in loss of hours, course failure, removal from field experience, disciplinary action, withdrawal, dismissal, and/or reporting to a credentialing or regulatory agency.

## Missed Coursework and Field Experience

Students are responsible for coursework, DCF training, examinations, observations, lesson implementations, and field-experience requirements missed because of an absence. The student must contact the instructor promptly to establish an approved make-up plan. Field-experience hours may be made up only at an approved site and according to instructor and site availability. Completion of make-up work does not erase recorded absences.

## Safety, Weapons, and Substance Policies

### Zero Tolerance for Crimes and Victimization

This section implements the zero-tolerance policy for crime and victimization described in section 1006.13, Florida Statutes. Zero-tolerance policies apply equally to all students regardless of economic status, race, or disability. Conduct involving children may also be reported to the field site, home high school, law enforcement, DCF, or another regulatory agency when required.

### Weapons and Threat Offenses

Students found to have committed either of the following offenses on School Board property, on school-sponsored transportation, at an approved field site, or during a school-sponsored activity may be expelled, with or without continuing educational services at an alternative school, for no less than one full year and may be referred to the criminal or juvenile justice system.

| Offense                         | Policy                                                                                                                                                                                                                                                                                                                      |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Firearms or Weapons</b>      | Bringing or possessing a firearm or weapon, as defined in chapter 790, Florida Statutes, and School Board Rule 8.01, at school, at a school function, at a field site, or on school-sponsored transportation. A concealed-carry permit does not authorize possession on school grounds or at a field site where prohibited. |
| <b>Threats or False Reports</b> | Making a threat or false report, as defined in sections 790.162 and 790.163, Florida Statutes, involving school or field-site property, children, families, school personnel or their property, transportation, or a school-sponsored activity.                                                                             |

### Tobacco-, Alcohol-, and Illegal Substance-Free Policy

All FCTC campuses and approved field sites are smoke- and tobacco-free. Prohibited products include cigarettes, cigars, pipe tobacco, snuff, dip, chewing tobacco, smokeless pouches, loose-leaf or smokeless tobacco, electronic cigarettes, and vaping devices.

FCTC maintains a zero-tolerance policy for the possession, consumption, distribution, or sale of alcoholic beverages, illegal drugs, unauthorized controlled substances, intoxicating substances, counterfeit or look-alike substances, marijuana, and related paraphernalia. A student who possesses, uses, distributes, or is under the influence of a prohibited substance during class, field experience, transportation, or a school-sponsored activity may be removed immediately and subject to disciplinary action, dismissal, site notification, and/or law-enforcement contact.

### Declaration of Intent

First Coast Technical College's mission is to provide career, technical, and adult education that meets the changing needs of students, businesses, and the workforce. FCTC expects students to pursue the applicable program credential and/or employment preparation. A student enrolling primarily for personal enrichment rather than credential attainment or employment must declare that intent below.

| Select One    | Declaration                                                                                                                                                                                          |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ____ Option 1 | I intend to complete the applicable coursework and pursue the ECPC, DCF Staff Credential, related certification, and/or employment aligned with this program.                                        |
| ____ Option 2 | I am enrolling primarily for personal enrichment and acknowledge that I am not committing to complete all requirements for the ECPC, DCF Staff Credential, related certification, and/or employment. |

---

 Student Initials

---

 Date

## **Administrative Review, Due Process, and Grievance Procedures**

A violation of the FCTC Student Handbook, this Early Childhood Education Student Contract Agreement, field-site rules, child safety requirements, confidentiality requirements, or applicable law is subject to administrative review and discipline. Depending on the nature and severity of the violation, action may include a conference, warning, behavior or attendance contract, loss of privileges, removal from field experience, reassignment, academic consequences, probation, suspension, withdrawal, dismissal, site or home-school notification, and/or referral to law enforcement or a regulatory agency.

Students who believe their rights have been denied are entitled to the due process and grievance procedures described in the FCTC Student Handbook. Removal from a particular field site does not guarantee placement at another site and may prevent completion of required program hours.



## Student Acknowledgment

I acknowledge that I have received or have been provided access to the FCTC Student Handbook and the Early Childhood Education Student Contract Agreement. I understand that I am responsible for reviewing and complying with the policies, procedures, safety requirements, field-experience expectations, confidentiality standards, and professional responsibilities contained in both documents.

I understand that participation in classroom and field experiences is a condition of successful program completion. I understand that violations may result in administrative review and disciplinary action, up to and including removal from field experience, course failure, withdrawal, or dismissal, consistent with applicable FCTC, district, site, and regulatory procedures.

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Student Printed Name

---

Student ID Number

---

Student Signature

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Date

---

Program Instructor Signature

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Date

## Parent/Guardian Acknowledgment

Required only when the student is under 18 years of age. I acknowledge that I have reviewed the program expectations and agree to support the student in complying with the FCTC Student Handbook and the Early Childhood Education Student Contract Agreement.

---

Parent/Guardian Printed Name

---

Relationship to Student

---

Parent/Guardian Signature

---

Date



## Secondary and Dual Enrollment Student Acknowledgment

As a secondary or dual enrollment student in the Early Childhood Education Program, I am held to the same academic, conduct, child-safety, confidentiality, dress, technology-use, field-experience, and professional standards as adult students. Attendance and grading requirements may differ based on my enrollment classification, home high school requirements, and the policies described in this agreement.

I have received, read, and understand the Early Childhood Education Student Contract Agreement. By signing, I agree to follow the program policies, rules, and guidelines and understand that compliance is a condition of acceptance, field placement, and continued enrollment in the program.

---

Student Printed Name

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Student ID Number

---

Student Signature

---

Date

## Parent/Guardian Acknowledgment for Secondary and Dual Enrollment Students

Required only when the student is under 18 years of age. I have reviewed and understand the Early Childhood Education Student Contract Agreement. By signing, I agree to support the student in complying with the program policies, child-safety expectations, field-experience requirements, and professional standards.

---

Parent/Guardian Printed Name

---

Relationship to Student

---

Parent/Guardian Signature

---

Date

## Appendix A: Program Standards

After successfully completing the program, the student will be able to perform the following. These standards are reproduced from the 2026-2027 Florida Department of Education Early Childhood Education framework and align with the secondary course and career certificate sequence.

| Outcome | Learning Standard                                                                                                                         |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 01.0    | Define the early childhood education profession.                                                                                          |
| 02.0    | Identify rules and regulations governing child care.                                                                                      |
| 03.0    | Plan a safe, clean, and healthy learning environment.                                                                                     |
| 04.0    | Plan food service and nutrition education.                                                                                                |
| 05.0    | Identify and describe the procedures for reporting child abuse and neglect in accordance with state regulations.                          |
| 06.0    | Identify principles of typical and atypical development (birth through age eight).                                                        |
| 07.0    | Identify various observation and recording methods.                                                                                       |
| 08.0    | Recognize appropriate methods of guidance.                                                                                                |
| 09.0    | Identify how nutrition, environment, heredity, and health status influence the development of the child.                                  |
| 10.0    | Demonstrate appropriate use of current technology utilized by child care professionals.                                                   |
| 11.0    | Define and demonstrate the components of an effective lesson plan.                                                                        |
| 12.0    | Define and demonstrate professionalism.                                                                                                   |
| 13.0    | Demonstrate observation and recording methods.                                                                                            |
| 14.0    | Discuss the history of school-age child care and the development and diversity of school-age children.                                    |
| 15.0    | Describe developmentally appropriate guidance and activities for infants and toddlers.                                                    |
| 16.0    | Identify and demonstrate how schedules, spaces, and experiences create environments that promote children's total growth and development. |
| 17.0    | Identify the characteristics of an environment that is conducive to language use and acquisition.                                         |
| 18.0    | Identify developmentally appropriate practices for programs serving children from birth through age eight.                                |
| 19.0    | Display professional relationship skills.                                                                                                 |
| 20.0    | Analyze recent trends/developments in brain research.                                                                                     |
| 21.0    | Identify communication skills related to child care.                                                                                      |
| 22.0    | Create, implement and evaluate lesson plans.                                                                                              |
| 23.0    | Plan and implement developmentally appropriate guidance and activities for infants and toddlers.                                          |
| 24.0    | Plan, implement and evaluate developmentally appropriate physical development activities for preschool children.                          |
| 25.0    | Plan, implement and evaluate cognitive development and general knowledge activities for preschool children.                               |
| 26.0    | Plan, implement and evaluate creative expression through the arts with developmentally appropriate activities for preschool children.     |
| 27.0    | Guide the social and emotional development of preschool children.                                                                         |
| 28.0    | Identify developmentally appropriate caregiving environments for students with special needs.                                             |
| 29.0    | Implement food service and nutrition education.                                                                                           |
| 30.0    | Plan, establish, and implement a developmentally appropriate emergent literacy program.                                                   |
| 31.0    | Develop intercommunication with family and child-care personnel.                                                                          |
| 32.0    | Demonstrate the ability to motivate children.                                                                                             |

| Outcome | Learning Standard                                                                              |
|---------|------------------------------------------------------------------------------------------------|
| 33.0    | Demonstrate compliance with rules and regulations governing child care.                        |
| 34.0    | Obtain certifications in Pediatric/Adult First Aid and CPR/AED Training.                       |
| 35.0    | Apply knowledge of program elements needed to create a developmentally appropriate curriculum. |
| 36.0    | Create an environment that is conducive to language use and acquisition.                       |
| 37.0    | Demonstrate the ability to interact professionally with families and staff.                    |
| 38.0    | Demonstrate the ability to maintain a commitment to professionalism.                           |
| 39.0    | Compile a Professional Portfolio using state and/or national criteria.                         |
| 40.0    | Plan and implement preschool classroom management techniques.                                  |
| 41.0    | Demonstrate employability skills.                                                              |
| 42.0    | Create, analyze and interpret a child study.                                                   |
| 43.0    | Demonstrate activities that are anti-bias, non-violent and from a multicultural perspective.   |

## Appendix B: ECPC Requirement Summary

The ECPC is a preschool specialization approved by the Florida Department of Children and Families as meeting the Staff Credential requirement. The summary below is provided for student planning. The current FLDOE ECPC Program Guidelines and instructor directions govern if requirements change or additional documentation is needed.

| Category                                      | Requirement Summary                                                                                                                                                          |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Completion</b>                      | Complete all four Early Childhood Education courses or OCPs.                                                                                                                 |
| <b>DCF Introductory Training</b>              | Complete the required DCF 40-hour Introductory Child Care Training coursework.                                                                                               |
| <b>DCF Literacy Training</b>                  | Complete five clock hours of DCF-approved literacy training.                                                                                                                 |
| <b>DCF Examinations</b>                       | Pass all required DCF competency examinations with scores of 70% or higher.                                                                                                  |
| <b>Direct Work Experience</b>                 | Document 480 hours of direct work experience with children five years of age or younger in approved settings.                                                                |
| <b>Professional Resource File / Portfolio</b> | Complete the autobiography, professional resume, six reflective statements of competence, resource collection, philosophy statement, and other required portfolio materials. |
| <b>Qualified Observation</b>                  | Complete a formal observation by a qualified observer in an approved child care setting.                                                                                     |
| <b>CPR and First Aid</b>                      | Provide current required Pediatric/Adult First Aid and CPR/AED documentation as directed.                                                                                    |
| <b>Education and Age</b>                      | Provide documentation of a high school diploma or GED and being at least 17 years of age before ECPC issuance.                                                               |
| <b>Application</b>                            | Submit the completed ECPC application, requirement checklist, practical experience forms, and supporting documentation to the instructor.                                    |
| <b>DCF Staff Credential</b>                   | After the ECPC is awarded and required information is submitted, eligible students may receive the DCF Staff Credential through the DCF training transcript process.         |

Current framework and credential information: <https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2026-27-frameworks/edu-training.shtml>