



MSTC

Early Childhood



PROGRAM ORIENTATION GUIDE
2011-2012



MSTC Early Childhood Education Program

Orientation Handbook

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Welcome to the Early Childhood Education associate degree program at Mid-State Technical College! You are about to begin a very interactive program that presents unique opportunities to develop, practice and demonstrate essential skills in an extremely rewarding career field. Parents need to trust in the competence of the care providers and educators of their children, and your success in this program will enable you to represent a professional image that fosters an atmosphere of high-quality child care provision.

This program is structured in an accelerated format, requiring an especially strong commitment from learners as many assignments and projects must be completed outside of regularly scheduled classroom hours. You will be responsible for participating in numerous activities throughout the course of this program, including participation in classroom lectures; creation and delivery of lesson plans; development of learning activities; and observation of, guidance of and interaction with children in child care centers, Head Start and public school internship sites.

This orientation booklet will serve as your guide as you progress through the program. The information contained within is appropriate for both full- and part-time learners.

Please read the booklet so as to familiarize yourself with the policies of the Early Childhood Education program, and retain it as a ready reference. If you have any questions, please contact the appropriate person from the program staff list that follows.

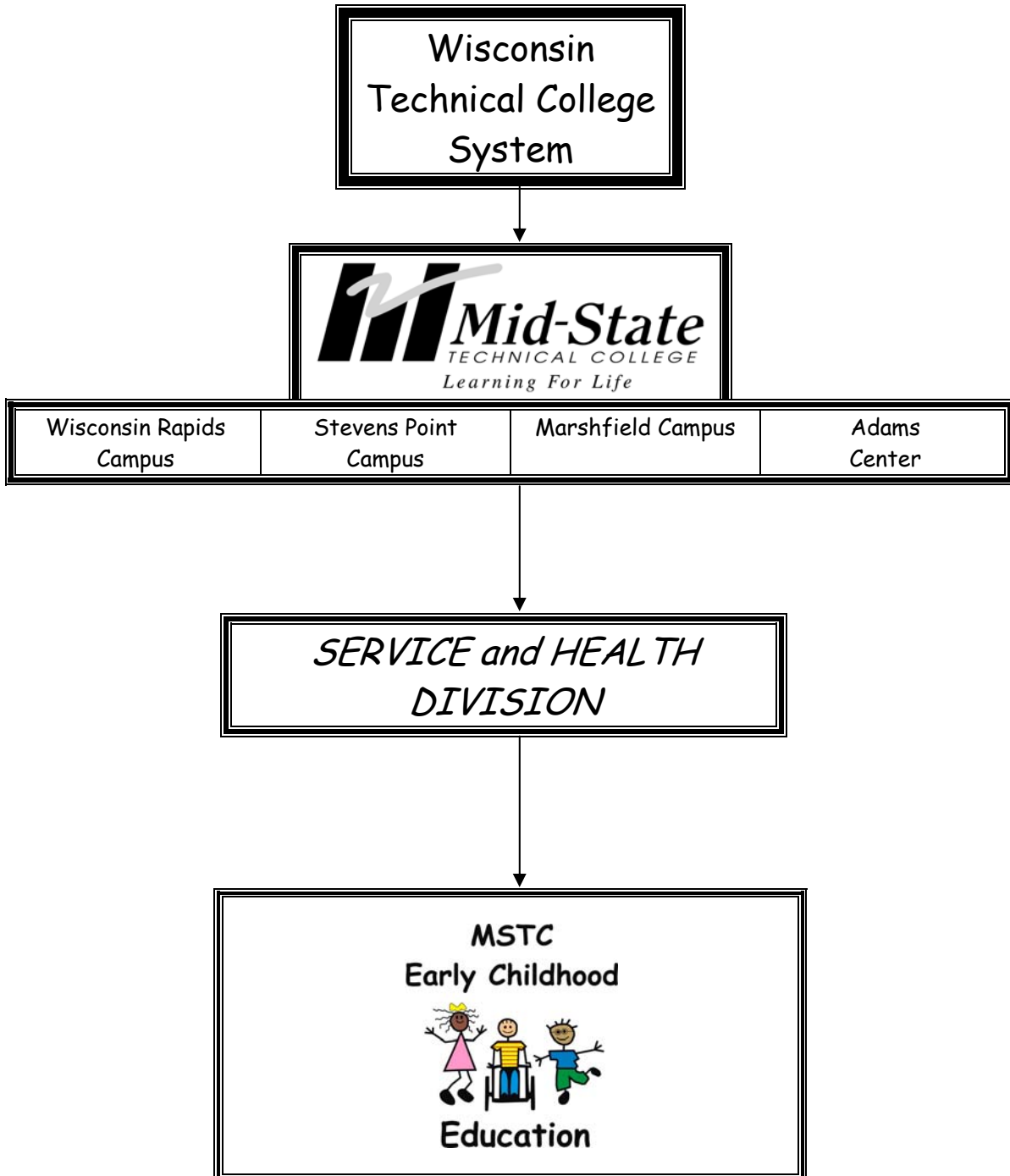
Textbooks for all courses are available in the bookstore on the Wisconsin Rapids campus. When you register for each term, you will receive a list of the required books for courses offered that quarter.

Although counselors are available at each campus to guide you in completing the program, and any can provide assistance, Kay Grundhoffer is the designated program counselor. She can be contacted at (715) 422-5447.

It is the sincerest hope of all our staff that your educational experience here will be as pleasant and meaningful as possible. Good luck!

Sp Ann Grode

Service and Health Associate Dean
Early Childhood Education Program Director





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Vision and Mission Statements

MSTC Vision Statement

Mid-State Technical College is the educational provider of first choice for its communities.

MSTC Mission Statement

Mid-State Technical College transforms lives through the power of teaching and learning.

Program Mission Statement

To promote and deliver excellence in early childhood education that will be applied by program graduates in providing high quality education and care to young children.



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Orientation Outline

- I. Welcome
 - A. Staff introductions
 - B. Introduction to the world of early childhood education
- II. Curriculum
- III. Program Requirements
 - A. General policies
 - B. Student success process
 - C. Grievance procedure
- IV. Other
 - A. School year calendar
- V. Registration
- VI. Adjourn



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Program Outcomes

- Apply child development theory to practice.
- Cultivate relationships with children, family and the community.
- Assess child growth and development.
- Use best practices in teaching and learning.
- Demonstrate professionalism.
- Integrate health, safety and nutrition practices.



Is Early Childhood Education the career for you?

Do you have what it takes for a career in early childhood education?

Consider the following educational and occupational requirements and expectations before you devote any of your time, effort and money to a program that might not be suitable for you. Mid-State Technical College is looking for students who are prepared to meet the academic rigors of the accelerated Early Childhood Education program and who understand the time and effort that must be committed for success in the program. We are looking for students who have made wise life choices thus far and have not had to suffer the consequences of poor decision-making. Please consider the following **before** making a **commitment** to this program and career path:

- ✓ No association with criminal activity.
- ✓ No criminal convictions.
- ✓ Physically fit.
- ✓ No history of emotional problems.
- ✓ Good verbal and written communication skills.
- ✓ Ability to interact effectively with person of all age ranges, especially children.
- ✓ Bias-free attitude toward others despite differences in race, religion gender, ethnicity, sexual orientation and abilities.
- ✓ No drug and/or alcohol dependency.

The above list might include considerations that are not requirements of the occupation; however, they can bear heavily on your employability.



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Program Considerations

- Passing is considered “C” in all courses in the Early Childhood Education program
- Need cumulative grade point average of 2.0 in all “307” courses to graduate
- Maintain required hours in practicums
- Good writing skills
- No unexcused absences
- No tardiness
- Good study habits
- Active participation in classroom activities
- Appropriate classroom decorum

Entry-Level and Progression Requirements

Mid-State Technical College's has identified entry-level requirements for all its associate degree programs. Requirements for the Early Childhood Education program are:

Reading – 55 Accuplacer score or equivalent
Sentence Skills – 60 Accuplacer score or equivalent
Math – 34 Accuplacer score or equivalent

These requirements represent a minimum standard for admission to an associate degree program. **In order to register for Practicum 1 and subsequent practicum courses, the following additional requirements must be met:**

Foundations of Early Childhood Education 10-307-148 with a C or better or consent of instructor or associate dean; Accuplacer Sentence Skills score of 85 or higher or completion of Written Communication with a C or better; and Accuplacer Reading score of 70 or higher or completion of Intro to Reading and Study Skills with a C or better.

If a student does not meet the required scores in these academic areas, he/she must complete the identified structured remediation course(s) in the Academic Support Center. Additionally, select associate degree and technical diploma programs may have higher and/or additional requirements, which define other remediation or coursework.



Credit for Prior Learning in the MSTC Accelerated Associate Degree Early Childhood Education Program

Students who have completed credit child care courses or other credentials may be eligible for credit for prior learning for certain courses. The policies to determine the credit for prior learning are listed according to the course or credential. A college transcript, a copy of the credential, or the stated documents is required before credit for prior learning is granted.

Transfer of Early Childhood I & II

Successful completion (grade of C or better) of Early Childhood I, 307-170, and Early Childhood II, 307-175, will transfer as three elective credits.

The Department of Public Instruction approved Assistant Child Care Teacher Certification Program

The WTCS Early Childhood Education programs will grant a student who has successfully completed the DPI approved Assistant Child Care Teacher Certification Program from a Wisconsin high school three elective credits upon acceptance into and demonstrated success within the Early Childhood Education Program (#10-307-1).

Note: DPI will provide a list of approved programs offered in the high schools. This list will be updated on an annual basis. These programs are approved because they follow the established curriculum for the Assistant Child Care Teacher, and the instructor is vocationally certified. Other high school programs, while they may be similar, are not DPI approved and therefore will not receive the same advanced standing. Transfer for the completion of the Co-Op Course will be determined based on number of hours of work with young children. A copy of DPI certificate of completion is required.



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Credit for Prior Learning - Continued

The Child Development Associate (CDA) Credential

Upon implementation of the Early Childhood Education Statewide Curriculum for the 2006-2007 academic year, the recipient of a CDA will receive the following credit for prior learning upon acceptance into and demonstrated success within the Early Childhood Education Program (#10-307-1):

Practicum 1 for 2 credits

Electives for 3 credits

Transfer of Wisconsin Infant and Toddler Credential

Successful completion (grade of C or better) of course one, *Infants, Toddlers, and Caregivers*, will transfer as **Infant and Toddler Development**, 307-151, for three credits.

Successful completion (grade of C or better) of course two, *Group Care*, will transfer for three elective credits. Successful completion of course three, *Programs, Families, and Society*, will transfer as **Family and Community Relationships**, 307-195, for three credits.

Transfer of Work Experience (requires approval of the associate dean)

To receive credit for Practicum 1, a student must meet the following requirements:

1. 750 hours of documented employment in family child care, group child care, Head Start, or elementary school. These hours are required to be during the "pre-school" part of the children's day (circle time, story time, music, creative projects, etc.) Employment is to be verified in writing by supervisor(s).



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Credit for Prior Learning - Transfer of Work Experience Continued

2. A completed self-evaluation from.
3. An evaluation form completed by supervisor(s). If a student is a family child care provider, four evaluations completed by parents are required. Only one supervisor evaluation is needed if all employment is in the same center.
4. Documentation of completion of Wisconsin Model Early Learning Standards training (either credit or noncredit) through either a college transcript or course completion certificate.
5. Submission of portfolio requirements meeting course competencies and assessment standards as documented by a signed *Evaluation of Credit for Prior Experience Form*.

To receive credit for Practicum 2 or 3, a student must meet the following requirements:

1. 2000 hours of documented employment in family child care, group child care, Head Start, or elementary school. 1000 of the 2000 hours are required to be during the "pre-school" part of the children's day (circle time, story time, music, creative projects, etc.) Employment is to be verified in writing by supervisor(s).
2. A completed self-evaluation form.
3. An evaluation form completed by supervisor(s). If student is a family child care provider, four evaluations completed by parents are required. Only one supervisor evaluation is needed if all employment is in same center.



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Credit for Prior Learning - Transfer of Work Experience Continued

4. Submission of portfolio requirements meeting course competencies and assessment standards as documented by a signed *Evaluation of Credit for Prior Experience Form*.

Students may receive credit for other core 307 early childhood courses based on their work experience and/or training. In order to receive this type of credit, a student must meet the following requirements:

1. Documentation of an early childhood education work history from either an employment supervisor or parents (if the student is a family child care provider)

AND

2. Submission of portfolio requirements meeting course competencies and assessment standards as documented by a signed *Evaluation of Credit for Prior Experience Form*.

AND/OR

3. Submission of documentation through the Registry of training in core areas and hours that meets core course competencies and assessment standards.

Students may not receive credit for prior work experience for Practicum 4 as many of the program's Technical Skills Attainment (TSA) assessments are contained within this course.

Students must pay tuition fees of \$30 per credit for each course granted credit for prior learning and/or work experience. Wisconsin Technical College System rules require students to take at least 25% of core 307 credits (minimum of 12 credits) and at least 25% of total program credits (at least 18 credits) at Mid-State Technical College to graduate with an associate degree.



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Collegiate Articulation Agreements for Early Childhood Education
 (Agreements Based on WTCS Systemwide Curriculum Effective Fall 2006)

University	Degree	Possible Credits Articulated	Effective Date
Stevens Point	Baccalaureate Degree in Early Childhood Education (certification in pre-kindergarten - grade 3)	47	April 2007
Oshkosh	Bachelor of Science Education Baccalaureate Degree (licensure Early Childhood - Middle Childhood)	54	Feb. 2008
Oshkosh	Bachelor of Science Education Baccalaureate Degree (dual licensure in Early Childhood/Early Childhood Special Education—pre-kindergarten - grade 3 and special education birth - age 8)	54	Feb. 2008
Oshkosh	Accelerated Early Childhood Bachelor Degree (licensure Early Childhood - Middle Childhood - pre-kindergarten - grade 6)	54	March 2007
Stout	Bachelor of Science in Early Childhood Education	39	Feb. 2007
Stout	Bachelor of Science in Human Development and Family Studies	68	Oct. 2009
River Falls	Bachelor of Science in Elementary Education with Early Childhood Minor	53	Dec. 2007
River Falls	Bachelor's Degree in Early Childhood Education (certification birth - age 8)	69	Feb. 2011
Whitewater	Bachelor of Science in Education Early Childhood Education (certification in Early Childhood Education and Early Childhood Special Education)	54	April 2007
Whitewater	Bachelor of Science in Elementary Education (certification in Early Childhood Education - Middle Childhood)	62	April 2007
La Crosse	Bachelor of Science Early Childhood - Middle Childhood Education	36	Nov. 2007
Lakeland	Bachelor of Arts (certification in Early Childhood - Middle Childhood Education pre-kindergarten - grade 6)	60	June 2007
Superior	Bachelor of Science in Elementary Education - Early Childhood Minor	48	April 2009
Cardinal Stritch	Bachelor of Science in Early Childhood Education	69	Sept. 2010



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Early Childhood Curriculum

Term I	Credits	Term II	Credits
307-148* Foundations of Early Childhood Ed.	3	307-174*+ Practicum 1	3
307-151* Infant and Toddler Development	3	307-178* Art, Music & Language Arts	3
307-167* Health, Safety & Nutrition	3	307-179* Child Development	3
809-172~ Race, Ethic and Diversity Studies	3	801-198+~ Speech	
801-195~ Written Communication	3	Elective	<u>3</u>
801-198+~ Speech	<u>3</u>		
	Credits 18		Credits 12

Term III	Credits	Term IV	Credits
307-187* Children w/Differing Abilities	3	307-166* Curriculum Planning	3
307-188* Guiding Children’s Behavior	3	307-194* Math, Science & Social Studies	3
307-192*+ Practicum 2	3	307-197*+ Practicum 3	3
806-112+ Principles of Sustainability	3	806-112+ Principles of Sustainability	
809-144 ~ Macroeconomics	<u>3</u>	809-196 ~ Introduction to Sociology	3
	Credits 15	809-198 ~ Introduction to Psychology	<u>3</u>
			Credits 15

Term V	Credits
307-195* Family & Community Relationships	3
307-198* Administering an Early Childhood Education Program	3
307-199*+ Practicum 4	<u>3</u>
	Credits 9

<p>Total Credits: 69</p> <p>* Program course in which a grade of C or better is required to pass. Need cumulative grade point average of 2.0 in all program “307” courses to graduate.</p> <p>+ Course not taught in accelerated format.</p> <p>~ Challenge exams available; discuss with program counselor or lead instructor.</p>



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MSTC's Core Abilities

Core Ability	Indicators
Act with integrity	<ul style="list-style-type: none"> - learner works and behaves ethically - learner follows established rules, regulations, and policies - learner assumes responsibility for own action - learner resolves conflict effectively - learner displays a positive attitude - learner assumes shared responsibility for collaborative work - learner defines, prioritizes, and completes tasks without direct supervision
Communicate effectively	<ul style="list-style-type: none"> - learner writes and speaks so others can understand - learner interprets nonverbal communication - learner uses proper communications etiquette - learner uses active listening skills - learner applies reading strategies to suit the purpose for reading - learner plans, researches, and edits
Demonstrate effective critical and creative thinking	<ul style="list-style-type: none"> - learner uses a structured problem-solving approach - learner demonstrates open-mindedness - learner organizes information - learner works successfully in a climate of ambiguity and change - learner applies previously acquired knowledge to new tasks - learner applies technology to work processes as warranted
Demonstrate global and social awareness	<ul style="list-style-type: none"> - learner recognizes human differences in order to promote a cooperative work and social environment - learner demonstrates awareness of current world events - learner describes political, economic, and social systems different from one's own - learner summarizes social consequences of prejudice and discrimination.



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STUDENTS WITH DISABILITIES PROCEDURES

If you know you have a recognized disability, or suspect that you might have one, it is your responsibility to identify yourself as soon as possible to the Disability Services staff in Student Affairs. Course standards will not be lowered, but various kinds of accommodations are available to you. Adequate and reasonable time will be required to develop and provide appropriate accommodations, so contact Disability Services as soon as possible. It is MSTC's goal to assist you in your individual educational plan.

DISTRICT ACADEMIC HONESTY STANDARDS

The Mid-State Technical College Board, administration, faculty and staff believe that academic honesty and integrity are fundamental to the mission of higher education. All students are expected to maintain and promote the highest standards of personal honesty and professional integrity. These standards apply to all examinations, assigned work and projects. Therefore, a student who is found to have been dishonest, fraudulent or deceptive in the completion of work or willing to help others to be so or who is found to have plagiarized (presented the work of others as his or her own) is subject to disciplinary action up to and including suspension.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

In complying with the Family Educational Rights and Privacy Act (FERPA) guidelines, MSTC can release the following directory information without the consent of the student: name, address, email address, telephone number, date and place of birth, past and present classes enrolled in, major fields of study, dates of enrollment, degrees and awards received, educational institutions attended and other similar information as defined by the institution. Students do have the right to inform MSTC that any or all of the above information should not be released prior to their consent. Students who wish to do this must complete and sign a form revoking any disclosure. If you choose to do limit disclosure, you should make an appointment with the student records manager.

LIABILITY STATEMENT

Early Childhood Education students are accepted with the understanding that each student has the responsibility for his/her own safety and health. Procedures will be taught to enable the student to function in a safe manner in the practicum facility environment.

Mid-State Technical College is not liable for any injury sustained by the student while practicing skills either in the classroom or in the practicum facility.



General Program Policy

TUITION AND FEES

Tuition fees are set by the Wisconsin Technical College System and change each year. A graduation fee of \$25.00 is required to enable you to participate in graduation exercises and receive a diploma. Students preparing to graduate can apply for graduation by completing a grad card at the Main Office or processing this request through MyMSTC.

Books and supplies can be purchased at the MSTC bookstore. There will be miscellaneous expenses on your part for class activities depending on your choice of projects.

REFUND POLICY

Students adding and/or withdrawing from a course must report to the Main Office or utilize MyMSTC to process the necessary form. The date of withdrawal is determined by the date the student records manager receives the form.

Students withdrawing from school are to contact a counselor for an exit interview. Refunds of fees paid to MSTC are in accordance with Wisconsin Technical College System and District Board policy.

Fee Refund Policy:

- If the District cancels this course before the first class meeting, the refund is 100% of fees paid.
- If the student makes application for a fee refund before the first class meets, the refund is 100%.
- Once the semester begins, the refund schedule is determined by the length of the course and how much time has passed into the semester. Refund percentages after course withdrawal are identified in the MSTC Student Handbook as follows: 80% refund if less than 10% of class meetings have occurred, 60% refund if over 10% but less than 20% of class meetings have occurred, and 0% refund if over 20% of the class meetings have occurred.



General Program Policy - Continued

WITHDRAWAL (W)

An **OFFICIAL WITHDRAWAL** form must be completed by the student either at the Main Office or online through MyMSTC; otherwise, a student may receive failing grades. The official withdrawal guidelines are as follows:

- **Withdrawal between 0-10% of course** - No record of the course will appear on the transcript.
- **Withdrawal between 11-89% of course** - W (withdrawal) appears on the transcript.
- **Withdrawal after 90% of course** - "F" (failing grade) appears on transcript.
- See the most current MSTC Student Handbook for more information.

CRIMINAL RECORDS CHECK

The Department of Children and Families (DCF) requires all adults working or volunteering in any licensed facility (child care centers or Head Starts) to complete an annual criminal records check. There are specific crimes that will prevent you from doing a practicum and working in any of these facilities. At the time of enrollment in the Early Childhood Education Program, the student needs to complete a background information disclosure form (BID). To enroll in practicum courses after the first term, students must have a clear criminal background check. The associate dean will request this information through the Wisconsin Crime Information Bureau prior to the first practicum each year. The results of the check are shared with the student and the cooperating center. Students taking practicums over a span of more than a year will be required to pay a \$15 criminal background fee each year to MSTC prior to completing practicum courses in that year. Please discuss any concerns with the lead program instructor.

TB TEST

Before registering for the first practicum, a student must complete a TB skin test. Results of the test need to be given to the lead instructor. The student must complete the test within 90 days of the beginning of the first practicum. If the test result is positive, a doctor's statement is necessary to assure that the TB is not active. Public health departments offer the test. The test is read three (3) days after it is given, so allow adequate time for processing results. Therefore, students must complete the test prior to October 1. Some organizations might require additional TB tests for the spring practicums, so more than one test might be required during a school year.



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General Program Policy - Continued

ATTENDANCE

On Campus Class Attendance:

1. 100% participation is expected.
2. Class begins on time and attendance is taken at that time. Tardiness could be counted as an absence. If a student misses one class, you instructor will refer the student to the program counselor.
3. If a student misses two classes, the student may be dropped from the course and will be required to attend a meeting with the associate dean and instructor to determine if the student can continue in the course.
4. Each student earns 10 attendance points per class period. Points are deducted from this total for tardiness, absence, cell phone/texting use, completing homework due at the onset of the class period during lecture, returning late from break or failure to clean up the student work area at the conclusion of the class period.
5. In order for an absence to be excused, the student must notify the instructor **in advance** (before the time the class begins). The student may call and leave a voice message, talk to the instructor in person or send an e-mail. If the student does not notify the instructor in advance, the absence will not be excused. This will result in a referral to the program counselor and a staffing session with departmental staff members.
6. If the student does not notify the instructor of an absence in advance, assignments will be graded 10% off immediately. If quizzes or in-class projects are part of the class on that day, the student will not be able to make them up.
7. Students should check the folders in the classroom for any information from the missed class so they have time to complete the work before the next class session.

Off Campus Practicum Attendance:

1. 100% practicum attendance is expected.
2. Students are expected to be at the assigned center from 8:00 a.m. until 4:00 p.m. on Tuesday and from 8:00 a.m. until 12:00 p.m. on Thursday during Practicum 1. Students are expected to be at the assigned center from 8:00 a.m. until 4:00 p.m. on Tuesday and Thursday during Practicums 2 and 3. Students are expected to be at the assigned center from 8:00 a.m. until 4:00 p.m. on Monday, Wednesday and Friday during Practicum 4. In the event that the cooperating teacher changes these hours, the student must contact the lead instructor for approval of these scheduling changes.
3. If the student is going to be absent, contact the lead instructor **BEFORE** 7:30 a.m.!!!! The office phone number is 715-422-5485 or e-mail is april.hartjes@mstc.edu. Also, call the placement site and inform the teacher of the absence. Be sure to find out the best time to call the site. Arrangements to make up time are made with cooperating teacher, the lead instructor and the student.
4. If you miss three consecutive days of practicum due to illness, you must have a permit to return to school from your doctor. Show the permit to your cooperating teacher and bring it to your instructor the next day.



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General Program Policy - Continued

Participation and Attendance in the Early Childhood Education Program

For the class to be successful, every student must do his/her part. This includes completing the reading and assignments on time; attending class on time; and participating in class discussion, group work and labs. It is important to understand that this participation grade is not a token assessment. Additionally:

Students completing a course with absences greater than TWO (2) will be in jeopardy of successfully completing the Early Childhood Education course due to poor attendance.

Please note that general education courses taken in accelerated format have a requirement that students attend at least 80% of the class periods. If this requirement is not met, students will be administratively withdrawn.

ACCELERATED LEARNING

The majority of the classes in the program are taught using accelerated learning methods. Classes will be very active with small group and hands-on activities taking place each session. It is very important that students come to class prepared to take part in each activity. Check learning plans or class notes for reading and other assignments to be sure everything has been completed that is necessary to gain the most from the class session.

ASSIGNMENTS

Assignments are due at the beginning of the class hour unless the instructor states otherwise. They are considered late if submitted after class has begun.

Students are expected to meet the deadlines for completion of all assignments and projects. Check the calendar and with the instructor if in doubt as to when an assignment is due.

Ten percent (10%) will be deducted for each day an assignment is late. At the discretion of the instructor, no credit may be given after five days. (Check individual course syllabi.) **Days are school days (Monday through Friday), not class meeting days.**



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General Program Policy - Continued

STUDENTS are responsible for obtaining information covered in class when they are absent. Check the classroom folder for papers, obtain notes from other students, and check with the instructor to be sure that assignments are understood.

No pets are allowed in the classroom except when used as part of a class activity and prior consent has been obtained from the instructor.

TESTING

If a student is absent when a test is scheduled, call the instructor **PRIOR** to class time. The instructor has discretion to refuse to allow the student to make up the missed test if the absence is not reported before class.

The test is to be taken the day the student returns to school. Arrangements for test make-up will be made by the student and the instructor. Ten percent (10%) will be deducted each day the student is late in taking the test. After five school days, no credit will be given for the test.

CLASSROOM ACTIVITIES

Students are expected to be prepared for the class activities by having assignments completed, being ready to participate in all learning situations and showing enthusiasm for the subject matter.

All classes are taught as active learning situations, and lack of attendance and participation will seriously hamper learning of subject matter. These activities may include lecture by instructor, discussion by class members and instructor in large or small groups, role-playing, quizzes, small group or individual projects, videos, and pencil/paper activities. These are planned in advance by the instructor and may also include a spontaneous activity to aid in student understanding of the subject matter.

EXTRA CREDIT

Instructors may offer extra credit for various activities or assignments. The extra credit will only be used in determining final grades if the regular class grade is a "C" or better. Attendance at early childhood workshops and seminars may also be used for extra credit.



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General Program Policy - Continued

ACADEMIC PROGRESS

All students are expected to achieve the minimum established standard of competence in each area. In order to graduate, students must maintain at least a cumulative 2.00 GPA, pass all courses, complete the required hours for practicums and earn a grade no lower than a “C”, and receive a grade of “C” or better in all “307” core classes.

If a student is not making satisfactory progress, the student may be prohibited from continuing in the program. Procedures leading to dismissal may include counseling with instructors, the associate and/or division dean, and personnel from Student Affairs.

There are many services available to help you in understanding the course material. The Academic Support Center, student tutors, and the instructors are all available.

DRESS CODE

The dress code is to be followed whenever students are outside of the classroom working with young children, participating in field trips, or attending class when special speakers are present. Students are expected to be dressed in a professional manner and to follow good hygiene practices. Remember, students will be working with young children and will be doing a lot of physical activity that may include bending over and sitting on the floor.

Be dressed appropriately, following the practicum site and MSTC dress codes. T-shirts and sweatshirts with designs advertising beer, etc. are not to be worn. Short shorts are prohibited; only knee-length shorts are allowed. Sweat pants or wind pants are prohibited. Shirts need to be long enough to cover the midriff when standing and sitting on the floor. Jeans are acceptable if they meet the dress code at the site and are not torn and have no holes. Remember, students will be on the floor and dealing with messy activities. Skirts and dresses may be worn if they are knee length or longer. Check the neckline of the shirt to be sure it is appropriate—no cleavage must be visible. If students are sent home to change because they are dressed inappropriately, they will need to make up that time.

As students are readily identifiable representatives of both the program and college, it is imperative that they are professional in appearance in public settings. Students have the option to purchase and wear during practicums and recruitment events department-approved clothing with the Early Childhood Education logo. Students can be place orders through the lead program instructor.



MSTC Early Childhood Education Program

Orientation Handbook

General Program Policy - Continued

CONFIDENTIALITY

A very important part of the program is confidentiality of happenings within the classroom and in practicum settings. Always respect the privacy of the children and adults during these activities. Students will be required to read and sign an oath of confidentiality at program orientation and again prior to participation in the first practicum.

COUNSELING RESOURCES

The counselor for the Early Childhood Education program is Kay Grundhoffer. She is located on the Wisconsin Rapids Campus and can be reached at (715) 422-5447. The Stevens Point and Marshfield campuses also have counselors who can answer questions about MSTC and the resources available to students. The Special Needs Coordinator on the Wisconsin Rapids campus is Patti Lloyd ((715) 422-5452). She is located in the Student Affairs Office. Mrs. Lloyd will help insure reasonable accommodations which will assist students in successfully completing courses.

PERSONAL POSSESSIONS

Large sums of money or valuable items should not be brought to class or to practicum sites. MSTC is not responsible for loss of personal property. The classroom is usually locked when an instructor or work-study student is not present.

PRACTICUMS

There are four early childhood practicums in the program--course numbers 307-174, 307-192, 307-197, and 307-199.

The course instructor assigns students to the practicum site. The practicum locations are in the communities within the MSTC district boundaries and include family child care, group child care, preschools, Head Start, and public schools. The course instructor chooses the practicum site for each student by taking into consideration the availability of quality programs. When possible, sites are chosen within the community in which the student lives.

All students are required to complete at least one practicum. Students who are employed in an approved practicum site may do one practicum in that site.



MSTC Early Childhood Education Program

Orientation Handbook

General Program Policy - Continued

CPR/FIRST AID REQUIREMENT

The MSTC Early Childhood Education program requires that students need to have current CPR certification in adult, child and infant, including AED training. They also need to obtain pediatric first aid training. Students must meet these requirements prior to starting the first practicum. **Students may NOT take CPR and pediatric first aid courses online without a practical application component!**

Certification in CPR is available at various levels. The minimal acceptable level for entrance into any practicum is Heartsaver CPR for Adults, Children and Infants (American Heart Association). The associate dean will schedule this course during Term 1 through MSTC, but it may be taken elsewhere as well. To validate currency of CPR status, students will need to show a current CPR card to the lead program instructor prior to beginning the first practicum.

Students will also be required to successfully complete Heartsaver Pediatric First Aid for Child Care Workers prior to the start of Practicum 1. This course will be offered through MSTC in Term 1 in tandem with the Heartsaver CPR course. There will be minimal tuition costs associated with these courses.

PRACTICUM HEALTH REQUIREMENTS

Students participating in practicums must have a current copy of the department of Children and Families *Staff Health Report* on file with both the practicum site and the lead instructor. This health form serves to document both TB test results and also certification from an examining health professional (i.e. medical doctor, physician's assistant or nurse practitioner) that the student is free of symptoms of illness or communicable disease that may be transmitted through normal contact and that the student appears to be physically able to work with children. This form is available from the lead instructor. The health exam must occur within 12 months before the practicum placement under Wisconsin administrative rule.

CLASSROOM PROCEDURES

Resources in the classroom are for all students attending classes in the Early Childhood Education program. Specific instructions for use of certain equipment will be given during orientation or the first weeks of class. Please be considerate of other students, return all materials to their proper place, and clean the student workspace.



MSTC Early Childhood Education Program

Orientation Handbook

General Program Policy - Continued

INFORMATION TECHNOLOGY RESOURCES

MSTC e-mail is the College's primary method for communicating important information to students and staff. Students are required to use MSTC e-mail account in all early childhood courses and are encouraged to check email regularly to keep current.

Beginning August 1, 2011, MSTC will be introducing Microsoft Live@edu at our school for students. This means that on August 1, 2011, students who are either on-campus or off-campus will need to log onto Live@edu using the URL: <http://my.mstc.edu> to gain access to their email. For detailed instructions on accessing Live@edu for the first time from either on-campus or off-campus, see the instructions below.

- A student's Live@edu password and MSTC Network Account password are two separate passwords; they are not synchronized. If a student changes the password for one account, it will not change the password for the other account and vice versa.

For a downloadable copy of these instructions visit: <http://my.mstc.edu/instructions.docx>.

Instructions for Accessing Live@edu for the First Time:

- Go to the URL: <http://my.mstc.edu> using either Internet Explorer (IE) or another web browser.
- Enter the Windows Live ID. Format: lastname1234@my.mstc.edu
 - The Windows Live ID will be in the following format: up to 16 characters of the last name + last 4 digits of the **student ID** '@my.mstc.edu' without the quotes. Example, a student whose name is Brad Jones with a **student ID** of 12345678 will enter: jones5678@my.mstc.edu into the Windows Live ID box.
- Enter in the temporary password. This will be the **student ID**. In the example above, it will be 12345678.
- Click Sign in. There will be a prompt to change the password.
 - Enter in the temporary password again in the password box.
 - Type in a new password in the new password box. **Remember the new password as this will be the one used from this point on to login to Live@edu.**
 - Retype the new password in the retype new password box.
 - Click Submit.
- Students will be required to login again with the new password.
- Once a student logs in, choose the appropriate Time Zone and then click OK. This should be required only once.



MSTC Early Childhood Education Program

Orientation Handbook

General Program Policy - Continued

COMPUTERS AND INSTRUCTION

In an effort to prepare graduates for today's workplace, MSTC integrates computers and other technology into many of its courses. Students should expect to use a computer for a variety of tasks in classes and for homework assignments including but not limited to word processing, presentation, and web-based instruction as well as to receive important college communications via college-assigned email.

All users of MSTC information technology resources are required to abide by the acceptable use agreement terms and agree to all terms in the Acceptable Use Policy found at <http://www.mstc.edu/students/policiesusage.htm>. These terms govern the access to and use of the information technology applications, services and resources of MSTC and the information they generate. This access is considered a necessary privilege in order to perform authorized functions. Users shall not knowingly permit use of their entrusted access control mechanism for any purposes other than those required to perform authorized functions. The college reserves the right, without notice, to limit or restrict access and to inspect, remove or otherwise alter any data, file or system resource that may undermine the authorized use of any MSTC IT resources. Violations of the Acceptable Use Policy are subject to disciplinary action

Classroom computers are for student use for class work. Students need to log on using their own password. Log-off when finished. Students are also encouraged to use MyMSTC to perform a wide range of functions associated with student records. Students can register, obtain transcripts, add/drop courses, make payments, etc. through MyMSTC. Computers for student use are also located in the library (L-Building), soft lounges (T-Building and A-Building), Academic Support Center (E-Building) and computer labs in A-Building.

TECHNOLOGY POLICY

During classroom activities, lectures or fieldtrips, cell phone usage is prohibited. Phones will be silenced or turned off. Texting is not allowed during class or when engaged in any early childhood activity. Only appropriate use of classroom computers is tolerated (no social networking, i.e. Face book, or inappropriate websites to include those depicting pornography). If an inappropriate site is accidentally accessed, leave the site immediately and report the incident to the lead instructor. For the first violation of this policy, the instructor will give a verbal warning. For the second violation, the student may be dismissed from the class and lose the points for daily attendance and class assignments.



MSTC Early Childhood Education Program

Orientation Handbook

General Program Policy - Continued

GRADING SCALE

The Service and Health Division has adopted a standard grading scale for programs within the division. The Early Childhood Education program is in compliance with this standard, which follows:

A:	95 – 100%
A-:	93 – 94%
B+:	91 – 92 %
B:	87 – 90%
B-:	85 – 86%
C+:	83 – 84%
C:	80 – 82%
C-:	79%
D+:	78%
D:	77%
D-:	76%
F:	Below 76%

Except for the final grade, all coursework with a score of .5 and above will be rounded to the next whole number. The final course score will **NOT** be rounded.



MSTC Early Childhood Education Program

Orientation Handbook

EARLY CHILDHOOD PROGRAM GRIEVANCE PROCEDURE

If a student wishes to register a grievance relevant to the Early Childhood Education program, the following process shall be followed:

1. The grievance shall be presented to a faculty person in written format. If the student does not feel comfortable presenting that written grievance to faculty, it may be presented to the associate dean.
2. The student shall be interviewed by faculty/associate dean to clarify all of the issues.
3. If necessary, all stakeholders shall meet to discuss the grievance. An action plan will be developed and agreed upon by all stakeholders.
4. If the complainant does not feel the action plan is working, then he/she shall document his/her rationale in writing and forward that to the associate dean (if a faculty person helped to develop the plan) or to the division dean (if the associate dean helped to develop the plan).
5. The associate dean or division dean will interview the stakeholders and determine what course of action to take.
6. If the complainant does not feel the associate dean or dean satisfied the grievance, then he/she needs to refer to the "Appeal Processes" portion of the MSTC Student Handbook.

<i>Title - Name</i>	<i>Location</i>	<i>Office Telephone #</i>
<i>Division Dean – Janet Newman</i>	<i>E101</i>	<i>422-5476</i>
<i>Associate Dean – Jo Ann Grode</i>	<i>E101</i>	<i>422-5318</i>
<i>Lead Faculty – April Hartjes</i>	<i>E117</i>	<i>422-5485</i>
<i>Faculty – Jill Lamp</i>	<i>E117</i>	<i>422-5477</i>



Course Numbering Information

Early Childhood CORE courses all begin with a 307 number. All courses beginning with 307 require a cumulative grade point average of 2.0 or better for graduation.

307	-000
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General Education courses begin with an 800 number. There are seven General Education courses required in your program.

801	-000
804	-000
809	-000



MSTC Early Childhood Education Program

Orientation Handbook

Early Childhood Education Book/Supply Information

BOOKS AND SUPPLIES

A variety of books and supplies are available in the MSTC bookstore but are also available online, through book buy backs and possibly through other current or former program students. The lead instructor will supply you with a current list of books and supplies for each term as this information is subject to frequent change.

You will be required to purchase a roll of laminating film at the MSTC bookstore prior to the onset of Term 1. It must be obtained from the MSTC bookstore as staff there orders the correct type of film for classroom machines. You must show the roll to the lead instructor so that your purchase can be verified. Rolls purchased by students will be rotated into service as needed throughout the course of the academic school year.



MSTC Early Childhood Education Program

Orientation Handbook

Functional Ability Categories and Representative Activities/Attributes for the Early Childhood Education Program

The following is a listing of personal abilities that are needed to function as an early childhood educator. If you are lacking in any of these abilities, it is your responsibility to notify the ADA Counselor in Student Affairs to receive assistance:

Gross Motor	Move across various surfaces (e.g., cushioned playground surface)
Skills:	Maintain balance in multiple positions Reach below waist (e.g., pick up a child) Reach out front
Fine Motor	Pick up objects with hands
Skills:	Grasp small objects with hands (e.g., small toys, pencil) Write with pen or pencil Coordinate hand-eye movements Cut with sharp implements (e.g., scissors, knives) Twist (e.g., turn objects/knobs using hands, open containers)
Physical	Sit (e.g., floor, chair, child-size chair)
Endurance:	Sustain repetitive movements (e.g., CPR) Maintain physical tolerance
Physical	Carry 50 pounds (e.g., carry a child)
Strength:	Support 50 pounds of weight (e.g., hold child) Lift 50 pounds (e.g., pick up a child, transfer child, bend to lift an infant or child) Carry equipment/supplies Use upper body strength (e.g., perform CPR, position a child) Squeeze with hands (e.g., operate fire extinguisher)
Mobility:	Twist Bend Stoop/squat/kneel Move quickly (e.g., response to an emergency) Climb stairs Move about facility (e.g., walk/crawl)



MSTC Early Childhood Education Program

Orientation Handbook

**Functional Ability Categories and Representative Activities/Attributes
for the Early Childhood Education Program (continued)**

- Hearing:** Hear normal speaking-level sounds (e.g., person-to-person report)
Hear faint voices
Hear in situations when not able to see child (e.g., when masks are used)
Hear auditory alarms (e.g., fire alarms, smoke detectors)
- Visual:** See objects up to 20 inches away (e.g., read books, skin conditions)
See objects up to 60 feet away (e.g., children in room, children on playground)
Use depth perception
Use peripheral vision
Distinguish color intensity (e.g., flushed skin/paleness)
- Smell:** Detect odors (e.g., smoke, gasses or noxious smells)
- Environment:** Tolerate exposure to allergens (e.g., latex gloves, chemical substances)
Tolerate exposure to dyes and cleaning agents (e.g., chlorine bleach)
Tolerate a noisy environment (e.g., children playing, children screaming/crying)
- Reading:** Comprehend written documents (e.g., policies/procedures, licensing regulations)
- Math:** Tell time
Add, subtract, multiply, and/or divide whole numbers and fractions
Document numbers in records (e.g., medical logs, attendance records)
- Emotional Stability:** Establish professional relationships
Provide children and families with emotional support
Adapt to changing environment/stress
Deal with the unexpected (e.g., illness of child, crisis)
Focus attention on task
Cope with own emotions
Perform multiple responsibilities concurrently
Cope with strong emotions in others (e.g., anger)
Accept responsibility for executing job functions



MSTC Early Childhood Education Program

Orientation Handbook

**Functional Ability Categories and Representative Activities/Attributes
for the Early Childhood Education Program (continued)**

Analytical Thinking:	Transfer knowledge from one situation to another Process information from multiple sources Analyze abstract and concrete data Evaluate outcomes Utilize problem solving processes Prioritize tasks Use long-term memory Use short-term memory Interpret oral and written instructions (e.g., lesson plans, directions for administering medication)
Critical Thinking:	Identify cause-effect relationships Plan/control activities for others Synthesize knowledge and skills Sequence information Make decisions independently Adapt decisions based on new information
Interpersonal Skills:	Establish rapport with individuals, children, families and groups Respect/value differences in others Negotiate interpersonal conflict
Communication Skills:	Teach (e.g. read stories to children) Influence children and adults Direct/manage/delegate activities of others Speak English Write English Comprehend spoken/written word Collaborate with others (e.g., children, families, peers) Listen attentively to others Communicate with others in a comprehensible manner



MSTC Early Childhood Education Program

Orientation Handbook

Accelerated Early Childhood Education Program

Estimated Program Costs for 2011-2012

Tuition: 69 credits x \$111.85/credit.....	\$7,717.65
Incidental Fees.....	386.40
Material Fees.....	92.00
Graduation Fees*.....	25.00
Textbook/Supplies (estimated).....	1,300.00
Background Checks.....	15.00
CPR and First Aid Courses.....	30.00
	<hr/>
Estimated Total for Program	\$9,566.05

*Note: Expense for this item is incurred in the second semester (anticipating graduation).



MSTC Early Childhood Education Program

Orientation Handbook

OATH OF CONFIDENTIALITY

Early Childhood Education Program

I, _____ recognize the importance of absolute confidentiality in the early childhood education career I have chosen. I pledge my oath that I will never discuss, photocopy, duplicate or disclose matters pertaining to the citizens, clients, children, cooperating teachers and other persons with whom I work in the course of my academic program at Mid-State Technical College. I further pledge my oath of confidentiality to the families of those persons and to any issues connected with them. This oath is binding with the exception that I may disclose such confidential information only in a classroom environment and with the express purpose of facilitating learning, taking extreme care to remain as discreet as possible while diligently protecting the identity of persons involved. Additionally, I will have signed parent permission forms for any photographs I take as part of assigned course work.

I also pledge to abide by the confidentiality policies of the institutions, agencies and/or businesses where I am placed for internship or practicum experiences.

I recognize that any breach of confidentiality is very serious and will result in immediate disciplinary action, including the potential of dismissal from the program. Since disclosure of confidential information is a legal infraction, that breach will be reported to the management authority where the infraction occurred; that authority may elect to report the matter to police personnel.

STUDENT

DATE

WITNESS

DATE



MSTC Early Childhood Education Program

Orientation Handbook

TECHNICAL SKILLS ATTAINMENT

A summative assessment scoring guide will be used to determine if students have met the program outcomes at the end of the ECE program. To meet the requirements on the scoring guide, students will be asked to draw upon the skills and concepts that have been developed throughout the program and are necessary or successful employment in the field. This scoring guide has been approved by all Wisconsin Technical College System Early Childhood Education associate degree programs and will be applied to all MSTC early childhood education students to assess technical skill attainment upon graduation from the program.

The scoring guide may be used to evaluate student work at practicum sites, the portfolio students have developed, or both. The lead instructor will provide a copy of the scoring guide and detailed instructions on the tool(s) used as core program courses begin.

As the lead instructor completes the scoring guide, students will receive feedback on performance, including areas of accomplishment and areas that need improvement.



MSTC Early Childhood Education Program

Orientation Handbook

Academic Dishonesty and Behavioral Misconduct Policy

The MSTC Early Childhood Education program has determined that the following behaviors will not be tolerated at any time:

- **Cheating:** The following cheating behaviors are strictly prohibited: Copying answers from resource materials and/or work from fellow students, oral and/or written communications during exams or quizzes, submitting the work of another student as one's own, or misrepresentation of successful skill completion to the instructor.
- **Plagiarism:** Any identifiable instances of plagiarism are strictly prohibited. Plagiarism is representing the work of another as one's own. Examples of plagiarism include but are not limited to: copying text from a print or internet based source without proper referencing or submitting the work of another student as one's own.
- **Abandonment of Responsibilities:** This is the neglect of assigned responsibilities within the classroom and/or practicum experience. Examples of this behavior include but are not limited to: failing to contribute equally within group assignments or projects or failing to complete assigned practicum responsibilities.
- **Behavioral Misconduct:** This is a violation of the Mid-State Technical College Alcohol and Other Drug Policy, the Crisis Intervention Policy, and the Student Standards of Conduct Policy as noted in the current *MSTC Catalog and Student Handbook*. Behavioral misconduct can include, but is not limited to: attending any portion of classroom or practicum under the influence of drugs or alcohol, violating the confidentiality or the rights of the children the student is caring for, and any disrespectful behaviors or communications (verbal, nonverbal, or written) to fellow students, staff, or practicum site staff and children/families.

Any violation of the above program policies will result in immediate dismissal from the course and receipt of a grade of "F" on the student transcript. A second violation of program policies listed above will result in immediate dismissal from the Early Childhood Education program.



MSTC Early Childhood Education Program

Orientation Handbook

Student Records Retention Policy

The MSTC Early Childhood Education program faculty and staff retain student records information according to the following parameters:

- Student files are created upon admission to the program and enrollment in core early childhood education courses.
- Student files may contain a variety of documents including but not limited to statements of understanding for functional abilities, practicum release forms, oaths of confidentiality, field trip release/hold harmless forms, photo release forms, Technical Skills Attainment (TSA) summative assessment documentation, student advising checklists, performance improvement plans, staff health forms, TB skin test results, criminal background check information, background information disclosure forms, emergency contact forms, practicum evaluation forms, credit for prior learning/work experience documentation, lesson/activity plans, program course substitution forms, specialty training certificates of completion, data sheets, and acknowledgement of receipt of policies/guidebook forms.
- Student files will be retained in hard copy in the instructional staff office for a period not to exceed seven years due to storage considerations. After seven years, program support staff will scan files of students not yet graduated for storage on the departmental shared drive and then shred those hard copy files. Support staff will shred the hard copy files of students who have graduated after this seven-year period.



MSTC Early Childhood Education Program

Orientation Handbook

Central Wisconsin Alliance for Early Childhood Education (CWAECE)

The CWAECE is a program designed to assist professionals with an associate degree in Early Childhood Education to earn a bachelor’s degree and teacher certification in Early Childhood Education and Early Childhood Special Education, ages 0-8. As members of a cohort group, students admitted to the CWAECE program will complete teaching methods coursework through UW-Stevens Point (UWSP) via distance learning (Nicolet College, Northcentral Technical College, & Mid-State Technical College/UW-Stevens Point sites). Some face-to-face meetings and online work will be expected. In addition, specific UWSP General Degree Requirements will be taken outside of the cohort group, at a time and school that works best for the individual student. Upon completion of all required coursework, a semester of student teaching (following the school district’s calendar) will be required.

The program:

- Allows individuals with an associate degree in Early Childhood Education from a Wisconsin Technical College System (WTCS) school to pursue a bachelor's degree and Wisconsin teacher certification close to home.
- Allows required credits from the associate degree to dovetail with the existing UWSP Early Childhood program.
- Provides flexibility in scheduling additional UWSP general degree requirements.
- Offers support from both UWSP and WTCS faculty and staff.

For more complete information, visit the CWAECE web site at <http://www.uwsp.edu/education/ECECollaborative/index.aspx>.

Source: CWAECE program description web page at <http://www.uwsp.edu/education/ECECollaborative/description.aspx>



MSTC Early Childhood Education Program

Orientation Handbook

Welcome!

If there is anything the staff of the Early Childhood Education Department can do to improve your educational experience, just let us know. We are pleased to have this opportunity to assist you in achieving your career goals.