

EARLY CHILDHOOD PROGRAM

HANDBOOK & POLICIES

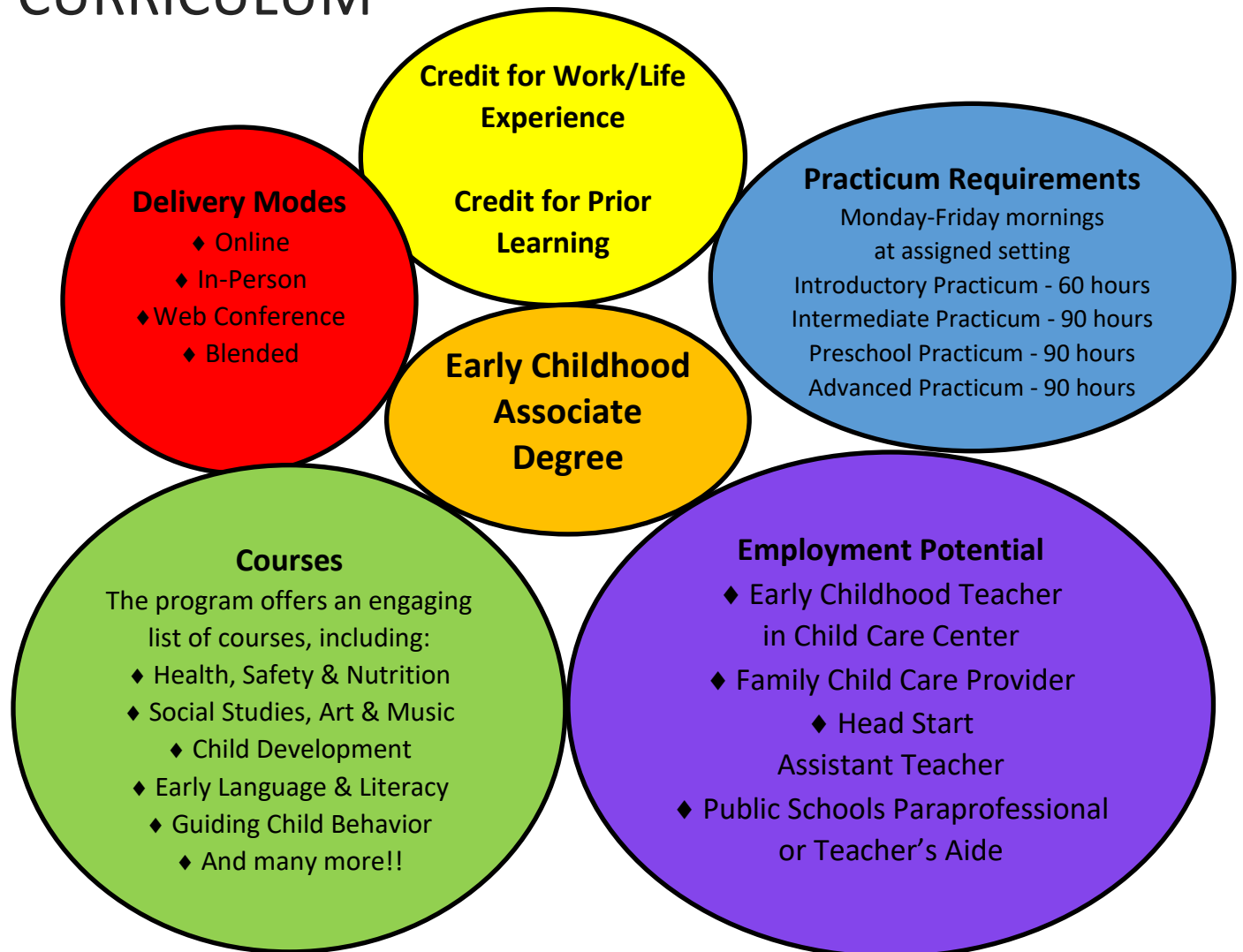


MAKE A DIFFERENCE
EVERY DAY AS AN EDUCATOR



NORTHEAST
WI Technical College

EARLY CHILDHOOD EDUCATION CURRICULUM



Students who are currently employed in childhood education settings may have opportunity for credit for work experience. This is detailed in the Advanced Standing or Credit for Prior Learning policy.

Early Childhood Education Program courses are offered in a variety of formats and time frames: online, in-person, web conference, and blended, during the day, during the evenings and on weekends.

Program Outcomes

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

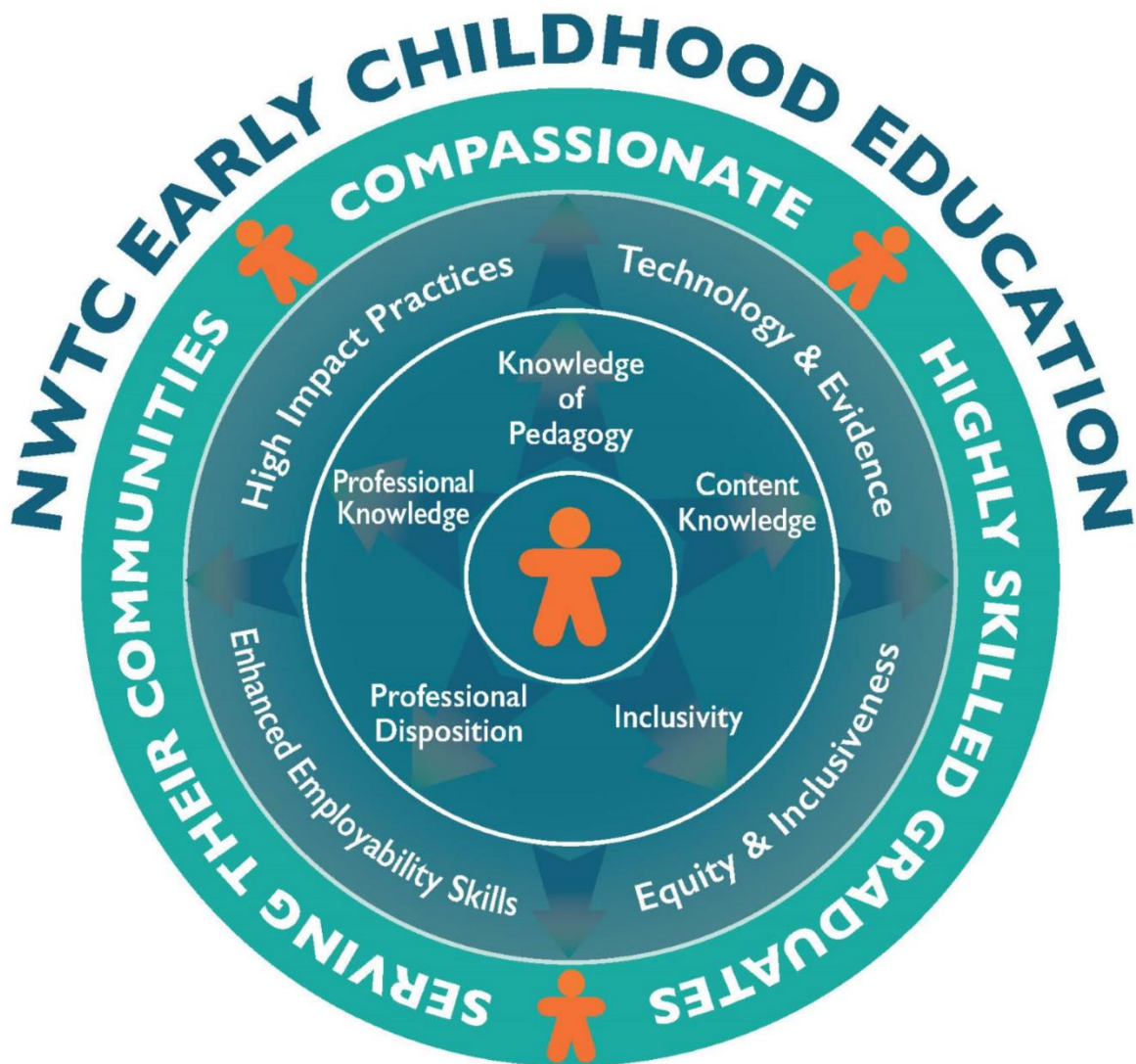
CONCEPTUAL FRAMEWORK

The Conceptual Framework illustrates the NWTC Early Childhood Education program mission to develop compassionate, highly skilled graduates who serve their communities.

Faculty use technology and data analysis to design high impact practices and hands-on learning experiences to build student knowledge, skills and dispositions.

Strong emphasis is placed on developing student employability skills as early childhood educators.

The program strives to support individual students in reaching their full potential by developing a culture of respect, equity and inclusivity.



PROGRAM COURSE WORK OPTIONS

Early Childhood Education - Associate Degree

(2 Years; 61 Credits)

Program Code: 103071

The Early Childhood Education program prepares students to work as teacher-caregivers in early childhood settings. The program combines hands-on fieldwork with young children and related academic work at the College. Early childhood educators are responsible for the care and education of children from birth-to-eight years of age. Responsibilities include creating and maintaining safe and healthy play environments, guiding behavior, planning and implementing learning activities, and working cooperatively with staff and parents.

Early Childhood Assistant Teacher - Technical Diploma

(1 Year; 34 Credits)

Program Code: 313076

Imagine a career in which you can make a difference in the lives of children every day. The Early Childhood Assistant Teacher program prepares individuals to be assistant teachers in a variety of settings. As a student in the program, you'll learn through a combination of hands-on fieldwork in area child care centers, working with children in the birth-to-five-years age range, along with related academic work at the College. The Early Childhood Assistant Teacher program's 34 credits seamlessly transfer into the Early Childhood Education associate degree, providing grads the opportunity to advance their careers and pursue bachelor's degrees. The Early Childhood Assistant Teacher program meets the Young Star educational requirements.

Follow Your Path

You may begin your journey toward becoming an early childhood education professional by enrolling in the Early Childhood Associate Degree program, but you may also take shorter steps on the pathway by beginning with a technical diploma or certificate that applies toward the Early Childhood Education Associate Degree.

All of the credits from the following technical diploma apply toward this associate degree:

- Early Childhood Assistant Teacher, 313076

All of the credits from the following certificate(s) apply toward this associate degree:

- Early Childhood: Licensing Basic Ages 0-2, 613073
- Early Childhood: Licensing Basic Ages 3-5, 613072
- Early Childhood: Preschool, 9030711

Some of the credits from the following certificate apply toward this associate degree:

- Early Childhood: Infant Toddler, 903073

Your career path continues after your associate degree. Ask your advisor about 2+2 transfer opportunities.

Curriculum

Students following the study plan below will complete the Early Childhood Education Associate Degree in the number of semesters shown. Courses are offered online, in-person, web conference and blended, and may be taken in any order as long as prerequisites are met. In addition to Fall and Spring semesters NWTC offers a January session and summer session to help reduce the number of credits taken in the spring and fall.

FIRST SEMESTER

10-890-101 College 101	1
10-307-148 ECE: Foundations of ECE	3
10-307-167 ECE: Health Safety & Nutrition	3
10-307-151 ECE: Infant & Toddler Development	3
10-307-174 ECE: Introductory Practicum	3
10-307-110 ECE: Social Studies Art & Music	3

SEMESTER TOTAL 16

SECOND SEMESTER

10-307-188 ECE: Guiding Child Behavior	3
10-307-179 ECE: Child Development	3
10-307-187 ECE: Children w Differing Abilities	3
10-307-177 ECE: Intermediate Practicum	3
10-801-136 English Composition 1	3

SEMESTER TOTAL 15

Upon successful completion of Semester One and Two (excluding Intro to Sociology), you are eligible to graduate with the Early Childhood Assistant Teacher Technical Diploma.

THIRD SEMESTER

10-307-108 ECE: Early Language & Literacy	3
10-307-175 ECE: Preschool Practicum	3
10-801-196 Oral/Interpersonal Communication	3
10-809-172 Intro to Diversity Studies	3
10-809-196 Intro to Sociology	3

SEMESTER TOTAL 15

FOURTH SEMESTER

10-307-195 ECE: Family & Community Relations	3
10-307-112 ECE: STEM	3
10-307-199 ECE: Advanced Practicum	3
10-806-112 Principles of Sustainability	3
10-809-188 Developmental Psychology	3

SEMESTER TOTAL 15

TOTAL CREDITS 61

Curriculum Notes:

- Blended online class requires two/three Saturday visits to the Green Bay Campus for select courses.
- Practicum courses require student teaching in the community, in addition to course work. NWTC faculty arrange practicum settings for/with students. Students are required to complete student teaching in each practicum placement. Only one practicum course may be taken in any semester. Students are required to achieve a grade of "C" or better in the practicum courses to continue in or graduate from this program. Failure to pass a practicum course on the second attempt, the student will be removed from the program. Read more about Practicums online.
- If a student is considering pursuing a 4-year degree, Intermediate Algebra w/Apps, 10-804-118, should be taken in place of Principles of Sustainability, 10-806-112.
- The credit for 10-890-101, College 101, is an Institutional Requirement for graduation. Consequently, it is not part of the program credit requirements, but must be passed with a "C" or better. This course must be taken in the first semester.
- Students must earn a "C" or higher in all 10-307-XXX courses to successfully graduate the Early Childhood Associate Degree Program. A student must repeat the particular course with a "C" or better final grade to continue in or graduate from this program. If the course is sequential, the successful retake must occur before continuing the sequence.
- The Preschool Practicum may be applied to the Early Childhood Technical Diploma, Associate Degree Program or it may be applied as the capstone course in The Registry Preschool Credential. Learners interested in earning the Preschool Credential from The Registry should complete the following courses prior to the Practicum. 10-307-167 ECE: Health Safety & Nutrition; 10-307-179 ECE: Child Development; 10-307-110 ECE: Social Studies, Art, Music; 10-307-108 ECE: Early Language & Literacy; 10-307-188 ECE: Guiding Child Behavior OR 10-307-174.

- The Preschool Practicum is for students enrolled in the Early Childhood Associate Degree and the Preschool Credential. Students taking the Preschool Practicum class for the Preschool Credential need to be working with preschool age children in their workplace. Students taking the Preschool Practicum class for the Early Childhood Associate Degree will be placed in a preschool classroom to complete their required practicum hours.

ONLINE SPECIFIC FAQS

Is the entire Early Childhood Program Online?

Yes. The program consists of 61 credits and is made up of Early Childhood Program classes, general education classes, and electives. All of those classes can be taken online. Blended online class requires two/three Saturday visits to the Green Bay Campus for select courses. In addition, each of the four (4) practicum courses require student to be placed in early childhood settings within their community along with online course work.

Do you have to be online at a particular time?

No. Learners decide when they would like to do their course work. Learners interact with each other and with their instructor through the discussion board, which consists of a place to post comments, questions, answer questions, and share information.

How long does it take to complete one three-credit course?

If the three credit courses were held in the traditional face-to-face format they would meet for 45 hours. "Homework" or course work is in addition to this time and will vary from person to person. Since online learning takes place at the learner's pace, this amount of time will vary, but 45 hours could be considered average.

Do assignments have to be completed at a particular time?

Courses include due dates for assignments. We have found it is much easier to stay on track and successfully finish courses when instructors give due dates and students follow those dates. We recommend that you set up a regular weekly schedule to keep you on track. Learners can work ahead if they wish. It should be noted that the classes must be completed within the semester.

How will I interact with my instructor?

Online courses are offered on the Blackboard Learning platform. You will log in to Blackboard to access learning materials for the course. Primarily, you will use your NWTC e-mail address to interact with your instructor, along with discussion boards and potentially other online or electronic modes of communication. Your instructor may use the Blackboard Collaborate function to communicate with you as well. However, you may also use the phone, fax, and traditional mail. Online instructors schedule in-person and frequently virtual office hours, and students are always welcome to make an appointment through Starfish.

Will I work in groups with other people online, or will I be expected to meet with others outside of class?

Some assignments will require that students contact one another online. Students may decide to meet in-person, but that will not be required.

How is testing done in an online class?

Testing, or assessment, is accomplished in a variety of ways in the online classes. You will not be required to come to the campus for testing, or complete traditional "closed book" exams or tests. We will assess your learning using short reflection papers, open-book quizzes, checklists, demonstrations,

participation in discussion boards and chats. Important Note: General Studies classes have different testing requirements than our Early Childhood Program classes.

Do I need to have my own computer to take these classes?

No, but you do need access to the Internet. The Green Bay, Marinette, and Sturgeon Bay campuses have open computer labs where you could do the coursework. Our five Regional Learning Centers in Niagara, Oconto Falls, Crivitz, Shawano, and Luxemburg also have computers available to students. Many public libraries have computers for the public to use. Some of our students access our courses at the home of a family member, friend, or at their workplace. Students may check out computers from our library services department. Check the library website for details.

Do I have to be enrolled in the Associate Degree in order to take the Online classes?

No. As long as you have fulfilled the prerequisites of a class, you may register. Students enrolled in the technical diploma or associate degree may register before the general public. The exception for the early childhood program would be that all four of our practicums require program enrollment.

ACADEMIC ADVISING

Academic advising helps students make effective decisions about their degree and career goals.

Your Academic Advisor will work with you as long as you are at NWTC. Advisors can answer your questions, help you plan and problem-solve, direct you to helpful resources--like study help for those tough classes--and help you get the most from your education.

Advisors:

- Discuss academic and graduation requirements
- Describe program content and graduate employment
- Help students choose which courses to take and in which order
- Assist with financial aid and credit transfer
- Clarify college policies and procedures
- Refer students to other campus services as necessary

Green Bay Campus Student Center Advising/Scheduling Lab

Welcome Center - SC240

- Do you need help creating your class schedule?
- Would you like to learn how to read your interactive degree audit?
- Are you looking for fast & easy course registration through your my.NWTC account?

Then the Advising Open Lab is for you! Academic Advising welcomes you to our open lab.

Regular Hours:

- Monday - Thursday, 7:30 am – 5:00 pm
- Friday, 7:30 am - 4:30 pm

Early Childhood Program Advisor

Green Bay Campus

Timothy Yandila

timothy.yandila@nwtc.edu

920-491-2676

Early Childhood Program Advisor

Marinette Campus

Elizabeth Martin

elizabeth.martin@nwtc.edu

715-732-3872

Questions or appointments:

Email or call 1-800-422-6982, Ext. 5444

Green Bay: (920) 498-5444

Marinette: (715) 735-9361

Sturgeon Bay: (920) 746-4189

Find NWTC Advising on Facebook!

Mission: *Academic Advising is a pro-active, ongoing process designed to foster relationships campus-wide, while empowering students to achieve their goals. In partnership with advisors, students will make informed decisions to develop educational plans and maximize their potential as community members.*

REGISTER EARLY! This assures you get the classes that fit your schedule and graduation goals.

DISABILITY SERVICES

Disability Services of NWTC offers assistance to individuals with disabilities at ALL NWTC sites.

We offer a wide range of services and accommodations to assist students in reaching their educational goals. The Disability Services staff will help guide students through their educational experience at NWTC by providing case management and support services.

We strongly encourage students who have a documented disability to communicate their needs to us and to use our services.

Students with exceptional educational needs include, but are not limited to, the following:

- Autism Spectrum Disorders,
- Learning Disabilities,
- Attention Deficit Hyperactivity Disorder (ADHD),
- Blind or Visually Impaired,
- Deaf or Hard of Hearing,
- Anxiety Disorders,
- Depression,
- Bipolar Disorder,
- Orthopedically Impaired,
- Speech Impaired,

May be eligible for these services:

- [Disability Case Managers](#),
- [Sign Language Interpreting](#),
- [Accommodations](#) such as adaptive equipment and alternative learning devices and testing
- [Transition Services](#) for high school students with disabilities who are interested in attending NWTC.

Location: Accommodation Services is located in Room SC229 in the Student Center on the Green Bay campus.

Questions? Contact Us! Phone: (920) 498-6904 or E-mail: disability.services@nwtc.edu

Office Hours: (Please call for summer hours)

Monday - Thursday: 7:30 am - 5:00 pm

Friday: 7:30 am - 4:30 pm

DISABILITY SERVICES CASE MANAGERS

[Mee Saykao](#): (920) 498-5691

[Kelly Schumacher](#): (920) 498-6390

[Sue Peterson](#): (920) 498-6267

To make an appointment, call (920) 498-6904.

DISABILITY SERVICES OFFICE MANAGER

[Kelly Schumacher](#): (920) 498-6390 V/TTY, (920) 498-6901 TTY

SIGN LANGUAGE INTERPRETER

Please call (920) 498-6904

DISABILITY SERVICES SUPPORT SPECIALIST

VaMeng Moua: (920) 498-6904

WHAT IS TITLE IX?

Title IX of the Educational Amendments Act of 1972 (amending the Higher Education Act of 1965) is the federal law prohibiting sex discrimination in educational institutions. This act is codified as Title 20, United States Code, Chapter 38, Sections 1681-1686. The act was also amended by the Civil Rights Restoration Act of 1987 ("Title IX").

The law states that "no person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." The amendment in 1987 expanded the definition of "program or activity" to include all the operations of an educational institution, governmental entity, or private employer that receives federal funds.

NWTC prohibits all forms of illegal discrimination, harassment, intimidation, and coercion on campus and at College related activities and functions. NWTC takes a strong stance against sexual misconduct. The College seeks to create and maintain a campus free from sexual misconduct by using a combination of education, programming, training for students and staff, clear policies, and consistent sanctions for any violation of these policies. The College's Title IX Coordinator (the Director of Diversity & Inclusion), supported by a cross-functional committee, assists in ensuring compliance. The Office of Human Resources, along with the Office of Student Development, provides trained investigators to address any reported issues of sexual misconduct involving staff and/or students.

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Title IX Employee Deputy Coordinator

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ATTENDANCE

Students are expected to attend all lectures, observations and practicum sessions. Faculty will take attendance. Consistent attendance is necessary if students plan to complete the courses with satisfactory or higher grades. The NWTC attendance policy is noted on each course syllabus. Students are expected to Model Responsible Behavior (MRB) in both of our in person or online courses. MRB includes **PROMPTNESS** with demonstrating personal accountability, **PARTICIPATION** which includes thinking critically and creatively, valuing individual differences, working cooperatively, communicating effectively, and solving problems effectively and **PROFESSIONALISM** which includes demonstrating personal accountability by complying with code of conduct policies and demonstrating community and global accountability by being courteous and respectful to all, verbally and nonverbally, without bias or discrimination.

ACADEMIC DISMISSAL FROM THE ECE PROGRAM

1. Failing the same course twice or failing any two “307” courses within a semester may result in dismissal from the Early Childhood Education program. Students choosing to continue pursuing the Early Childhood degree must meet with a faculty and/or Dean of Health Sciences & Education or designee to develop a success plan. If the requirements of the success plan are not met, student will be dismissed from the program.
2. Within any practicum course a student may have one failure (grade of “D” or “F”) or withdrawal (“W”). On the second attempt in the same practicum the student must complete the practicum with no option for withdrawal. If the student does not attain a grade of “C” or better in the second attempt the student will be dismissed from the program.
3. Students wishing to appeal their academic dismissal should first submit their appeal in writing to the Dean of Health Sciences & Education or designee. The program team will determine if re-entry is allowed. The student letter should:
 - a. Explain why the student feels s/he should be given an exception to the dismissal policy.
 - b. Include a description of any extenuating circumstances.
 - c. Identify the changes the student has implemented to ensure his/her success.

PRACTICUM POLICIES

Practicum Course Termination

Student practicum placements may be terminated for the following reasons:

1. If students are unable to maintain consistent attendance (sustained absence or pattern of scattered absences). This termination can result in either a “W” or an “F” grade in the practicum course as the instructor deems appropriate. Decision could be made at any time throughout the semester.
2. Inability to meet the course competencies or employability skills for any reason, as determined by the practicum site and the supervising instructor. This termination will result in either a “W” or an “F” grade in the practicum course as the instructor deems appropriate.
3. Students wishing to appeal their practicum course termination should first submit their appeal in writing to the Dean of Health Sciences & Education or designee. The program team will determine if re-entry is allowed. The student letter should:
 - a. Explain why the student feels s/he should be given another opportunity in a practicum.
 - b. Include a description of any extenuating circumstances.
 - c. Identify the changes the student has implemented to ensure his/her success.

Program Termination for Behavioral Reasons in a Practicum Course

A student will be terminated from the program at any point if in the judgment of the faculty the actions of the student may be detrimental to the children and staff in the childcare setting or the program staff, faculty, or fellow students. If terminated, the student will receive an “F” in all current ECE course(s) and will not be allowed to reenter the program.

PRACTICUM FAQs

What is a practicum?

A practicum course is a student teaching experience. You will be placed in a licensed child care center or school setting to learn under the guidance of a cooperating teacher. There are four practicums in the early childhood program. They must be taken in order and they are scheduled during the daytime (preferably in the mornings). That is the best time to experience and participate in a broad range of activities in centers. Students are required to achieve a grade of “C” or higher in the practicum courses to continue in or graduate from this program.

Is there other course work besides spending time at the practicum site?

Yes. Each practicum includes textbook readings, and assignments, similar to other courses. The practicum courses are offered both in-person and online modes. This is where you will be reading and submitting assignments in and participating in class discussions.

When do I take my practicum courses?

If you are planning to complete the associate degree program in two (2) years, you should take one practicum each semester. If you are planning to take longer to complete the associate degree, plan to take your practicum courses spread out during your time as a student. You can only take one practicum at a time, so do not wait to take all the practicum courses last. In the practicum setting, you will be able to directly apply what you are learning in your other early childhood courses.

Do I have to take the practicums even if I’m already working in a child care center?

If you have prior experience working in a licensed child care center, you may be able to get “credit for prior work experience” for Introductory Practicum. See the information below for this process.

What will I do in the practicum courses?

Each of the four practicum courses has a focus. Students enrolled in the Early Childhood Assistant Teacher Technical Diploma take only Introductory Practicum and Preschool Practicum. Students enrolled in the Early Childhood Associate Degree will take all four practicum classes.

Introductory Practicum

3 Credits - 60 Hours

In this 3-credit practicum course you will learn about and apply the course competencies in an actual early childhood setting. You will explore the standards for quality early childhood education, demonstrate professional behaviors, and meet the requirements for training in the Wisconsin Model Early Learning Standards. (Prerequisites: Accepted in Early Childhood Program or Early Childhood Assistant Teacher Technical Diploma; Corequisite: 10-307-167 ECE: Health Safety & Nutrition; 10-890-101, College 101)

Intermediate Practicum

3 Credits - 90 Hours

In this 3-credit course you will be implementing regulations and standards for quality early childhood education, applying knowledge of child development and positive guidance, utilizing observation and

assessment techniques, and assessing developmentally appropriate environments for children. (Prerequisite: 10-307-174, ECE: Introductory Practicum and 10-890-101, College 101; Corequisite: 10-307-187, ECE: Children with Differing Abilities)

Preschool Practicum

3 Credits - 90 Hours

Synthesizing the information and demonstrating mastery of the competencies through the completion of a portfolio. Capstone is the last course students take prior to completing the Preschool Credential. Student must be in an early childhood setting with preschool age children (3 to 5 years) during this course. (Prerequisites: 10-307-167 ECE: Health Safety & Nutrition; 10-307-179 ECE: Child Development; 10-307-110 ECE: Social Studies, Art, Music; 10-307-108 ECE: Early Language & Literacy; 10-307-188 ECE: Guiding Child Behavior OR 10-307-177, ECE: Intermediate Practicum; Accepted in Early Childhood Program OR Early Childhood Preschool Certificate)

Advanced Practicum

3 Credits - 90 Hours

In this final 3-credit practicum course you will demonstrate competence in supporting child development through observation, assessment and implementation of teaching strategies as you work in and learn about and apply the course competencies in an actual early childhood setting. You will demonstrate a high level of skill in fostering relationships with children, families and early childhood professionals, and use skills learned in a lead teacher role to develop a career plan to transition from student to early childhood education professional. (Prerequisites: Accepted in Early Childhood Education program; 10-307-175, ECE: Preschool Practicum; Corequisite: 10-307-195, ECE: Family & Community Relations)

Can I do my practicums in the center where I work?

You may do one of the practicums in your current work place, if the center meets the requirements for a practicum placement site, and if there is a teacher who is qualified to act as the cooperating teacher (be a good role model and mentor) for you. You may do this for only one of the 4 practicum courses. That means if you got Credit for Prior Work Experience for Introductory Practicum for working at this center, you've already met this option. There may be some exceptions to this policy for special circumstances, such as you may be able to do some of the hours in your workplace to reduce the hours required in your practicum placement.

Can I do two practicums at the same center?

Our policy is to give each student a broad range of experience by placing you in different settings and types of programs in the four practicums. So in most cases, we will try to place you in a different center or school for each practicum course.

Do I have to find my own practicum site?

No, the instructor or coordinator is responsible for placing you in a qualified site for each practicum. We will work with you to find a location that is within your geographic area, meets your preferences for type of setting, driving distance, etc. and that meets the needs of the practicum course.

Does my center qualify as a practicum site?

Perhaps. We follow the NAEYC guidelines for "field experience placements", to place students in "a variety of settings that provide high quality learning experiences" for our students. Practicum sites will have been in operation for more than 3 years, not have a history of serious non-compliances with licensing codes, have staff with 2 or 4 year degrees in early childhood education or a related field whenever possible (or at least striving to improve staff educational levels – above the minimum

requirements for lead teachers). Ideally, students will be placed in NAEYC accredited centers, Head Start, or early childhood programs within a school with highly qualified teachers that can mentor the student as well as offer excellent programs for children.

I work full time. How can I find time to do my practicum hours?

We realize the practicum requires a big commitment of time and dedication, but this is vital preparation to becoming an early childhood educator. We will share suggestions and ideas used by other students to make their practicum schedule possible. The “hands-on” experience you will gain during the practicum is an important learning experience. The time frame for all placements (known as Practicums) will occur between Monday and Friday, primarily during morning hours. We are unable to place or supervise students during the evenings or weekends.

Will I get paid for my practicum hours?

No. As a student in our early childhood association degree program, you are acting as a student learner in the center or school during your practicum hours. This is not a paid internship or cooperative work experience. You are a practicum student, and in most cases, not an employee of the center/school. *There may be an exception from time to time. Please talk to your instructor if this pertains to you.*

What do I need before I begin my practicum?

The state of Wisconsin and NWTC policies require students placed in practicum settings to have the following:

- Be accepted into the Early Childhood Education Associate Degree or Technical Diploma program (fill out an application form for the program). Exceptions will be made based on availability of space in the course. Call 920-498-6255 or 800-422-6982, Ext 6255 for more information.
- Caregiver Background Check.
- Health Form and TB Test - You must have a TB test and have a doctor examine you and sign the form to confirm that you are free of communicable disease and are physically able to work with young children. (This must be completed within 3 months of beginning your first practicum.)
- A current CPR card (proof that you are trained to perform CPR). CPR courses are offered regularly at NWTC and may be taken elsewhere, such as Red Cross or American Heart Association. Early Childhood Education students should take a “lay rescuer” course.
 - **NWTC title: CPR Heartsaver AED – (4 hour class)** This would be a course for anyone with limited or no medical training who needs a course completion card in CPR and AED use to meet job, regulatory or other requirements.
 - **CPR Heartsaver AED Course Information can be found:**
<https://www.nwtc.edu/programs/fields-of-interest/law-public-safety-and-security/program-details/classes/cpr-and-life-support-training>.
- **Program Shirt** - Students are required to wear a program polo to represent NWTC when working at your practicum center. Sample shirts are available in the lab for sizing purposes. Click here: <http://theelitegroup-nwtchealth.com/earlychildhoodeducation.aspx> to order your shirt. (Please note that these shirts tend to run small. If you typically wear a medium, you may want to order a large.)

How can I get credit for prior work experience?

If you have at least 1,000 hours of experience working in a licensed child care center or family child care home and initial certification prior to 1,000 work hours, you are eligible to complete the 10-307-174 Introductory Practicum as credit for prior learning. To learn more about this process, see our Credit For Prior Learning site: <https://www.nwtc.edu/admissions/transfer-of-credit/credit-for-prior-learning>.

The following documentation will be required for the portfolio:

- Completed Department of Children and Families caregiver background check requirements with fingerprinting.
- Department of Children and Families staff health report or DCF letter confirming CBC and health form clearance
- Wisconsin Model Early Learning Standards certificate of completion from the 15 – 18-hour WMELS training or a transcript showing a 1 credit Wisconsin Model Early Learning Standards class.
- Completion of 10-307-167 ECE: Health Safety and Nutrition course or the following certificates or a Registry Training Record that specifically lists each of the following trainings and training dates:
 - Shaken Baby Syndrome (SBS) Certificate
 - Sudden Infant Death Syndrome (SIDS) Certificate
 - Child Abuse Prevention Certificate

STUDY ABROAD OPPORTUNITIES

The International Studies staff continually seeks opportunities for students to travel abroad for educational experiences that may be offered in association with program courses. The Early Childhood program at NWTC has been active for several years running a study abroad program in a small country in Central America called Belize. Students may have an opportunity to travel abroad in the spring semester. This two-week study abroad program requires students to sign up for a course which will transfer in as one of the four practicums. Learn more at the NWTC Study Abroad website:

<https://www.nwtc.edu/student-experience/study-abroad>.

Preparation for Practicum Checklist

Steps to Complete	When it is due?	Date Completed
Application for Early Childhood Education Associate Degree Program or Early Childhood Assistant Teacher Technical Diploma.	Prior to program entry and enrollment in Introductory Practicum.	
Caregiver Background Check (CBC) - The completion of a caregiver background check includes the review of criminal records for convictions of serious crimes or a history of improper behavior. Students with a criminal history may be denied access to classroom placement at the discretion of the education site. Students that do not pass the criminal history due to banned offenses will not be allowed in the Early Childhood Assistant Teacher Technical Diploma or Early Childhood Associate Degree program.	Fill out form that comes with your admission letter and return to admissions after program admittance or click here to download the form for completion: https://www.nwtc.edu/NWTC/media/academic/early%20childhood%20education/CCPP-Request-Form.pdf . * Please note - this information is time sensitive regarding your admittance. Completion of the DCF Caregiver Background Check is required before registration in all Practicum and Capstone courses.	
Enrolled in Introductory Practicum	After program entry (typically the first semester for most students) only when CBC is completed and on file.	
Health Form & TB Test	Completion is required before registration in all Practicum and Capstone courses.	
CPR Certification Card	Copy of a current CPR card must be on file in the Early Childhood office before you can go to your Practicum site.	
SIDS & Shaken Baby Certificate	Copy of SIDS & Shaken Baby Certificate must be on file in the Early Childhood office before you can go to your Practicum site.	
Functional Abilities Checklist	Completion is required before registration in all Practicum and Capstone courses.	
Program Attire	All students are required to wear a program shirt to represent NWTC at their practicum sites. Sample shirts are available in the Early Childhood lab for sizing purposes. Click here to order your shirt: http://theelitegroup-nwthealth.com/earlychildhoodeducation.aspx . (Note that these shirts tend to run small. If you typically wear a medium, you may want to order a large.)	
Student Photo ID	Stop in the Student Involvement Office (SC118) prior to practicum placement to get your student photo ID. Distance students, please find additional information at: https://www.nwtc.edu/student-experience/student-involvement/student-involvement-services or call 920-498-5483.	
Questions? Contact Stacey Felton, stacey.felton@nwtc.edu or 920-498-6255, or 1-800-422-NWTC, Ext. 6255		

Functional Ability Categories & Representative Activities for the NWTC Early Childhood Associate Degree

Name (please print) _____ Date _____

In order to be successful in the field of Early Childhood, the follow skills and abilities are needed. For each item, check yes or no. If you can only do the particular skill with adaptation, please give more information. For example, if you can only push and pull objects up to 40 pounds with a particular adaptation, describe the adaptation. **Submit this checklist to Early Childhood Program Support.**

Gross Motor Skills

Can you push and pull objects up to 40 lbs. on a frequent basis (e.g. strollers, wagons)?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you lift and carry objects up to 40 lbs. without losing stability or balance?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you bend, stoop, kneel, squat (or otherwise get to child level) quickly without losing stability or balance?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you reach above own shoulders to access or replace equipment and supplies?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you arrange environment (furniture and supplies) to prepare for activities, ensuring safety and accessibility?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you transport/evacuate children in emergencies?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you move within confined spaces?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you reach below waist (e.g. to plug in appliances, pick up toys)?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you reach in front of own body (e.g. to hold children, show books and toys, help diaper/dress children, set tables, etc.)?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you participate in children's group games?

Yes _____ No _____ With Adaptation _____ Describe: _____

Fine Motor Skills

Can you perform moderate manipulative tasks such as writing, fastening buttons/zippers, turn the pages of a book, etc.?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you pick up objects with your hands?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you write with a pen or pencil?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you key/type (use a computer)?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you twist objects (e.g. turn door knobs)?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you squeeze (e.g. open medications, handle small items)?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you assist in making games and learning materials for children?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you assist in record keeping and maintaining written progress notes?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you assist with self-care activities such as dressing, feeding, diapering?

Yes _____ No _____ With Adaptation _____ Describe: _____

Physical Endurance

Can you tolerate long periods of sitting, standing, and/or walking/mobility without becoming fatigued?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you sustain repetitive movements (e.g. playing, pushing swings, etc.)?

Yes _____ No _____ With Adaptation _____ Describe: _____

Hearing

Can you distinguish normal sounds from background noises?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you hear normal speaking level sounds?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you hear faint voices and/or body sounds (e.g. that may indicate child's pain, needs, etc.)?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you hear fire alarms, apnea monitors, telephones & doorbells ringing?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you differentiate playful from harmful play sounds in a loud setting?

Yes _____ No _____ With Adaptation _____ Describe: _____

Vision

Can you identify children/adolescents, co-workers, and visitors from a distance of 10 feet?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you read typed and written correspondence (books, parent notes, calendars, activity plans, etc.)?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you see objects 20 inches away (e.g. computer screens, skin conditions)?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you use peripheral vision and depth perception (e.g. to help children safely cross streets, climb stairs, etc.)?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you distinguish color and color intensity (e.g. to determine if a child looks pale, has a rash, matches colored objects correctly)?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you determine safety standards of equipment (e.g. loose nuts & bolts, frayed cords, dangerous areas, uneven surfaces, etc.)?

Yes _____ No _____ With Adaptation _____ Describe: _____

Environment

Can you tolerate the following?

- exposure to bodily fluids (diaper changes, bloody or runny noses, etc.)
• Yes ___ No _____ With Adaptation _____ Describe: _____

- bacteria and infectious agents from ill children
• Yes ___ No _____ With Adaptation _____ Describe: _____

- exposure to chemicals and agents such as disinfectants, soaps, cleaners, bleaches, etc.
• Yes ___ No _____ With Adaptation _____ Describe: _____

- minor bodily injuries (scrapes, bruises, bites) caused by the unpredictable behaviors of young children
• Yes ___ No _____ With Adaptation _____ Describe: _____

- exposure to loud and/or unpleasant noises due to the unpredictable nature of young children
• Yes ___ No _____ With Adaptation _____ Describe: _____

- exposure to strong odors (e.g. cleaning supplies, soiled diapers)
• Yes ___ No _____ With Adaptation _____ Describe: _____

- supervise children’s play activities, enforcing safety rules
• Yes ___ No _____ With Adaptation _____ Describe: _____

Reading & Writing

Can you read, write and understand written documents such as books, parent notes, calendars, activity plans, medication instructions, progress notes, emergency procedures, etc.

Yes _____ No _____ With Adaptation _____ Describe: _____

Math

Can you tell time?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you add and subtract basic numbers?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you document numbers in records (charts, medication dispersal, etc.)?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you measure quantities for snack or food preparation?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you dial phone numbers to summon emergency assistance?

Yes _____ No _____ With Adaptation _____ Describe: _____

Emotional Stability

Can you provide children and families with emotional support?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you adapt to changing environments/stress?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you manage or deal with the unexpected?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you respond to a crisis situation in a manner that maintains the health and safety of the children in the classroom/program?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you cope with own emotions?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you cope with strong emotions in others (anger, fear, grief)?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you concentrate on details despite frequent interruption?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you tolerate individual differences, values and beliefs?

Yes _____ No _____ With Adaptation _____ Describe: _____

Analytical Thinking

Can you perform multiple responsibilities concurrently?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you process and interpret information from multiple sources?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you problem solve?

Yes _____ No _____ With Adaptation _____ Describe: _____

Can you evaluate outcomes?

Yes _____ No _____ With Adaptation _____ Describe: _____

Prioritize tasks

Yes _____ No _____ With Adaptation _____ Describe: _____

Use long-term memory

Yes _____ No _____ With Adaptation _____ Describe: _____

Use short-term memory

Yes _____ No _____ With Adaptation _____ Describe: _____

Critical Thinking

Can you identify cause and effect relationships?

Yes _____ No _____ With Adaptation _____ Describe: _____

Plan and implement activities for others

Yes _____ No _____ With Adaptation _____ Describe: _____

Provide identifiable activity routines for children and facilitate transitions

Yes _____ No _____ With Adaptation _____ Describe: I write a _____

Sequence information

Yes _____ No _____ With Adaptation _____ Describe: _____

Make decisions independently

Yes _____ No _____ With Adaptation _____ Describe: _____

Adapt decisions based on new information

Yes _____ No _____ With Adaptation _____ Describe: _____

Modify environments based on individual needs of children

Yes _____ No _____ With Adaptation _____ Describe: _____

Interpersonal Skills

Can you establish professional relationships?

Yes _____ No _____ With Adaptation _____ Describe: _____

Establish rapport with families and community groups

Yes _____ No _____ With Adaptation _____ Describe: _____

Respect and value cultural differences of others

Yes _____ No _____ With Adaptation _____ Describe: _____

Negotiate interpersonal conflict

Yes _____ No _____ With Adaptation _____ Describe: _____

Respect dignity and rights of all children

Yes _____ No _____ With Adaptation _____ Describe: _____

Encourage and model positive social relationships and habits

Yes _____ No _____ With Adaptation _____ Describe: _____

Communication Skills

Can you speak loudly enough to be heard in a noisy room?

Yes _____ No _____ With Adaptation _____ Describe: _____

Speak at an understandable, conversational level

Yes _____ No _____ With Adaptation _____ Describe: _____

Interact with parents and co-workers in a positive, friendly manner

Yes _____ No _____ With Adaptation _____ Describe: _____

Speak and write English

Yes _____ No _____ With Adaptation _____ Describe: _____

Listen and comprehend the written/spoken word

Yes _____ No _____ With Adaptation _____ Describe: _____

Collaborate with others (e.g. therapists, health care workers, etc.)

Yes _____ No _____ With Adaptation _____ Describe: _____

Recognize and respect family/child confidentiality

Yes _____ No _____ With Adaptation _____ Describe: _____

Participate in staff meetings, training sessions and meet continuing education requirements as outlined in state certification/licensing regulations

Yes _____ No _____ With Adaptation _____ Describe: _____

Work cooperatively with staff to develop potential of individual children.

Yes _____ No _____ With Adaptation _____ Describe: _____

“I have answered the above questions to the best of my ability. I have added descriptions of the adaptation needed, if necessary.”

Name (print) _____ Signature _____ Date _____



Early Childhood Program Policies

I have received the Northeast Wisconsin Technical College Early Childhood handbook and have read it and had the opportunity to ask questions. I am aware that student information will be shared among Early Childhood faculty for collaborative purposes promoting student success. I understand I am responsible for the content within the Early Childhood Handbook. I understand the information within the handbook is subject to change. Written notice will be given with any changes.

I agree that NWTC can contact my employer post-graduation to attain feedback regarding my education preparation in relation to ability to perform as an early childhood provider.

Early Childhood Practicum Policies

I have reviewed the Northeast Wisconsin Technical College **Early Childhood Practicum Policies** (found on page 11) and have had the opportunity to ask questions. My signature confirms that I understand and agree to these policies.

Please check current practicum:

Introductory Practicum ()

Intermediate Practicum ()

Preschool Practicum ()

Advanced Practicum ()

Name of Student (Please Print)

Date

Signature of Student

Student ID

If the student is under the age of 18, a parent signature is also required.

Parent Signature

Date