NORTHEAST
WI Technical College

Early Childhood
naeyc
ACCREDITED
Higher Education Program

EARLY CHILDHOOD PROGRAM

Student Handbook & Policies

Revised September 2026

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Dear ECE Student,

Congratulations! You have chosen a career that makes a difference. It is a well-known fact that from birth to age 5, a child's brain develops more than at any other time in life. The first few years of life shape how a child's brain develops. You will learn much more about this and in time, play a role in making children's lives better.

Whether or not you are new to this field or have been working with young children for years, the fact remains the work you do in this program will shape lives for years to come.

A hallmark of a teacher preparation program is hands-on experiences in the field, which means being in a classroom with young children each semester. As determined by the National Association for the Education of Young Children (NAEYC (National Association for Education for Young Children), our field experiences are based on Accreditation Standard F: Field Experience Quality Ensuring Quality in Early Childhood Education Professional Preparation Programs | NAEYC Higher Education Accreditation Standards, as indicated below.

Field Experiences: The purpose of field experience is to allow students to observe and interact with teachers, young children, and families in a natural setting. You may hear this referred to as Student Teaching, Practicum, or Field Experiences. Throughout this document and in the ECE program, we will use these terms interchangeably. This program requires students to complete 4 field experiences across a variety of early learning settings and with a variety of early childhood age groups, sufficient to support proficiency in the Professional Standards and Competencies.

a) All student candidates have opportunities and are required in field experiences, to observe and practice with at least two of three age groups (infant/toddler, preschool age, and early elementary grades [kindergarten through third grade]).

b) All student candidates have opportunities and are required in field experience, to observe and practice within at least two of four types of early learning settings (home-based programs, center-based programs, early elementary grade (K-3) settings, and comprehensive service settings [e.g., Early Head Start, Head Start, 3-K or 4-K]).

c) The program ensures candidates have opportunities to observe and practice with diverse (e.g., cultural, linguistic, race/ ethnicity, socioeconomic status, ability) populations of young children. The faculty design and deliver each Field Experience course to reflect quality practices in the field. Our intent is that each course:
   - provides meaningful and unique classroom experiences throughout the 4 field experiences
   - allows you the opportunity to apply child development to the field of practice
   - allows you to practice observation and assessment
   - engages all Field Experience students in becoming reflective practitioners
   - stresses the importance of teamwork and communication skills
   - recognizes, honors, and respects the diverse backgrounds and abilities of children and families

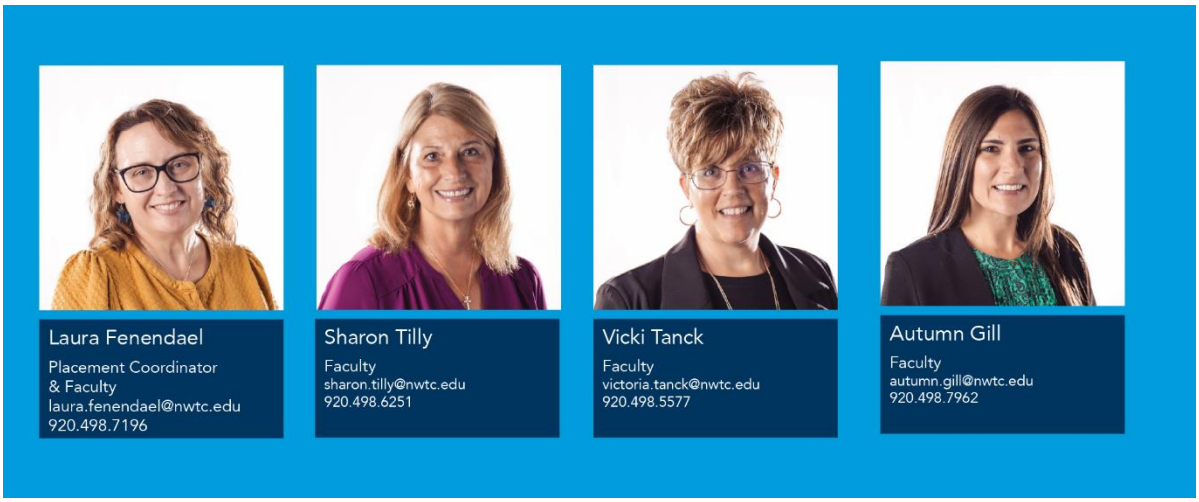
d) How do the Professional Standards and Competencies relate to what you learn and do in your classes and field experiences? Please see the chart below.

Professional Standards and Competencies (PS & C's)	What does this mean as a student?
1. Child Development and Learning in Context	1. Understand how children grow, learn, and develop in different ways and environments.
2. Family–Teacher Partnerships and Community Connections	2. Build positive relationships with families and the community.
3. Child Observation, Documentation, and Assessment	3. Watch, listen, and document what children do so you can plan activities that fit their needs.
4. Developmentally, Culturally, and Linguistically Appropriate Teaching	4. Teach in ways that are right for the child's age, culture, and language.
5. Knowledge, Application, and Integration of Academic Content In Early Childhood Curriculum	5. Use what you know about math, science, art, literacy, and more to create hands-on learning.
6. Professionalism as an Early Childhood Educator	6. Act professional — be ethical, reflective, and always willing to grow and learn. NAEYC Code of Ethics

While these professional standards and competencies and expectations are high, they are attainable. They support the goal of ensuring that our graduates have the skills and abilities to think critically and creatively, solve problems, communicate effectively, value individual differences and abilities, and confidently apply their knowledge of young children and their families to the workplace.

Sincerely,

Your faculty team of supporters on your educational journey.



Early Childhood Education Mission Statement

The NWTC Early Childhood Education Program mission is to develop skilled graduates who inspire positive change and contribute meaningfully to their communities. We prepare students for success as early childhood educators by integrating technology and data-driven practices with hands-on learning, ensuring they develop the knowledge, skills and mindset needed to excel in the field.

Program Highlights:
- Hands-On Learning: Building confidence and expertise through real-world experiences.
- Innovative Practices: Learning with cutting-edge technology and effective teaching methods.
- Adaptive Environments: Thriving in a culture of respect and support.

The Conceptual Framework

We are dedicated to equipping compassionate, creative, and skilled professionals who influence and shape the next generation.

The program prepares students for a professional career in early childhood education through four progressive field placements in real-world settings, including licensed center-based, licensed home-based, comprehensive services, and early elementary environments, serving children from birth to age 8. In addition to building an understanding of the teacher's role and responsibilities, these experiences provide opportunities to actively engage with children while applying high-quality child development practices.

Through field experiences, students learn firsthand about the childcare community and the roles and responsibilities of the Early Childhood Teacher within the classroom. The applied skill development afforded through these experiences provides intensive and meaningful learning opportunities through authentic interactions with children and early childhood professionals.

From Building Practice to Professional Impact

Early Childhood Curriculum Notes

- To achieve full program acceptance, students must complete and pass a criminal background check. This includes the review of criminal records for convictions of serious crimes or a history of improper behavior.
    - All students' CBC findings must determine that they are eligible to be a caregiver at a regulated childcare center without stipulations.
    - If an individual's final background check decision is ineligible, they will not be eligible for program admission even if they have filed an appeal or applied for rehabilitation review.
- Field Experience courses require student teaching in the community, in addition to course work. NWTC faculty arrange Field Experience settings for students. Students are required to complete student teaching in each Field Experience placement. Students must achieve a "C" or better grade in the Field Experience courses to continue in or graduate from this program. Failure to pass a Field Experience course on the second attempt may result in the student being removed from the program.
- 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 course with a "C" or better final grade, to continue in or graduate from this program. On the second attempt, a course is taken; the student must complete the course with no option of withdrawing. Please see Academic Dismissal from the program on page 14. If the course is sequential, the successful retake must occur before continuing the sequence.
- Technical Diploma students complete the first two Field Experiences. All policies apply to both programs.
- Associate Degree students complete all four Field Experiences.

Early Childhood Program Field Experience Policies

All students must sign that they have read and understand the Field Experience policies at the end of this handbook and each semester in Field Experience courses. Please pay close attention to the details.

A Field Experience course is a Student Teaching Field-Experience. Students are placed in a qualified Licensed Childcare Center, Head Start, Early Head Start, Public/Private School setting, or Family Childcare setting, to learn under the guidance of a *cooperating teacher.

*Cooperating Teacher (CT) Qualifications

- Associate Degree in early childhood or related field or higher
- If Associate Degree or higher is not possible
    a) Approved Registry Credential
    b) Experience of teacher (3 years or more using Developmentally Appropriate Practices)
    c) CT is a well-known student mentor
- Department of Public Instruction (DPI) certified teacher (for one of the 4 Field Experiences)

NWTC Faculty will determine Cooperating Teachers.

Field Placements-There are four Field Experiences in the early childhood program. They must be taken in sequential order, one per semester (fall and spring) and they are scheduled during the daytime (preferably in the mornings), which is the best time to experience and take part in a broad range of activities within early childhood programs. Throughout the ECE program, students will be placed in at least two age groups and in at least two different settings that provide high quality learning experiences, per NAEYC Accreditation Standards for Higher Education Programs.

The field experience coordinator will make the placement in a qualified site for each field experience. We will work with you to find a location within your geographic area that meets your preferences in terms of type of setting, driving distances, etc. and that meets the Field Experience course's needs.

A one-on-one field experience planning meeting with the field experience coordinator will be required to discuss an individualized plan that meets the NWTC placement guidelines and the students' individual educational goals.

Field Placement Site Qualifications

NWTC follows the National Association for Education for Young Children (NAEYC) guidelines for "field experience placements," to place student candidates in "a variety of settings that provide high quality learning experiences". Field Experience sites will have been in operation for more than 3 years and do not have a history of serious non-compliances, orders and forfeitures (*see below)*. They are compliant with licensing codes, have staff with 2-year or 4-year degrees in early childhood education or a related field whenever possible (*or at the minimum, striving to improve staff educational levels – above the minimum requirements for lead teachers*).

Ideally, students will be placed in YoungStar rated centers with a minimum of 3 stars, 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.

**When qualified centers have DCF (Department of Children and Families) Orders, Letters, Stipulations/Warning, or Forfeitures, there is potential that this site may not qualify as a Field Experience site.

Field Experience Placement Sites (*Orders, Letters, Stipulations/Warning, or Forfeitures*)

The Center management/director and NWTC will discuss incidents to gather deciding information for NWTC to determine if Field Experience placement is appropriate.

Registering for Field Experience

Follow the program order when you sign up for classes. Field Experiences are offered during the fall and spring semesters. In the Field Experience setting, you can apply directly what you are learning in your early childhood courses. Do not wait to sign up for a Field Experience course. It is important to practice what you are learning in the field as you progress through the program. This will help you become a better teacher and childcare provider.

What to Expect during a Field Experience

Each Field Experience includes textbook readings, and assignments, along with hands on application practices. Your Field Experience placement is a safe place for you to practice the skills and strategies you are learning in your early childhood classes with the support and guidance from other ECE professionals. As you practice these skills and strategies, allow feedback from other teachers to help you grow as a teacher. Each week you will practice new skills, teaching strategies, and learn the class routines. Some tasks may include choosing age-appropriate children's books, reading to children, planning activities for one or more children, and completing daily tasks. Communication is also crucial in a Field Experience course. You will have regular contact with your cooperating teacher, other staff, teachers, and interact with parents or family members of the children in your classroom. You will practice professionalism as you communicate in oral, written, and through your behaviors.

Broad Range of Experiences in the Early Childhood Field

Our policy is to give each student a broad range of experience by placing you in at least two different age groups as well as two different settings and types of programs throughout the Field Experience sequence, to maintain each student's personal and educational growth.

Becoming the Best Teacher, You Wish to Be

It is important to learn from other professionals with different experiences. You will learn from and experience many early childhood settings and philosophies, along with a span of early childhood age groups. This is how you learn to become the best kind of teacher you wish to be. In most cases, we will place you in different centers or schools for each Field Experience course. There may be some exceptions, check with your instructor for more details. Family Childcare Providers-please reach out to the lead faculty regarding Field Experience placements.

Worksite Placement

Students may attempt up to two Field Experiences at the same program/center/school (placement site). The program/center/school must meet NWTC Field Experience site qualifications. The supervising teacher must be qualified to act as the cooperating teacher and be a good role model and mentor for you. Being a CT also requires the willingness to give effective and honest feedback on students' performance. The CT must be in the classroom 80% of the student teaching hours.

Field Experience Hours for Pay

Some students may be allowed Field Experience at their worksite. When this occurs, a student is also an employee and may be paid if they are counted in ratio. Keep in mind that a Field Experience requires completing specific tasks at the Field Experience site, in addition to the job. Students must work this out with their supervisor ahead of time and plan accordingly.

- In most cases, as a student in any early childhood program, you are acting as a student learner and guest at the Field Experience site during your Field Experience hours. This is not a paid internship or cooperative work experience. Most frequently, you are a Field Experience student, not an employee of the site. In this position, you should never be left alone with children.
- If you are in the Apprenticeship Program, through your employer and NWTC, you are paid for your Field Experience time.

Credit for Prior Learning

If you have prior experience working in a licensed childcare center, you may be able to get “credit for prior learning” (CPL) for Field Experience 1. Click here to learn more. Wisconsin Model Early Learning Standards is required prior to completing the portfolio course.

Earning Your Degree

Education always requires some sacrifice or modifications in lifestyle and undeniably, the reward is worth it. We realize that Field Experiences require a big commitment of time and dedication, but this is vital preparation to becoming an early childhood educator. The “hands-on” experience you will gain during the Field Experience is an important learning experience. Each Field Experience is set for 8 weeks (about 2 months). Some students choose to cut down their work hours, alter their work schedule by working longer days to have time for Field Experience.

Field Experience Descriptions

1. Field Experience 1 (3 Credits)
   This 3-credit introductory field experience course introduces the foundations of early childhood education under guided supervision of a mentor teacher in an early childhood setting, working with children birth through age 8. This course meets the requirements for the Wisconsin Model Early Learning Standards 18-hour training. This course is eligible for Credit for Prior Learning for those working in the field that meet the requirements.
   - Wisconsin Model Early Learning Standards Training
   - 60 hours of placement with preschool age children

2. Field Experience 2 (3 Credits)
   This 3-credit intermediate field experience course includes assisting the mentor teacher in carrying out classroom routines and implementing developmentally appropriate learning experiences that promote child development and learning through play for children birth to age 8. The focus of this field experience is working with infants and toddlers. If you have completed the Wisconsin Registry's Infant and Toddler Credential, you can apply the capstone to this course. Check with your advisor.
   - 90 hours of placement with infants or toddlers-Students can use up to 10 hours of placement time for creating activities and materials for the placement.

3. Field Experience 3 (3 Credits)
   This 3-credit advanced field experience course focuses on supporting young children's development from birth to age 8 through observation, assessment, and implementation of developmentally appropriate teaching strategies. The focus of this field experience will be learning to work with children with exceptional needs.
   - 90 hours of placement-Students can use up to 10 hours of placement time for creating activities and materials for the placement.

4. Field Experience 4 (3 Credits)
   This final 3-credit pre-professional field experience course focuses on demonstrating a comprehensive understanding of children birth to age 8, and families. The emphasis is on practicing the lead teacher role to design, implement and evaluate a connected unit of learning experiences. 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.
   - 90 hours of placement-Students can use up to 10 hours of placement time for creating activities and materials for the placement.

Early Childhood Education

Admissions and Field Experience Requirements

Early Childhood Education & Early Childhood Assistant applicants are required to complete a background check and health forms due to the Field Placement course requirements.

The items below must be completed before you are admitted to the Early Childhood program.

COMPLETE EACH OF THE ITEMS BELOW

Apply to the Early Childhood Education or Assistant Teacher Program

Choose either the full- OR part-time option and location nwtc.edu/Apply

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Submit Transcripts

Send high school AND college transcripts (if applicable) to transcripts@nwtc.edu

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Complete Assessment (If applicable)

The assessment may be waived with a high school GPA of 2.6 or higher or if you have taken the ACT or Accuplacer exams.

Caregiver Background Check Requirement for Early Childhood Programs

Submit the Caregiver Background Check Form

Students enrolled in NWTC's Early Childhood Education programs, including those participating in field experiences, are required to complete a Caregiver Background Check (CBC) through the Wisconsin Department of Children and Families (DCF) Child Care Provider Portal.

The CBC involves a review of criminal history and behavioral records to determine eligibility to work in regulated childcare settings. All students must receive a final determination confirming they are eligible to serve as a caregiver without stipulations.

Important: If a student receives a final background check decision of ineligible, they will not be admitted to the program—even if they have submitted an appeal or applied for a rehabilitation review.

Create an iChildCare Portal Account

Create your Childcare Account to begin your background check now.

Complete Child Care Health Report

Download THIS FORM and have your healthcare provider sign. Email completed form to earlychildhood@nwtc.edu.

Submit Functional Abilities Requirement

Complete the Functional Abilities Form and submit online

Complete the CPR Heartsaver AED

You may take CPR Heartsaver AED at NWTC or in your community through the Red Cross or American Heart Association. FIND CLASSES AT NWTC

Complete the Pediatric First Aid Training

All students are responsible for locating and completing pediatric first aid training. Please note that NWTC does not offer pediatric first aid training, so this requirement must be fulfilled through an external agency. Helpful links:

Family & Childcare Resources of N.E.W.
American Heart Association
American Red Cross

Program Attire

All field experience students must adhere to a dress code while representing NWTC at their field experience sites. Program and field experience attire will be discussed at Early Childhood Orientation. Ordering Site

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Field Experience Badge Guidelines

All students participating in Field Experience must wear an NWTC student Field Experience name badge at their assigned site.

Ordering Your Badge

- First badge is free
- Replacement badges cost $5 each

You can order your badge in person at any Student Involvement Office or begin the process online.

Steps to Request a Badge

1. Upload a headshot photo following NWTC's photo guidelines found in the link above.
2. Email your badge request to: student.involvement@nwtc.edu
    - Subject line: ***Early Childhood Badge for Field Experience***
    - Email body:
        - Kindly send a note to request a badge
        - Include your full name and student ID number
        - Indicate whether you will pick up your badge at the Student Involvement Office or if it should be mailed
        - If you want it mailed to a different address than the one on your NWTC account, include that address in your email
3. Your badge will be shipped to the address listed on your NWTC account unless otherwise specified.

Student Standards of Conduct

All students enrolled in NWTC's Early Childhood Education Program will comply with all policies and procedures of the Early Childhood Student Handbook and the NWTC Student Handbook. Student Standards of Conduct apply at any location, college/club activity and includes all NWTC campuses, field-based site locations, and study abroad. Some of the standards are listed in this handbook. Students should have or will explore the NWTC handbook on their own to seek guidance for personal conduct.

Student Conduct and Community Standards

To ensure all our students can learn in a safe and welcoming environment, NWTC has guidelines, policies, and procedures in place for appropriate behavior and consequences for violations. We want everyone in the NWTC community to feel comfortable and confident in pursuing their college and career goals. We are committed to providing a respectful, inclusive place for all to soar higher.

Modeling Responsible Behaviors (MRB)

Student candidates are expected to attend all scheduled lectures, observations, and field experience sessions weekly. This includes participation in online, in-person, and hybrid course formats, where attendance is actively monitored and recorded. Regular attendance is essential for academic success and professional growth, both in the classroom and in field placements.

Each course syllabus outlines the NWTC attendance policy and may include expectations for Model Responsible Behaviors (MRBs). MRBs are a set of core employability skills—such as professionalism, effective communication, teamwork, and accountability—that are critical for success in the early childhood education field and in the workplace more broadly.

When outlined in course expectations, MRBs are assessed as part of a student's overall performance. Student candidates are encouraged to participate and consistently demonstrate MRBs throughout each course.

Conduct and Ethical Behavior Commitment

As you begin your field experience, student teaching and/or working in early childhood, you will frequently be called on to make moral and ethical decisions. You will be introduced to the NAEYC code of Ethical Conduct and you will be required to sign The Statement of Commitment, on page 13 of this document.

Faculty Conduct and Ethical Behavior Commitment

Like those who work with young children, your instructors are repeatedly called upon to make decisions of a moral and ethical nature as well. Instructors share the ethical obligations assumed by all early childhood educators, reflected in the core values, ideals, and principles set forth in the NAEYC Code of Ethical Conduct.

We embrace the central commitment of early childhood education to the healthy development and welfare of young children. Everything we do in our role as adult educators is intended to further this ultimate commitment. As instructors, we have responsibilities to you and all students; to NWTC and other institutions of higher learning; childcare centers, schools, and/or agencies in which we place our adult students; professional colleagues; children, their families and the community and society.; and the field of early childhood care and education at large.

As a faculty, we are committed to the following:

- Providing learning experiences that are consistent with quality and effective practices for adult learners and that match the needs, learning styles, cultures, and stages of development of adult learners.
- We shall inform learners of conduct and work expectations, including institutional standards for writing, performance, and intellectual honesty.
- We shall give learners a fair chance to succeed and diverse ways to demonstrate their competence. We shall provide additional support for adult learners who have the potential to work effectively with young children but have difficulty meeting academic standards.
- We shall provide additional support and counsel to those who demonstrate academic excellence while having difficulty in meeting standards for classroom practice.
- We shall not place students or allow students to continue a placement that, in our best professional judgment, the program is not beneficial to children.
- When it becomes apparent that a placement is not supporting the student's professional development or is not beneficial to the student or children, every effort shall be made to move the student to a more appropriate placement.
- When it becomes apparent that an adult learner cannot benefit from a class or program, we shall help her/him identify an alternative educational path or goal.

Sharon Tilly, Vicki Tanck, Laura Fenendael, Autumn Gill

Violation of the Student Code of Conduct

Whenever a student commits or attempts to commit a violation of the Student Code of Conduct on the College campus, or at an activity, function or event sponsored or supervised by the College, such as field placements or study abroad programs, discipline and sanctions may be imposed on the student. Discipline may also be imposed whenever a student commits a violation of the Student Code of Conduct off campus if the misconduct adversely affects the College community or the pursuit of its educational objectives.

NWTC academic programs may have program specific handbooks (*such as this handbook*) with additional expectations and sanctions specific to the program. Students may be subject to sanctions from their specific academic program and the general Student Code of Conduct.

In keeping with the values of NWTC, sanctions are designed to promote the College's educational mission. Sanctions may also serve to promote safety or to deter students from behavior that harms, harasses, or threatens people or property. Some behavior is so harmful or disruptive to the College community or to the educational process that it may require more serious sanctions, such as removal from specific programs, courses or activities, suspension, or expulsion. More than one sanction may be recommended in such a case.

Factors Considered in Determining Sanctions

Although not binding or definitive, the following factors may be considered in determining what sanctions are appropriate in a case:

- The nature of the violations(s)
- Prior violations and disciplinary history
- Prior incident reports
- Mitigating circumstances surrounding the violation
- The student's motive or purpose for engaging in the behavior
- Sanctions which have been imposed in similar cases in the past
- The developmental and educational impact on the student and/or others

Field Experience Course or Program Termination for Behavioral Reasons

Student Field Experience placements may be terminated for the following reasons:

1. Inability to maintain consistent attendance (sustained absence or pattern of scattered absences) at their Field Experience site and/or in the course. This termination can result in either a "W" or an "F" grade in the Field Experience course as the instructor deems appropriate. Decisions could be made at any time throughout the semester at the instructor's discretion.
2. Inability to meet the course competencies or employability skills for any reason, as determined by the Field Experience site and/or the supervising instructor. This termination will result in either a "W" or an "F" grade in the Field Experience course as the instructor deems appropriate.
3. Students that are asked to not return to the field site, based on behaviors such as sleeping, inappropriate interactions with staff, parents, or children, hurting a child intentionally or unintentionally, poor attendance, and following program policies, will be removed from the site immediately and will fail the class. (See 4 below). An NWTC Code of Conduct Referral will be submitted following the incident.
4. A student may be terminated from the program if their actions or attitudes of the student may be detrimental to the children and staff in the field experience setting or the program of staff, faculty, or fellow students. In addition to behaviors listed above (3), other examples are instances of dishonesty, stealing, cheating, lack of motivation to move or act, when necessary, lack of effective communication, taking initiative, lack of professionalism, and inappropriate dispositions. If terminated, the student will receive an "F" in the current ECE course, where the behavior took place. The student may be barred from reentering the program. See factors considered when determining sanctions above.
5. If a student is removed from a Field Experience site for behavioral reasons, a Code of Conduct Incident Report will be filed with the College.

Academic Dismissal-Passing Courses and Program Success-Special Meetings

On occasion, students may become off track and have a semester that is not successful. NWTC faculty encourage success strategies throughout the semester, however sometimes success is elusive.

Students must earn a "C" or higher in all courses to successfully graduate from the Early Childhood Technical Diploma or Associate Degree Program. A student must repeat the course with a "C" or better final grade, to continue in or graduate from this program. On the second attempt, a course is taken; the student must complete the course with no option to withdraw. If the course is sequential, the successful retake must occur before continuing the sequence.

Students may be required to meet with the Early Childhood Program Director for any of the following reasons:

- Failing any two “307” courses with a grade of D or F within a semester or consecutive semesters.
    - This may be the cause for dismissal from the program based on prior academic performance and/or behavior.
    - Students who do not follow instructor or advisor success strategies may also be considered in the decision-making process regarding cause for program dismissal.
    - Withdrawal or failed field experience courses: on the second attempt of that course, the student must complete the Field Experience with no option for withdrawal. If the student does not attain a grade of “C” or better in the second attempt, the student may be dismissed from the program.
    - Verbal or written disrespectful communication towards a NWTC faculty, staff, fellow students, or people in the Field Experience site.

Appeal Process

Procedural Standards for Student Academic Redress

If a student has sufficient justification (definite data) to question a final grade received for a course, the following steps are taken:

1. Within five working days of receipt of the grade to be disputed, the student must first review the final grade with their instructor to see if a resolution can be reached. The student is entitled to an explanation as to how the grade was determined and to examine any tests, papers, or other information pertinent to the appeal.

If a resolution is not found:

1. If the discussion with the instructor does not resolve the issue, the student may fill out an online grade appeal form .
2. The appropriate Dean for the class will review the appeal and render a decision to the student via their NWTC student email account within five business days.

If the issue is not satisfactorily resolved, the student has the right to appeal one final time:

1. If the appeal is denied by the Dean, students can submit an updated grade appeal form to the Vice President of Learning, providing new information exists to support the appeal. Students must check the final appeal box on the grade appeal form, resubmit, and ask that the appeal be reviewed by the Vice President of Learning.
2. The Vice President of Learning will review the appeal and render a decision to the student via their NWTC student email account. The decision of the Vice President of Learning is considered final.

Please note: For students to appeal a grade, they should have no outstanding current or previous financial balance with the college.

Student Statement of Commitment

(As previously mentioned, please sign this form)

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct. To the best of my ability, I will:

- Never harm children.
- Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.
- Respect and support families in their task of nurturing children.
- Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.
- Serve as an advocate for children, their families, and their teachers in community and society.
- Stay informed of and maintain high standards of professional conduct.
- Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs impact children and families.
- Be open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow, and contribute as a professional.
- Honor the ideals and principles of the NAEYC Code of Ethical Conduct.

Click here to complete the online acknowledgement of this Statement of Commitment:

Early Childhood Student Statement of Commitment – Fill out form

Early Childhood Program Policies Agreement

At the beginning of each Field Experience course, you will be asked to sign a form indicating you agree and understand the program and Field Experience policies. In doing so:

You agree to have received the Northeast Wisconsin Technical College Early Childhood handbook and have read it and had the opportunity to ask questions.

You agree that you have received the NWTC Student Handbook, read it, and had the chance to ask questions.

You agree that you are aware that student information will be shared among Early Childhood faculty for collaborative purposes promoting student success.

You agree and understand that you are responsible for following the content within the Early Childhood Handbook.

You understand that Field Experience placements are an important part of your coursework and that it is important to stay in touch with your instructor throughout the placement.

You understand that your behavior, including attendance, both in class and at the Field Experience site have a direct impact on your grade.

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

I, _____ have reviewed the Northeast Wisconsin Technical College Early Childhood Field Experience Policies and had the opportunity to ask questions. My signature confirms that I understand and agree to these policies.

Click here to complete the online acknowledgement of this Early Childhood Program Policies Agreement:

Early Childhood Program Policies Agreement (Current) – Fill out form