

2017-2019

# EARLY CHILDHOOD EDUCATION PROGRAMS

*Policy Manual*

**INDIANHILLS**  
COMMUNITY COLLEGE

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## WELCOME

You are about to join a group of professionals who provide nurturing and educational experiences for children from birth to age eight- the profession of Early Childhood Education. Research indicates that specialized education in early childhood is related to better results for children and higher quality early childhood settings. And what a better place to receive this specialized training than Indian Hills Community College.

The IHCC EC Program is accredited by the National Association for the Education of Young Children (NAEYC) located in Washington D.C. Using standards from the national association as a guide, this educational program prepares quality providers with the goal of improving programming for Iowa's children. By enrolling in the Early Childhood (EC) Program you have expressed a desire to positively impact the lives of children. Indian Hills can help you develop the knowledge, skills and attitudes needed for this rewarding profession!

One program goal is to provide professional development opportunities for returning students, the employed individual and the recent high school graduate. Whatever your needs we have a format that is right for you. All early childhood courses are offered in the college classroom and online through the World Wide Web. Students are invited to combine course formats in a way that addresses their personal circumstances. Students are encouraged to work closely with an EC Program Advisor to assure that all graduation requirements are met.

This policy manual has been developed by the staff and administration of the Career and Workforce Education Division of Indian Hills Community College. It begins with the College Mission and the EC Conceptual Framework and Program Goals – statements of what the early childhood program aims to achieve and the beliefs that guide our practice. As a student you should become familiar with the Conceptual Framework and Goals; they clarify educational principles to be taught and our expectations of YOU, the adult learner.

The purpose of the Policy Manual is to serve as a guide for all students enrolled in the Early Childhood (EC) Program. It is a supplement to the Indian Hills Community College Student Handbook and College Catalog, consequently all policies and regulations from the handbook and catalog are to be observed *in addition* to those outlined in the following pages.

The Early Childhood Program is part of Career and Workforce Education Division with Dr. Jill Budde as the Executive Dean and Heidi Jones as the Associate Dean of Health Sciences. The Early Childhood Program Director is Gina Buttikofer. The program also employs adjunct faculty.

*We welcome you and offer our assistance. It is a privilege to have you here.*



## **MISSION STATEMENTS**

### **Institutional Mission**

Indian Hills Community College changes lives by inspiring learning, diversity, social enrichment, and regional economic advancement.

### **Indian Hills College Values**

- Academic Excellence and Student Success
- Integrity, Relationships, and Teamwork
- Acceptance, Inclusion, and Accessibility
- Tradition and Culture
- Innovation and the Future

### **Institutional Purpose**

Indian Hills Community College is dedicated to providing a dynamic and timely response to the ever-changing needs of our business community and the populace of our small towns and rural areas. In this context, it is our purpose to provide, to the greatest extent possible, the following education opportunities and services.

The first two years of college work, including pre-professional education.

- Career and technical training.
- Programs for in-service training and retraining of workers.
- Programs for high school completions for students of post-high school age.
- Programs for all students of high school age who may best serve themselves by enrolling for career and technical training, while also enrolled in a local high school, public or private.
- Programs for students of high school age to provide advanced college placement courses not taught at a student's high school while the student is also enrolled in the high school.
- Student personnel services.
- Community services.
- Career and technical education for persons who have academic, socioeconomic or other disabilities which prevent succeeding in regular career education programs.
- Training, retraining and all necessary preparation for productive employment of all citizens.
- Career and technical training for persons who are not enrolled in a high school and who have not completed high school.
- Developmental education for persons who are academically or personally under prepared to succeed in their program of study.

## **Early Childhood Conceptual Framework**

### **Mission**

The Early Childhood Program, as an integral part of Indian Hills Community College, is dedicated to addressing the values and purposes of the college mission. The program strives to address the diverse educational needs of the secondary, post-secondary, and non-traditional student, providing relevant learning opportunities for the pre-professional and practicing early childhood educator.

### **Philosophy**

To provide a program of early childhood training which builds upon previous experiences and affords the student the opportunity to acquire knowledge, skills, and attitudes necessary to become an effective member of the early childhood team and to serve the needs of each child and family. To document the acquisition of this knowledge and skill the student will complete self-assessments and be assessed by faculty.

The Early Childhood Program believes its three main purposes are:

#### **TO PROVIDE a core body of knowledge in -**

child growth and development

observation and assessment to support teaching

health, safety and nutrition

building relationships with children, families and communities

effective teaching strategies (environmental arrangement, individual and group guidance, planning a play-based curriculum)

knowing, understanding and using content knowledge to build meaningful curriculum

development and management of early childhood programs

professional development

#### **TO PROVIDE practical experience in applying the core knowledge through –**

relationships and meaningful, engaging learning opportunities and field experiences

#### **TO PROVIDE an avenue to help students evaluate their personal value system.**

**Students are encouraged to look at such issues as -**

respectful behaviors

acceptance of diverse individuals

positive work ethics

**WE BELIEVE** that the early childhood student is an adult learner who shares the responsibility for his or her learning. We recognize that students progress at varying rates. As partners in the teaching/learning process, faculty incorporates research-based teaching methodologies and mentoring opportunities appropriate for adult learners. Advising and assessment are an ongoing and vital part of determining student competencies. Students are responsible for bringing a joy of learning and a willingness to apply themselves in the learning process.

**WE BELIEVE** that early childhood professionals should have broad educational experiences. To ensure this, students take a combination of relevant general education and early childhood courses. We also believe continued learning builds on this foundational knowledge, enabling graduates to become informed, reflective practitioners.

**WE BELIEVE** that quality early childhood programming is dependent upon caring and nurturing relationships where professionals are responsive to the needs of each child. An effective early childhood professional is able to collaborate and demonstrates empathy and respect for fellow students, colleagues, children, families and their communities. Professionals use the NAEYC Code of Ethical Conduct to guide responsible behavior and decision making.

Written: *June 1992*    Reviewed/Revised: *November 2002, March 2003, July 2007, November 2008, May 2016, May 2017*

## **EC Program Goals and NAEYC Standards**

At the successful completion of this program the student will be able to:

- I. Make valid decisions about how to teach young children and to create safe, healthy, challenging environments based on the knowledge of typical and atypical growth and development.

*NAEYC Standard 1 – Promoting Child Development & Learning*

### **1. Novice**

- a. Perform effective hand washing
- b. Identify effective sanitation procedures
- c. Use universal precautions
- d. Respond immediately to accidents
- e. Recognize safe toys, materials for age
- f. Supervise play
- g. Identify licensing regulations
- h. Build responsive relationships w/ children
- i. Compare developmental levels with norms
- j. Use appropriate child expectations
- k. Observe & describe child characteristics, needs

### **2. Practicing**

- a. Demonstrate awareness of current health information
- b. Teach health, safety nutrition
- c. Support childproof environment
- d. Encourage safe play
- e. Recognize when to adapt curriculum
- f. Notice concerns of developmental progression
- g. Describe multiple influences on development
- h. Describe positive learning environment

- II. Identify the family's contribution to the child's learning, communicate effectively with families and demonstrate awareness of community resources.

*NAEYC Standard 2 – Building Family and Community Relationships*

### **1. Novice**

- a. Identify family types
- b. Accept differences in children
- c. Practice confidentiality
- d. List community resources

### **2. Practicing**

- a. Plan family involvement activities
- b. Communicate with families
- c. Individualize curriculum
- d. Utilize community resources in planning – library, fieldtrips
- e. State importance of assisting families in finding resources



III. Utilize best practices when completing child observations, documentation and assessments.  
*NAEYC Standard 3 – Observing, Documenting and Assessing to Support Young Children and Families*

**1. Novice**

- a. Understand goals, benefits, uses of observation
- b. Recognize strategies for observing development
- c. Collect information about development
- d. Create clear, concise oral & written communication
- e. Practice confidentiality

**2. Practicing**

- a. Record growth & development
- b. Recognize strategies for assessing development
- c. Use anecdotal observation to document individual needs

IV. Demonstrate building positive relationships, using effective strategies, teaching and learning approaches and reflecting on own practice.

*NAEYC Standard 4 – Using Developmentally Effective Approaches to Connect with Children and Families*

**1. Novice**

- a. Treat children with care, respect
- b. Respect diversity by providing individual attention equally
- c. Respond quickly & listen attentively
- d. Model positive behaviors
- e. Modify play
- f. Prepare child for & implement transitions
- g. Notice individual needs
- h. Provide safe equipment

**2. Practicing**

- a. Encourage self control
- b. Adapt learning environment
- c. Use + direct/indirect guidance methods
- d. Encourage expression of emotions & problem solving
- e. Reinforce classroom rules
- f. Offer appropriate child choice
- g. Communicate importance of consistent routines
- h. Use developmentally appropriate materials to encourage development of whole child
- i. Arrange interest centers/materials
- j. Provide balance of large/small, active/quiet experiences

- V. Become familiar with academic content knowledge and its resources, central concepts and structures to design and build meaningful curricula for each child.

*NAEYC Standard 5 - Using Content Knowledge to Build Meaningful Curriculum.*

**1. Novice**

- a. become familiar with content knowledge and related resources

**2. Practicing**

- a. Use child's home language as possible
- b. Plan for all curriculum areas
- c. Emphasize play, integration & active learning
- d. Plan hands-on play & meaningful experiences
- e. Provide balance of child-directed/teacher-directed activities
- f. Adapt curriculum to different learning abilities of infants / toddlers /preschool

- VI. Identify with the early childhood field by upholding ethical and professional guidelines, engaging in continuous learning, integrating perspectives on early childhood and engaging in informed advocacy.

*NAEYC Standard 6 – Becoming a Professional.*

**1. Novice**

- a. Identify procedures for emergency drills
- b. Follow health/safety regulations
- c. Calculate ratio requirements
- d. Possess knowledge of pediatric first aid & CPR
- e. Define role of mandatory reporter
- f. Behave responsibly
- g. Uphold ethical standards
- h. Utilize basic math skills

**2. Practicing**

- a. Support program mission
- b. Link curriculum to early learning standards
- c. Support staff members
- d. Plan budget
- e. practice collaboration

- VII. Successfully complete field experiences with infant/toddlers and preschool aged children in a variety of settings.

*NAEYC Standard 7 – Early Childhood Field Experiences.*

Written:

June 1992

Reviewed/Revised: 2002, July 2004, June 2006, July 2008; April 2016; December 2016; June 2017

## **EARLY CHILDHOOD PROGRAM REQUIREMENTS**

**NOTE: Policies may be updated as the need arises.**

### **Entrance Requirements**

All students entering Indian Hills Community College (IHCC) Health Sciences programs are required to submit select documents prior to being accepted to the program of choice.

#### *Procedure*

- Request that the high school send transcripts **directly** to IHCC. Transcripts can be unofficial copies.
- Complete the approved placement exams for Health Science programs which includes ACT, SAT, or Accuplacer
  - Accuplacer results must be completed within two years prior to the program start term.
  - Students are only allowed to complete the Accuplacer exam three (3) times within a calendar year with a minimum of two (2) weeks between exams.
  - ACT/SAT results must be completed within five (5) years prior to the program start term.
- Request official College transcripts (if applicable) to be mailed directly to IHCC using the address below.
  - Grade Point Average (GPA) transferred in from an accredited higher education institution requires at least eight (8) cumulative college credit hours in order to be used for the screening process.

In addition to standard academic requirements detailed in the Indian Hills College Catalog, the following are required of all students wishing to enter the EC Program:

### **State and National Child Abuse and Criminal Records Checks**

The Iowa Department of Human Services (DHS) requires that students who participate in field experience and/or classroom teaching in DHS licensed child care centers, preschools or in-home child care and public school programs must undergo an Iowa record check, to include a check of the Department of Criminal Investigation (DCI) criminal database and sex offender registry, and the Iowa child abuse registry. State law also requires that those who are subject to an Iowa check undergo a fingerprint-based check of the Federal Bureau of Investigation (FBI) national criminal history database.

Record checks, to include an evaluation of any transgressions, will be completed no more than 30 days prior to a student's first experience in a DHS-licensed child care facility. At Indian Hills this first experience occurs during the course ECE 103 Introduction to Early Childhood Education.

The IHCC Health Sciences Division will process all Iowa screenings using the Single Contact Repository (SING). The IHCC Health Sciences Division will also initiate the process for the

FBI checks. Iowa checks will be repeated a minimum of every two years during the course of the student's field experience, and when the institution becomes aware of any possible transgressions. ***While enrolled in any Health Sciences program at IHCC, it is expected that students report all child abuse, dependent adult abuse, and/or criminal activity, in which they are involved, to IHCC within forty-eight (48) hours of the incident. Failure to do so could result in criminal charges per Iowa Code and removal from the program.***

DHS will be responsible for evaluating any transgressions and determining whether or not a student may be involved with children in the public school system or a DHS-licensed child care center, preschool or registered in-home child care. DHS will notify the educational institution if a student is cleared or prohibited from involvement with child care.

### *Procedure*

- Students will be informed of the record check requirement and process during the Early Childhood (EC) Student Orientation.
- Required paperwork is to be completed and submitted during Orientation. A list of required forms is provided at the end of this policy.
  - A Finger Print card will be provided during orientation.
  - Students are to obtain finger prints from local law enforcement, i.e. police or sheriff offices. Students are responsible for any cost for obtaining finger prints.
  - Completed Finger Print cards must be returned to the Early Childhood (EC) Program Director PRIOR to the *eighth day of the beginning of Term I* of the program, or the student may not be allowed to participate in core classes, labs or observations.
- Failure to submit the required state and national documentation may also result in not receiving a passing grade in ECE 103 Introduction to Early Childhood Education.
  - EC students who transfer or articulate credit for ECE 103 Introduction to Early Childhood Education must meet with the EC Program Director to complete the state and national record check process during their first term in the EC Program and prior to enrolling in any field experience.
- The IHCC Health Sciences Division will process all forms with the corresponding agency.
- Related fees for obtaining the record checks, with the exception of fingerprinting, are included in the course fee for ECE 103 Introduction to Early Childhood Education.
  - Students with prior credit in ECE 103 are required to pay all fees related to the record check procedure during their first term in the EC Program and prior to enrolling in any field experience.
- If a student is placed in a DHS-licensed center, preschool or registered in-home program in which they are currently employed, the student does not need to repeat the *fingerprint-based check* for that center if it has already been completed as part of the student's employment at the center.

- Field Experience Sites that are an employer of a student will need to submit a letter confirming employment and satisfactory completion of the national record check to the IHCC EC Program Director prior to enrolling in field experience. Letters must be on facility letter head.
- **SING and FBI Results.** Should any required record indicate that a student is unable to work with children they will not be eligible to complete courses requiring observation and or interaction with children.
  - The state procedure regarding follow up on registry hits or returned rap sheets shall be adhered to.
  - Students do have the right to file an appeal with DHS and if the findings indicate eligibility to work with children they may be permitted to enroll in field experiences.
- All students entering the IHCC EC Program must undergo this specific process to enter, regardless of previous record checks completed for other Health Sciences Programs or places of employment.
- All documents regarding criminal records or child abuse will be kept in confidence as part of the student's educational records in accordance with the Family Educational Rights and Privacy Act.

### **Student Forms for Criminal Records**

- The *IHCC Applicant Identification and Release Form*. This form contains the required disclosure statement regarding records of founded abuse or convictions of a crime both in state and nationally, including deferred judgments. Students sign that they acknowledge receipt of this information and that record checks will be performed. If a student responds "yes" on this form but the incident does not show up on the SING check, DHS will be contacted.
- Form 470-3301 *Authorization for Release of Child Abuse Information* which is kept in the student file.
- DHS *Criminal Record Check Form B* which is kept in the student file. A copy will be forwarded to DHS if the student's record indicates that there has been a transgression.
- The *Waiver Agreement and Statement for Criminal History Record Checks* (FBI fingerprinting) to be kept in the student file. Students are responsible for acquiring fingerprints from local law enforcement. The completed finger print card will be submitted by the Health Sciences Division to DCI for processing. A copy will be forwarded to DHS if the student's record indicates that there has been a transgression. Fees to obtain finger prints are the responsibility of the student.

**The Criminal Record Check Policy is subject to change. Students must meet all requirements in order to progress in the EC Program.**

## **Physical Exam**

The Health Sciences Division and DHS require that students completing field experience in early childhood facilities have a physical examination prior to starting field experience to assure both the student and the affiliate that the student is mentally and physically able to participate in the activities required.

### *Procedure*

- Each student will have a physical examination performed by a licensed physician, physician assistant or nurse practitioner.
- The Physical Examination Form is located in this document and may be copied/printed from here. Copies are also provided during Orientation.
- Documentation and/or results of the following immunizations and tests are required and are to be documented on the IHCC Physical Form:
  - MMR or Rubella Titer
  - Two-Step Skin Test for Tuberculosis
  - Tetanus/Diphtheria Booster
  - Chicken Pox (optional)
  - Hepatitis B (optional)
  - Influenza (optional)
- Health assessments and some immunizations may be completed at the Student Health Services. Any fees are the responsibility of the student. Contact the health center by calling 641-683-5336.
- In the event of the onset of a medical condition while enrolled as an early childhood student, the student is advised to discuss the physical demands of field experience (lifting, bending, carrying, standing on one's feet, interacting with children birth – age 5) with their family physician, assuring that participation in field experience will not be of concern during said condition. *All students must provide a doctors release to return to class and field experiences when they have recovered from any conditions causing them to be absent for extended periods (Examples may include: surgery, extended illness, pregnancy, injury).* Students are encouraged to discuss physical conditions with the Program Director.
- All costs for completing the physical and required immunizations are the responsibility of the student.
- Completed physicals are due by mid-term of the first term of enrollment in the EC Program. Failure to submit the physical in a timely manner will impact the grade earned in ECE 103. Progress in the program can also be impacted.
- Failure to submit completed physicals will result in not being able to enroll in Field Experiences.

## PROGRAM DETAILS

### **Accreditation Status**

The Early Childhood Associate program was first evaluated by the National Association for the Education of Young Children (NAEYC) in July 2009. The program was awarded accreditation for a period of 7 years, the maximum duration that may be awarded by NAEYC.

Annual Reports are submitted in September of each year. The re-accreditation site visit was in March 2017 with notification of renewal status to be in August 2017.

### **A Ladder Approach to Degree Attainment**

Early childhood courses may be taken in the traditional classroom format or online through the World Wide Web. The *Early Childhood Online Course Sequence* in this manual identifies terms that online courses are typically scheduled to be offered. Courses may be cancelled due to low enrollment.

### **Child Development Associate**

To meet employment requirements some individuals are required to obtain the Child Development Associate (CDA), a professional certificate offered by The Council for Professional Recognition. Indian Hills supports the educational component of this certificate through the twelve (12) credits listed below. Once a student obtains a CDA they may choose to further their education at that time or in the future. These twelve (12) credits transition to the next level of education in early childhood at Indian Hills and Iowa Community Colleges with early childhood programs.

ECE 103 Introduction to Early Childhood Education	3 credits
ECE 133 Health, Safety and Nutrition	3 credits
ECE 243 Early Childhood Guidance	3 credits

And **one** of the following –

ECE 158 EC Curriculum I	3 credits
ECE 159 EC Curriculum II	3 credits
ECE 221 Infant Toddler Care and Education	3 credits

### **One-Year Child Care Technician**

The initial 38 credits are known as the “core” curriculum and may be completed during the first three to four terms of the program. This core provides an introduction to the profession and enables students to develop foundational skills in early childhood education. Upon successful completion of the core curriculum, students are eligible to receive the Child Care Technician Diploma. To successfully complete the core, and to progress to the second year, early childhood associate degree students must maintain a cumulative grade point average (GPA) of 2.0 (C) in the arts and sciences and early childhood courses.

At the conclusion of this core, students have many choices. Those wishing to seek employment may do so in the private or public sector. If continued education is the goal, students have several options as outlined below.

### **Two –Year Early Childhood Associate**

Students desiring to continue at Indian Hills may complete the additional 36 credits to earn an Early Childhood Associate of Applied Science degree. The second year of courses typically begins in the summer term with students graduating the following May. *The IHCC Early Childhood Associate of Applied Sciences is the only program in Iowa to receive national accreditation by the National Association for the Education of Young Children.*

Completing the two-year Early Childhood Associate will enable graduates to seek employment as associate or lead teachers in public and private settings. Graduates may also transfer to a university of their choice to complete Early Childhood, Elementary Education or other baccalaureate degrees.

### **Four-Year Baccalaureate Degree**

Students planning to enter a baccalaureate program in Early Childhood and/or Elementary Education should begin the process of selecting a school as freshmen. Each four-year institution has specific requirements. Please review the additional helpful information.

1. ***The IHCC Early Childhood Associate Degree has a 2+2 agreement with Buena Vista University.*** This program, conveniently located here in Southeast Iowa, allows the student to remain in this area while pursuing a Bachelor of Arts Degree in education. The elementary education degree + the early childhood endorsement is approximately 156 credits in length, or four years. Students transferring courses from IHCC will reduce the amount of time needed to complete this degree. Classes are offered on the Indian Hills campus. The Buena Vista courses are offered in an evening format.

When transferring to Buena Vista University, Ottumwa, the student earns an Elementary Education BA degree **with the** Pre-Kindergarten/Kindergarten Endorsement. The Pre-Kindergarten/Kindergarten Endorsement provides the student with the knowledge and skill to work with the preschool and kindergarten age levels. Many school districts want employees to have this endorsement to work with this age level.

Students pursuing this baccalaureate degree must have a minimum GPA in the early childhood and arts and sciences courses in order to progress to this program. In addition, students should plan to take the required basic skills test early in their academic career. This is an Iowa Department of Education requirement for entrance into teacher education programs at Iowa universities. The test may be repeated if necessary. Arrangements for the test can be made in the Buena Vista office located on the Indian Hills-Ottumwa Campus. Questions on these issues can be discussed with the Early Childhood Program Director.



Students are advised to enroll in the following additional courses while a student at IHCC:

PHS 184 Introduction to Earth Science	2 Credits
PHS 186 Intro to Earth Science Lab	1 Credit
PSY 281 Educational Psychology	3 Credits
POL 111 American National Government	3 Credits

Baccalaureate degree requirements may change at any time.

- 2. The IHCC Early Childhood Associate Degree has an articulation agreement with Iowa Wesleyan College in Mt. Pleasant, Iowa.*** Students interested in attending this or other universities should ***make a decision as early as possible.*** It may be to the student's advantage to add the necessary 11 credits to earn an Associate of Arts Degree in addition to the Early Childhood Associate of Applied Science Degree.

## PROGRAM CURRICULUM

The Early Childhood Associate of Applied Sciences Degree is accredited by NAEYC. Table 1 outlines the course sequence for the *traditional classroom format*. Table 2 outlines the course sequence of online course offerings.

**Table 1 Course Sequence for Face-to-Face Classroom Format**

<p><b>Early Childhood Core Courses</b></p>	<p><b>Second Year</b></p>
<p><b>First Year</b></p>	<p><b>TERM 4 - Summer</b></p>
<p><b>TERM 1 - Fall</b></p>	<p>Designing Curriculum ..... 3</p>
<p>Introduction to Early Childhood Education 3</p>	<p>Composition II ..... 3</p>
<p>Child Growth &amp; Development..... 3</p>	<p>US History ..... 3</p>
<p>Child Health, Safety and Nutrition.. 3</p>	<p><b>TERM TOTAL</b> <b>9</b></p>
<p>Computer Essentials .....1</p>	<p><b>TERM 5 - Fall</b></p>
<p>ECE Fieldwork Certifications .....1</p>	<p>Topics in Early Childhood ..... 3</p>
<p><b>TERM TOTAL</b> <b>11</b></p>	<p>Math Elective ..... 3</p>
<p><b>TERM 2 - Winter</b></p>	<p>Foreign Lang/Relg/Philos..... 3</p>
<p>EC Curriculum I .....3</p>	<p><b>TERM TOTAL</b> <b>9</b></p>
<p>EC Field Experience I.....1.5</p>	<p>*Earth Science Lab..... 1</p>
<p>Infant /Toddler Care and Education 3</p>	<p>*Earth Science..... 2</p>
<p>Introduction to Psychology..... 3</p>	<p><b>TERM TOTAL</b> <b>12</b></p>
<p>Public Speaking OR .....</p>	<p><b>TERM 6 - Winter</b></p>
<p>Fundamentals of Oral Communications 3</p>	<p>Exceptional Learner..... 3</p>
<p><b>TERM TOTAL</b> <b>13.5</b></p>	<p>Introduction to Biology ..... 2</p>
<p><b>TERM 3 - Spring</b></p>	<p>Introduction to Biology Lab .....1</p>
<p>EC Curriculum II..... 3</p>	<p>Classroom Teaching..... 2</p>
<p>Early Childhood Guidance ..... 3</p>	<p>Employment Preparation ..... 1</p>
<p>EC Field Experience II .....1.5</p>	<p><b>TERM TOTAL</b> <b>9</b></p>
<p>Children’s Literature ..... 3</p>	<p>*Education Psychology ..... 3</p>
<p>Composition I..... 3</p>	<p><b>TERM TOTAL</b> <b>12</b></p>
<p><b>TERM TOTAL</b> <b>13.5</b></p>	<p><b>TERM 7 - Spring</b></p>
<p>After successful completion of these 38 credits students are encouraged to apply for the <b>Child Care Technician Diploma</b>. To progress to the second year of the early childhood associate coursework a GPA of 2.0 must be obtained.</p>	<p>EC Program Administration ..... 3</p>
	<p>Intro to Literature..... 3</p>
	<p>Fine Arts Elective..... 3</p>
	<p><b>TERM TOTAL</b> <b>9</b></p>
	<p>*American National Government ..... 3</p>
	<p><b>TERM TOTAL</b> <b>12</b></p>
	<p>After successful completion of these 74 credits students are awarded the <b>Early Childhood Associate of Applied Science Degree</b></p>
	<p>*signifies additional coursework for students planning to transfer to Buena Vista University for the Elementary Education Degree</p>

**Table 2 – Course Sequence for Online Course Offerings**

*Sophomore level courses are indicated by italics*

<p><b>TERM 1 - Fall</b>            Child Growth &amp; Development .....3            Child Health, Safety and Nutrition ..3            Computer Essentials..... 1            ECE Fieldwork Certifications ..... <u>1</u>  <b>TERM TOTAL</b> <b>8</b></p> <p><b>TERM 2 – Winter</b>            Intro to Early Childhood Education.3            Composition I .....3            Infant /Toddler Care and Education3  <b>TERM TOTAL</b> <b>9</b></p> <p><b>TERM 3 - Spring</b>            EC Curriculum I .....3            Early Childhood Guidance .....3            EC Field Experience I ..... 1.5            Children’s Literature .....3  <b>TERM TOTAL</b> <b>10.5</b></p> <p><b>TERM 4 - Summer</b>            Online courses, with the exception of field experiences, are not usually offered during summer session.</p>	<p><b>TERM 5 - Fall</b>            Public Speaking OR .....            Fundamentals of Oral Communications 3            Introduction to Psychology .....3            EC Curriculum II... .....3            EC Field Experience II..... <u>1.5</u>  <b>TERM TOTAL</b> <b>10.5</b>  <i>Topics in Early Childhood Education... 3</i></p> <p><b>TERM 6 – Winter</b>  <i>Exceptional Learner .....3</i>  <i>Employment Preparations .....1</i>  <b>TERM TOTAL</b> <b>4</b></p> <p><b>TERM 7 –</b>  <i>Program Administration.....3</i>  <b>TERM TOTAL</b> <b>3</b></p> <p>After successful completion of the core 38 credits students are eligible to apply for the <b>Child Care Technician Diploma</b> and may progress to the early childhood associate coursework. Sophomore online EC Courses are indicated by <i>italics</i>. Online courses may be cancelled if enrollment minimums are not met.</p> <p>A GPA of 2.0 must be obtained to advance to the second year.</p>
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**EC Program Course Descriptions**

**HSC 230 Employment Preparation**

**1 sem. cr. hr.**

This course is directed toward the student in an advanced technical field. Job seeking techniques, resumes, letter of application, interviews and follow-up letters which will be approximately two-thirds of the course, with the remaining time devoted to human relation skills.

**ECE 108 ECE Fieldwork Certifications**

**1 sem. cr. hrs.**

This course provides the Early Childhood student with essential field experience knowledge related to Mandatory Reporting of Child Abuse and Universal Precautions. Students will become certified in American Heart Association Pediatric First Aid and Heartsaver CPR.

**ECE 103 Introduction to Early Childhood Education 3 sem. cr. hrs.**

This course gives students an historical and philosophical foundation of the field of early childhood education. An overview of assessment and evidence-based practices is included. The influences of family centered practice, inclusion, culture and language are addressed. Early childhood careers are explored.

**ECE 133 Child Health, Safety & Nutrition 3 sem. cr. hrs.**

This course focuses on evidence- based concepts in the fields of health, safety and nutrition and their relationship to the growth and development of the young child ages birth to eight. It also blends current theory with problem-solving, practical applications and assessments. This course also includes collaboration with families and assesses the role of culture, language and ability on health, safety, and nutrition decisions in early childhood settings.

Students earning a grade of C or better in ECE 133 will be awarded the DHS Professional Certificate for Planning a Safe, Healthy Learning Environment

**ECE 170 Child Growth & Development 3 sem. cr. hrs.**

This course reviews typical and atypical development of children from conception to adolescence in all developmental domains. Interactions between child, family and society within a variety of community and cultural contexts and how each impacts the developing child are examined. Theories and evidence- based practices associated with understanding and supporting young children are studied.

**ECE 158 Early Childhood Curriculum I 3 sem. cr. hrs.**

This course focuses on the development, implementation and assessment of appropriate environments and curricula for young children ages three through eight. Students will prepare to utilize evidence-based, developmentally appropriate practices in the context of children's family, culture, language and abilities. Emphasis is on understanding children's developmental stages and developing appropriate learning opportunities, interactions and environments to support each child in the following areas: dramatic play, art, music, fine and gross motor play.

Prerequisites: ECE170 Child Growth & Development

**ECE 263 Early Childhood Field Experience I 1.5 sem. cr. hrs.**

A supervised experience in selected early childhood settings serving children ages birth through eight. This course includes integration of theory and developmentally appropriate, evidence-based practice. This course provides an understanding of working with culturally, linguistically and ability diverse young children and families. The course emphasizes professional relationships and behavior, appropriate adult / child interactions, basic curriculum planning, and program routines.

Prerequisites: ECE170 Child Growth & Development; ECE158 Early Childhood Curriculum I  
Recommended: ECE 221 Infant/Toddler Care and Education.

**ECE 159 Early Childhood Curriculum II 3 sem. cr. hrs.**

This course focuses on the development, implementation and assessment of appropriate environments and curricula for young children ages three through eight. Students will prepare to utilize developmentally appropriate evidence-based practices in a context of children's culture, language and abilities. Emphasis is on understanding children's developmental stages and developing appropriate learning opportunities, interactions and environments in the

following areas: emergent literacy, math, science, technology and social studies.

Prerequisites: ECE170 Child Growth & Development

**ECE 221 Infant/Toddler Care and Education** **3 sem. cr. hrs**

This course focuses on care, education, and assessment of children from birth to thirty-six months. Students are prepared to utilize developmentally appropriate evidenced-based practices including responsive caregiving, routines as curriculum, collaborative relationships with culturally, linguistically, and ability diverse children and families, and a focus on the whole child in inclusive settings.

Prerequisites: ECE170 Child Growth & Development

**ECE243 Early Childhood Guidance** **3 sem. cr. hrs.**

This course focuses on developmentally appropriate, evidence-based approaches and positive guidance strategies for supporting the development of each child. Supportive interactions and developmentally appropriate environments are emphasized. Assessment is used to analyze and guide behaviors. The impact of family, and each child's culture, language and ability on child guidance is studied.

**ECE 264 Early Childhood Field Experience II** **1.5 sem. cr. hrs.**

A supervised experience which is continued in selected early childhood settings serving children age's birth through eight. The experience includes integration of theory, and developmentally appropriate evidence-based practice. An understanding of working with cultural, linguistically and ability diverse young children and families is provided. Professional relationships and behavior, appropriate adult / child interactions, basic curriculum planning, and program routines are emphasized.

Pre / co-requisites: ECE170 Child Growth & Development; ECE159 Early Childhood Curriculum II. Recommended: ECE 243 Early Childhood Guidance.

**ECE 141 Designing Curriculum** **3 sem. cr. hrs.**

Designing inclusive learning environments and developing lesson plans will be discussed in conjunction with principles of selecting materials and evaluating individuals and groups. Scheduling and teaching strategies for typical and atypical children from infancy through the 6 years of age are included.

Prerequisites: ECE158 Early Childhood Curriculum I; ECE159 Early Childhood Curriculum II; ECE263 Early Childhood Field Experience I; ECE264 Early Childhood Field Experience II.

**ECE 259 Topics in Early Childhood Education** **3 sem. cr. hrs.**

This course explores current curriculum trends in Early Childhood Education. Classroom and caregiver practices that comprise developmentally appropriate practice as defined by the profession are addressed. The most current strategies in creating learning environments to support physical, social/emotional, cognitive and language development are highlighted.

Prerequisites: ECE170 Child Growth & Development; ECE158 Early Childhood Curriculum I; ECE159 Early Childhood Curriculum II; and ECE 221 Infant/Toddler Care and Education.

**ECE 287 Exceptional Learner****3 sem. cr. hrs.**

Law requires special students to be integrated into regular classes whenever possible. This course will prepare teachers to serve the emotional, academic, and social needs of exceptional students by modifying teaching methods, classroom management, materials and curriculum.

**ECE 290 Early Childhood Program Administration 3 sem. cr. hrs.**

This course covers methods for organizing and operating child care centers. Managerial functions, legal regulations and employment procedures will be discussed. Budgeting, record keeping and parent relations will also be explored.

Prerequisites: ECE103 Introduction to Early Childhood Education; ECE141 Designing Curriculum.

**ECE 276 Classroom Teaching****2 sem. cr. hrs.**

This course is a student teaching experience. Under the supervision of the instructor, the student will assume responsibility for the daily program through lesson planning, functioning as a lead teacher and communicating with parents.

Prerequisites: ECE263 EC Field Experience I; ECE264 EC Field Experience II; ECE141 Designing Curriculum.

**Field Experience**

All students, as part of their curriculum, have learning experiences in a DHS registered/licensed or public school early childhood facility. A practical experience is provided, giving the learners the opportunity to apply knowledge and skill that has been acquired in the classroom to a real life situation.

The curriculum contains three (3) practical experiences which are designed to reinforce classroom instruction and provide students with an opportunity to prepare and facilitate activities with children, to include infant/toddlers and 3- 5-year-old children. Students attend the required number of hours as designated below.

<b>EC Field Experience I-Infant/Toddlers</b>	72 hours	+ 4 Seminar hours	over 10 weeks
<b>EC Field Experience II-Preschool</b>	72 hours	+ 4 Seminar hours	over 10 weeks
<b>Classroom Teaching</b>	120 hours	+ 4 Seminar hours	over 10 weeks

In Field Experience students have the opportunity to:

- build effective relationships with *children, families and staff*.
- apply what they are learning in academic courses.
- assess children for planning purposes.
- develop age appropriate meaningful experiences in the EC content areas.
- collaboratively work as a team member.
- demonstrate professionalism, to include personal reflection to support growth.

- practice confidentiality.

Refer to the *Student Responsibilities during Field Experience* and the *Confidentiality Statement* located in this manual under Forms.

### **Field Experience Locations**

Field Experience sites will be assigned in advance by the EC Program Director so that students will know their schedules and locations; requests for specific sites **CANNOT** be guaranteed. Students are responsible for providing their own transportation to sites; travel may be necessary. See the Cooperating Site Directory located in this manual for potential field experience placements.

#### *Procedure*

- Students will be assigned a field experience site by the EC Program Director.
- Students are required to be at the assigned location at the agreed upon time.
- The assigned hours will be in accordance with actual working shifts in the facilities.
- Time sheets will be provided.
- Students are responsible for transportation to and from the assigned site each day.
- Students are responsible for signing in and out each day and having the cooperating teacher initial the time sheet weekly.
- Attendance and promptness are expected.
- Students are assigned to one or more Cooperating Teachers at the site.
- The Cooperating Teacher is responsible for observing assignments and signing activity cards and the Learning Opportunity Forms.
- Students need to collaborate (work closely) with the Cooperating Teacher in order to perform and complete all assignments and duties in a timely manner.
- Please keep teachers informed of your planned experiences.

### **Field Experience Attendance**

To demonstrate professionalism and reliability, students are expected to be present for all field experience hours. All field experience hours will occur on the days and times assigned. Students may not alter their schedules on a daily basis in order to complete sooner or to allow for make-up. Students must obtain the required hours and complete all learning opportunities in order to pass the course. Due to limited field experience sites, requests for specific locations/classrooms

**CANNOT** be guaranteed. Like employment situations, students are expected to arrive on time prepared to start the day and to report absences.

### *Procedure*

- Students should arrive prepared to assist and facilitate experiences in the classroom. This means having the required forms and materials arranged in advance.
- Should a student not be prepared for the days' experiences, the cooperating teacher may ask them to leave the classroom, get prepared, and sign in upon return to said class.
- Any time lost is to be made up during the arranged make up time.
- If a student is running late or unable to attend, they are to report their absence each day
  - Notify the cooperating teacher directly as well as the EC Program Director at 1-800-726-2585, ext. 5317 or (515) 683-5317.
  - Cooperating facility contact information is located in the *Directory* at the end of this manual.
  - State name and reason for missing that day.
- In the event of *bad weather*, students are advised to make their own decision regarding safe travel.
  - Hours missed due to bad weather must be made up.
  - In the event that Indian Hills Community College cancels or delays school for any reason those hours do not need to be made up.
- Make-up time is primarily scheduled for the **last two weeks of a term**.
  - Students needing to make-up absences must arrange this in writing with the EC Program Director.
- Students should be advised that excessive absences can impact their grade in field experience and the co-requisite course.



## **Being a Successful Student**

### **Things to Do**

Expect to spend from 2 to 3 hours per day on course homework.  
Come to class regularly, be on time and be alert.  
Ask questions frequently in and outside class.  
Take responsibility for your own learning.  
Access online course materials in a timely manner.  
Submit all required assignments by due dates.

### **Things to Avoid**

Expect instructors to do everything for you.  
Procrastinate with your work or with looking for solutions to problems.  
Complain to people who cannot help you.

### **Dealing with Problems**

Occasionally you will encounter circumstances requiring assistance or guidance. The following is a partial list of potential problems and who to see. Feel free to talk to any staff member if you think he/she can help you.

<b><u>Problem</u></b>	<b><u>Who to See</u></b>
Difficulty/concern with a specific course	Instructor
Difficulty with course work in general or problems of a general nature	Program Director Associate Dean Executive Dean SUCCESS Center
Concerns about field experience	Field Experience Supervisor Program Director Associate Dean Executive Dean
Problems/concerns at field experience site	Cooperating Teacher Field Experience Supervisor Program Director Associate Dean Executive Dean
Information concerning Policies and Procedures	Program Director Associate Dean Executive Dean
Personal Problems	Program Director Instructor Associate Dean Executive Dean
Concerns about the program	Program Director Associate Dean Executive Dean

## PROGRAM POLICIES / PROCEDURES

College provides an opportunity for students to cultivate and demonstrate the knowledge, skills and professional behaviors needed to be successful in the workplace. The policies described here are related to behaviors that will enable students to demonstrate reliability, accountability and self-regulation, key attributes of professionals. The following policies are used to guide decisions related to academic success and student behaviors. Related procedures are outlined for student review and have been adopted by the faculty of the Early Childhood Program. Students are encouraged to direct any questions to the EC Program Director. Students are held accountable for additional college wide policies which can be found in the IHCC Student Handbook located at [www.indianhills.edu/studenthandbook](http://www.indianhills.edu/studenthandbook).

### **Successful Program Progression**

The ladder structure of the Early Childhood Program allows the student to progress to degree levels of their choice. All levels of the program include general knowledge and practical experience relevant to the EC Profession. Students should be aware that a cumulative Grade Point Average (GPA) of 2.0 must be maintained in all course work in order to advance to the second year of the EC Program and to graduate from Indian Hills Community College.

To assure student success and graduation in a timely manner, students should do their best to earn a grade of C or better in their courses, especially the core EC courses. Should a student struggle academically the following will occur:

#### *Procedure*

- Students are responsible for communicating early and regularly with course instructors.
- Students who struggle with submitting weekly assignments and/or obtain low scores on assignments and tests are in jeopardy of failing a course. Take responsibility for your own success and contact your instructor early.
- Should a student earn a grade of D or below at mid-term they will receive a Conference Report from their instructor which will provide advice regarding successful course completion.
  - Students will be reminded of grade of C requirements, withdraw dates and where to go for assistance.
  - Conference Reports are to be signed and returned to the instructor by the deadline provided, usually within one week.
  - Faculty will forward copies of signed mid-term conference forms and mid-term grades to the EC Program Director.
- Should a student earn a final grade of D or F, or withdraw from an early childhood course, they must meet with the EC Program Director to develop a Student Contract when advancing to the following term.
  - The contract will outline a plan for timely and successful progression in the EC Program.
  - With the Program Director, struggling students will identify strategies for improving performance in early childhood courses (i.e. repeating a course; taking study skills or remedial courses; participating in study groups or tutoring).

- If a student fails a pre-requisite EC course (i.e. ECE 103 Introduction to Early Childhood Education; ECE 170 Child Growth and Development) during the first term of the EC Program, they are required to repeat that course in an online format in the following term in order to enroll in courses with stated pre-requisites.
- Continued enrollment in EC courses with pre-requisites will be considered on an individual basis should the pre-requisite course not be available in the following term.

See the section on GRADUATION for graduation requirements.

### **Transfer Credit**

The college catalogue outlines the policy for acceptance of credit for courses taken at another institution. Transfer of EC common core courses from other Iowa community college early childhood programs will be accepted. Transfer of EC core courses from other colleges will be considered on an individual basis. Students may need to submit completed course syllabi from the transfer institute. In all cases, to be considered for transfer credit, the student must have achieved the minimum grade of C as outlined in the college's transfer credit policy.

### **Leave of Absence**

A leave of absence may be granted for emergencies including: hospitalization, birth of a child, or death in the student's immediate family.

- Students wishing to take a leave of absence from the EC Program must submit a written request to the Program Director in advance of beginning the leave.
- Verification of stated emergency may be required to grant a leave of absence.
- A leave of absence may be granted if:
  - The student has demonstrated the ability to meet the performance expectation of the program.
  - The student and faculty are able to develop a curricular plan that assures the student's progression through the term and program.
- The student must be able to meet course requirements no later than six (6) weeks following the date the leave of absence is granted, following the Incomplete Grades policy, as described in the College Student Handbook.

### **Program Re-Entrance**

Students may re-enter the EC Program following withdrawal or suspension by completing the Re-entry Procedure outlined below. Select rules apply.

#### *Procedure*

To initiate the re-entry process, students must meet with the EC Program Director, or Health

Sciences Associate Dean, to develop a Student Contract outlining steps for successful progression in the program. Reasons for leaving the program will be discussed.

Preference for re-entry will be given to students who begin the process a minimum of six (6) weeks prior to the start of the term of re-entry.

Students re-entering the EC Program:

- may resume taking early childhood courses as needed if -
  - they have had continuous enrollment at Indian Hills Community College, and
  - they have completed the required pre/co-requisite coursework, and
  - they have an IHCC 2.0 cumulative GPA, and
  - they have not been out of the EC Program for more than one academic year.
- will be held accountable for acceptance and curriculum requirements in the current College Catalogue if one (1) to three (3) years has passed since enrollment at Indian Hills Community College.
- will be held accountable for acceptance and curriculum requirements in the current College Catalogue if more than three (3) years has passed since enrollment at Indian Hills Community College.
  - In addition, students must demonstrate competency for each core EC course already successfully completed in the program.
  - Competency will be determined by successful completion of written exams and/or “practical” demonstrations.
  - If the student does not satisfactorily demonstrate competence, they may be required to repeat the course from which the exam was failed.
- will be considered on an individual basis should they attempt to re-enter more than one time.
- must follow the EC Program policies and procedures in place the year of reinstatement.
- Once select requirements are satisfied, the EC Program Director, or Health Sciences Associate Dean, will submit the Late Add / Re-Entry Form on behalf of the student.

### **Attendance**

To be successful in their studies, students are expected to **arrive on time** and attend **all** sessions of class, and, in online courses, they are expected to participate in course work as designated by the Course Schedule. Excessive absences, or non-participation in weekly course work, may result in a student failing to meet program objectives and could lead to a recommendation for dismissal from a course or the program. Whether in attendance or not, the student is responsible for all information presented, in accordance with the course schedule.

If an unavoidable period of extended absences is anticipated the student should inform the course

instructor in advance, and then contact the Program Director or Associate Dean. Faculty will work with a student to minimize the effect of an extended absence on the student's educational goals. Refer to the Leave of Absence Policy.

#### *Procedure*

- Attendance records will be kept on each student for each campus course.
- In the event of an absence, advance notice TO THE INSTRUCTOR by the individual student (not a classmate) by phone or email IS REQUIRED.
- Assignments, quizzes and exams have specific make-up policies that are outlined below. Accommodations for make-up **will not be provided unless** prior notification of absence has been made to the instructor. For more details, see the policies related to *Assessment of Student Learning*.
- To re-schedule any make-up items, the student must initiate the process, and must have contacted the instructor **prior to** the missed class.
- If being given, unannounced quizzes will be given on time at the beginning of class. Unannounced quizzes cannot be made up. Points will be "o" for any missed unannounced quiz. If the student is late to class, unannounced quizzes cannot be taken.

#### **Assessment of Student Learning / Make UP Policies**

Online and classroom facilitated courses in early childhood use lecture and a variety of learning opportunities making class participation important. Examples of learning opportunities are projects, discussions, group work, and quizzes/tests. Faculty also have the right to give unannounced quizzes. Learning opportunities are assessments and as such are a means for students to demonstrate their mastery of professional skills and knowledge as identified in the NAEYC Standards and Supportive Skills.

To support success within courses, adult learners are provided with a Course Schedule outlining readings and assignment/exam due dates. To cultivate the professional attributes of accountability and self-regulation, frequently refer to the course schedule as the guide for due dates. Students are expected to demonstrate professionalism by submitting learning opportunities, i.e. course assignments, by the stated due dates found on the course schedule. Failing to do so could result in losing points or earning a zero for the assignment. Instructors may not consistently provide reminders, verbal or written, of approaching due dates.

Scores earned on projects, group work and quizzes/tests are used to assess student performance and to determine mid-term and final grades in each course. Student achievement on projects, group work and tests are also indicators of program quality. This assessment information is used to better meet student needs and to guide program change.

The Internet is increasingly used in class presentations and student assignments. Each student is expected to: have reliable access; to regularly check email and MyHills course pages; and, to improve their comfort level and skill with this medium. Make-Up Policies related to types of learning opportunities are outlined next.

### **In Class Experiences**

In class experiences are opportunities for students to work with related course content. Instructors arrange a variety of experiences to support learning, resulting in the need for students to be in attendance in order to participate and develop related course learning outcomes.

#### *Procedure*

- Students are expected to have read all related readings prior to class and to be prepared for participation. The course schedule should be used as a guide for readings.
- Points are awarded for in-class experiences.
- If in-class experiences are missed, they may not be made-up, and participation points will be lost.
- The student will be responsible for the concepts, content, and skills covered on class days or in online weekly units, whether in attendance or not.
- For classroom students, if arriving more than 5 minutes late, full points for in-class experiences may not be earned.

### **Written Assignments**

Written assignments encompass team or individual projects, papers, or other exercises. All students are expected to complete all written assignments by the due dates listed on the course schedule. Plan time accordingly and communicate with your instructor should unforeseen circumstances arise.

#### *Procedure*

- Review instructions for written assignments well in advance and allow enough time to complete them as directed.
- In the event of a necessary absence on a due date, students must submit assignments in alternative ways to alleviate the loss of points. Assignments may be submitted in the following ways:
  - Submit the assignment ahead of the due date.
  - Have a friend or family member take it to the instructor by the due date.

- Submit the assignment electronically, as arranged with the instructor, i.e. via email or online drop box.
- In order to make up a scheduled written assignment **all** students are required to **make prior arrangements** via personal conversation with the course instructor.
- Together, faculty and students will agree on alternative due dates.
  - Late assignments will automatically lose 10% of the points possible
  - Assignments not submitted as agreed by student and faculty will earn a score of “o”
- No more than two written assignments may be made up in a given term.

### **Quizzes/Exams**

Tests are one tool to measure student growth. They may be given throughout each course. Each instructor will determine the time and content of the tests.

#### *Procedure*

- In order to make up a scheduled quiz or exam **all** students are required to **make prior arrangements** via personal conversation with the course instructor.
- No more than two quizzes or exams can be made up in a given term.
- Unannounced quizzes cannot be made up: these points will be “o”.
- Any quizzes or exams that are mutually arranged to be taken outside the scheduled due date will be taken at the IHCC Student Testing Center in Trustee Hall. Students enrolled in online courses will be provided with specific arrangements for making up a missed quiz/exam.
- Exams must be taken when specified and may be provided in a different/more difficult format (more essay, critical thinking or problem solving questions.)
  - Late exams may lose 10% of the points possible.
  - Exams scheduled prior to mid-term must be made up by mid-term.
  - Exams scheduled after mid-term must be completed **two weeks prior to the end of a term.**
  - Online students must make up quizzes and exams in the time frame arranged with the instructor.
  - If quizzes/exams are not made up in the designated time frame, a grade of “o” will be entered in the grade book for that quiz/exam.
- Cumulative final examinations may be scheduled for courses at the end of each term. Due to time constraints, absence for a cumulative final may result in earning a grade of zero “o” on the exam. This could result in a failing grade for the course, or earning an incomplete, depending on the student’s current grade status in the course.

- When earning a grade of Incomplete, noted by an “I” on student grades, all required coursework must be completed and submitted prior to mid-term of the following term. If this does not, incomplete grades will automatically become an F. See the College student handbook for more details.

### **Professional Conduct**

When in class, and at an early childhood facility, students must conduct themselves in a professional manner. Inappropriate conduct will result in a conference with the EC Program Director. Behavior deemed unprofessional, or repetitive inappropriate conduct may lead to dismissal from the program. In the field experience setting, the Field Experience Evaluation will be used to assess professional conduct.

- 1) The student is responsible for being available for instruction in their assigned area.
- 2) The student will be ready for work at the assigned time and will report to the Cooperating Teacher or the Center Director.
- 3) The student is responsible to the Cooperating Teacher and in the teachers absence, the Center Director.
- 4) The student will develop a sense of protection for the health and well-being of the child by careful and complete child caring practices.
- 5) When at the Center, students are to focus on the children and to learn. Preparation for upcoming activities and homework should be completed on your own time.
- 6) Students should not talk about children or families in front of others or outside the classroom experience. Confidentiality is to be maintained at all times.
- 7) Ask questions if you are in doubt.

### **The following are examples of misconduct:**

- 1) Falsifying records or dishonest behavior.
- 2) Leaving an area during field experience hours without permission, loafing or sleeping on the premises or conducting personal business during field experience hours.
- 3) Failure to follow instructions or neglect of duties assigned.
- 4) Any immoral conduct such as the use of alcohol or illegal drugs while on duty.
- 5) Fighting, horseplay, disorderly conduct, loud talking or the possession of weapons on college and childcare facility property.
- 6) Threatening any person while in the early childhood setting.
- 7) Discourtesy toward children, parents, staff or fellow students. This includes the use of vile or abusive language.
- 8) Abuse of time spent on breaks or lunch.
- 9) Disregard for early childhood facility safety rules.
- 10) Smoking in unauthorized areas, i.e. all early childhood facilities and the IHCC Campus.
- 11) Disclosing information about children, parents, staff or other students and their practices.
- 12) Theft, destruction or misuse of campus or center property or that of children.
- 13) Absenteeism and tardiness.



- 14) Violating the dress code.
- 15) Refusing to provide service to a child because of child's race, color, sex, religion, age, beliefs or handicap.

### **Dress Code Policy**

As student representatives of IHCC and the Early Childhood profession it is imperative that certain standards are met and a dress code followed. All students in the IHCC EC Program should be neat and clean at all times. During class periods, students may use their own judgment in attire, but it must conform to the codes of decency. Shoes must be worn at all times.

While at the field experience site, students are to follow the dress code for Indian Hills Early Childhood students:

### **EC Dress Code:**

- 1) Clothes must be clean, neatly pressed and free of odor at all times.
- 2) Students must be clean, have clean hair, be free of body odor, perfumes and colognes and have well-trimmed fingernails. Use good dental hygiene.
- 3) Makeup must be conservative in nature while at the field experience site.
- 4) Hair must be neat and worn away from the face. Beards and mustaches should be neatly trimmed and not excessive in length.
- 5) Jewelry must be kept to a minimum. If it is necessary to wear earrings, they should be plain posts or similar – for your own safety no dangling earrings. No bracelets or necklaces should be worn.
- 6) Students having visible body piercing with jewelry (i.e. eyebrow, nose, lip, or tongue) should be aware of the health and safety concerns regarding these items. Some facilities may not consider the items to be professionally appropriate. We suggest you discuss this with your cooperating teacher. Students must comply with site expectations in regards to body piercing.
- 7) Appropriate undergarments must be worn.
- 8) All clothing must be in good taste, adequately concealing undergarments, cleavage and the lower body.
- 9) Exercise good taste with regards to exposure of tattoos. Tattoos located in revealing places should be adequately concealed. Students are to comply with site expectations in regards to tattoos.
- 10) Name tags denoting 'EC Student' status will be worn.
- 11) Cell phones should not accompany the student in the field experience classroom.
- 12) In addition, students will wear clothing consistent with expectations of the early childhood facility.

Failure to follow the EC Dress Code Policy will result in a verbal warning. A second infraction will result in a written warning. The third infraction will result in the student being requested to leave the field experience site and being counted absent for that day. Students may return to field experience after a conference with the EC Program Director.

## **Academic Integrity**

Honesty is expected in all actions and activities related to the early childhood courses and program. Cheating is defined as the use of unauthorized resources by a student during a test, quiz and/or written assignment. This includes using notes, books or other written information during a test or duplicating someone else's work. Test questions are expected to be answered without prompts and all written work is expected to be original. Honesty is also extended to verbal information exchanged by the student.

### *Procedure*

- A violation of this policy will result in a grade of zero (o) for the test, quiz or written assignment.
- In the event that a student is suspected of violating this policy the instructor suspecting the violation shall prepare a written statement notifying the student of the alleged violation.
- The student has the right to appeal.
- All appeals are to follow the Student Appeal Process outlined in the IHCC Student Handbook.
- To demonstrate understanding of this policy, students sign an Academic Integrity Statement. A sample is located in the Appendix.

## **Cell Phones**

Learning is enhanced when students are fully engaged in the educational process. To support your own educational success and to show respect for instructors and fellow students, early childhood students should have cell phones put away during class. This is also true during exams.

### *Procedure*

- Students will respect the rights of other learners and have cell phones put away during class.
- Instructors reserve the right to **confiscate cell phones** or remove students from class should that be necessary.
- The same rules apply for cell phone usage at field experience sites.

## **Placement Services**

Student graduates and alumni may view job openings on the Indian Hills EC Face Book page, the IHCC web site under job postings, and in the EC classroom.

## COLLEGE POLICIES

### Grades

**Grading Scale.** Grades are based upon individual achievement, not upon the relative performance of the whole class. Grading in the Health Sciences Division is based upon the following percentage scale.

Percentage	Letter Grade	Grade Points
100 - 93	A	4
92 - 85	B	3
84 - 78	C	2
77 - 75	D	1
74 - 0	F	0

### **Program Progression**

Students must successfully complete the early childhood core courses that comprise the Child Care Technician with a 2.0 GPA in order to progress to the Early Childhood Associate. Special department permission may be requested to continue in the program when a student has not completed all required courses.

### **Field Experience Grades**

Field Experience assignments support classroom lecture when appropriate. Program Faculty and Cooperating Teacher evaluations and the completion of learning opportunities will be used to formulate field experience grades.

### **Incomplete Grades**

Should a student be unable to complete some portion of assigned course work during the regular term, a mark of "I" (incomplete) may be assigned. The student must arrange make up with the instructor and complete assigned work as soon as possible (at the discretion of the instructor / department chair), but no later than six weeks into the following term. "Incomplete" grades automatically convert to the letter grade "F" unless the work is satisfactorily completed within the time period specified.

### **Final Grade Appeal Process**

Indian Hills Community College students are responsible for maintaining standards of academic performance established by the instructor for each course in which they are enrolled. A student may appeal a final course grade that he/she feels is inaccurate or unwarranted. The final grade appeal process is recognized as the appropriate method students may utilize to appeal a disputed grade. The final grade appeal process should begin as soon as possible following the date of issue of final grades, and in any case, no later than 10 regular academic days into the next college term following the enrollment period for which the challenged grade was issued. (The college "term" is defined as fall, winter, spring, summer one, summer two, or full summer).

Indian Hills Community College will provide students the appropriate due process in disputing final grades. All grades submitted by faculty are considered final and a part of a student's permanent academic record. Indian Hills Community College believes it is the student's responsibility to review and understand the final grades on their permanent academic record. Indian Hills Community College provides students access to final grades and their permanent academic record. Students who do not initiate the appeal of final grades within 10 regular academic days forfeit the right to appeal a final grade, and the grade on the permanent academic record is final.

### Grade Appeal Process

1. The student shall confer with the instructor who issued the challenged grade to ascertain and/or reaffirm the method for grade determination. If the matter is not resolved at this point, the student may proceed to step 2.
2. The student shall confer with the appropriate program director or department chair. The program director or department chair shall confer with the instructor and the student, and the program director or department chair shall render an opinion to the student.
3. If unsatisfied with the opinion of the program director or department chair, the student may confer with the Academic Dean. It is understood that the Academic Dean will initiate a closed meeting between the student and instructor, and act in a mediating role to ensure that no misunderstanding exists regarding the grading policy of the instructor. If the matter is not resolved at this point, the student may initiate a final grade appeal to be reviewed by the Academic Standards Committee. The final grade appeal reviewed by the Academic Standards Committee must be initiated by the student no later than 15 regular academic days into the next college term following the enrollment period for which the challenged grade was issued. (The college "term" is defined as fall, winter, spring, summer one, summer two, or full summer)
4. The student wishing to complete a final grade appeal hearing before the Academic Standards Committee must submit in writing and must fully state the basis for the grade challenged, identifying the reason or reasons the student feels the grade is unwarranted. The written appeal shall be filed by the student with the Executive Dean of Student Services within 15 regular academic days into the next college term. The written appeal should be completed in the form of a standard business letter, identify the course name and the faculty member teaching the course. The appeal letter must document the rationale for the appeal, and include appropriate facts related the final grade being appealed.
5. The Executive Dean of Student Services shall present the student's written appeal to the chairperson of the Academic Standards Committee. The written appeal shall be sent electronically to the chairperson who will set a hearing date in the consultation with other members of the Academic Standards Committee. The chairperson will have 5 regular academic days to identify the appropriate meeting date, time, and location of the hearing. The chairperson of the Academic Standards Committee will communicate in writing the date of the hearing to the student and faculty member involved in the final grade dispute.

6. At least 5 regular academic days of notice must be given to the parties affected to insure an opportunity to prepare for the hearing. The Academic Standards Committee hearing shall be held in closed session unless the student requests in writing to the Chair of the Academic Standards Committee that it be open. The open session must be requested 2 regular academic days prior to the hearing.
7. During the hearing, both the student making the appeal and the instructor who issued the challenged grade shall be given the opportunity to testify and present evidence and/or witnesses. Each shall have the opportunity to hear and question adverse witnesses.
8. The Academic Standards Committee decision shall be based solely on the evidence introduced at the hearing. The student bears the burden of proving that there are sufficient grounds to change the grade.
9. After hearing the appeal, the Academic Standards Committee shall have up to 2 regular academic days to decide either to reject the appeal or to uphold it. The Office of the Executive Dean of Student Services will be notified of the decision and rationale for the decision in writing by the Academic Standards Committee chairperson. The Executive Dean of Student Services shall in turn notify in writing the student and the instructor who issued the challenged grade. Should the appeal be granted, the committee chairperson and the instructor shall re-examine the student's course work and recommend in writing appropriate steps to rectify the disputed grade. The decision of the Academic Standards Committee is final.
10. A student who wishes to pursue the grade appeal beyond the jurisdiction of the Academic Standards Committee may submit a written appeal within five (5) days through the Executive Dean of Student Services to the Vice President of Academic Affairs, who will review all facts and determine if the student's due process rights were protected.

### **Course Withdraw**

Students wishing to withdraw from courses or the program are required to contact the EC Program Director, who will complete the required withdrawal forms. Proper withdrawal procedures ensure that a student does not receive failing grades for all of the courses enrolled in at the time of withdrawal. Withdrawals must be completed prior to two weeks before the end of the term.

### **Academic Probation**

Any student whose current term GPA falls below 2.00 may be placed on academic probation for the next term. Academic probation may affect your financial aid. See the Financial Aid Counselor for clarification of your individual situation. A student will also need special permission to continue if they exhibit very poor work in any term.

## **Graduation**

To graduate with the Child Care Technician Diploma or the Early Childhood Associate a student must receive a passing grade in all courses listed for that major and achieve a cumulative grade point average (GPA) of 2.00 or above. This is equivalent to a "C" average. Students are responsible for completing the online *request for graduation* form when they are ready to graduate. Be sure to read messages posted on the Indian Hills web page and to respond to college related mail to ensure timely application for graduation.

## **Sexual Harassment**

Sexual harassment is a form of sexual discrimination in violation of Title VII of the Civil Rights Act of 1964. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when such conduct has the purpose or effect of unreasonably interfering with an individual's school performance or creating an intimidating, hostile or offensive classroom or clinical environment. Behaviors that may constitute sexual harassment include (but are not limited to):

- Sexual innuendo or comments about a person's body
- Sexual jokes or stories
- Whistling at someone or making –cat calls
- Looking a person up and down
- Making sexually suggestive gestures, facial expressions or body movements
- Displaying sexually suggestive visuals
- Patting or pinching
- Any touch of a sexual nature
- Massaging of the neck, shoulders or back
- Standing close or brushing up against another person

If you believe you are being sexually harassed, report the situation to the classroom or field experience instructor, Program Director, Department Chair or the Executive Dean of Career and Workforce Education Division. The Executive Dean of Career and Workforce Education Division and the Dean of Student Services at IHCC will investigate reported cases of sexual harassment. The Dean of Career and Workforce Education Division can be reached at 641-683-5165 and the Dean of Student Services can be contacted at 641-683-5159. Sexual harassment will not be tolerated and is cause for dismissal from the early childhood program. Refer to the IHCC Student Handbook located at [www.indianhills.edu/studenthandbook](http://www.indianhills.edu/studenthandbook) for more details.

## **Intoxication**

Intoxication or being under the influence of narcotics is a serious issue and will not be tolerated. Refer to the IHCC Student Handbook located at [www.indianhills.edu/studenthandbook](http://www.indianhills.edu/studenthandbook).

## **Social Media**

To be provided.

## **Smoking**

Iowa Law has mandated that smoking is prohibited at educational facilities, this includes early childhood facilities. Students should also be aware that excessive smoke odor on their clothing may be offensive and physically troublesome to children and staff. Please minimize your exposure to smoke prior to attendance at field experience. Students with strong offensive odors may be asked to leave the field experience site.

## **Incidents**

All incidents, or accidents, which are inconsistent with routine care must be reported to the Cooperating Teacher immediately and a written report describing the incident completed.

## **Disability Services**

Individuals with disabilities who require accommodations or special services should contact Disability Services for assistance. Services are available to students who need classroom accommodations, interpreters and/or specialized equipment.

Students enrolling in credit programs should make their requests for accommodations at the time they are applying for admissions and preferably, no later than six weeks prior to the beginning of each academic term. All student requests are dealt with in a confidential manner. Students should contact the Ottumwa Disabilities Center by calling 641-683-5749. Centerville students should contact the Academic SUCCESS Center at 641-856-2143, ext. 2214 or email

[www.indianhills.edu/disabilityservices](http://www.indianhills.edu/disabilityservices).

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## **Non-Discrimination Policy**

It is the policy of Indian Hills Community College not to discriminate on the basis of race, color, national origin, sex, disability, age (employment), sexual orientation, gender identity, creed, religion, and actual or potential parental, family, or marital status in its programs, activities, or employment practices as required by the Iowa Code §§216.6 and 216.9, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and Title II of the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

If you have questions or complaints related to compliance with this policy, please contact Kristen Parks, Director of Human Resources/Equity Coordinator, 525 Grandview Ave, Ottumwa, IA 52501, 683-5108; Chris Bowser, Executive Dean, Student Services (students), 683-5159; Darlas Shockley, Executive Dean, Arts & Sciences (students with disabilities), 683-5174; U.S. Department of Education, Citigroup Center, 500 W. Madison, Suite 1475, Chicago, IL 60661, phone number 312/730-1560, fax 312/730- 1576.

## DIRECTORIES

### Field Experience Cooperating Agencies

#### Iowa

Albia – Monroe County Head Start  
Bloomfield – Davis Co. Day Care and Preschool  
Centerville – Kids World Day Care  
Chariton – Lucas Co. Head Start  
Corydon – Wayne Co. Head Start  
Oskaloosa – Mahaska Co. Head Start  
Eddyville – Eddyville Day Care  
Preschool  
Eldon – Wapello County Head Start  
Fairfield – Jefferson Co. Head Start  
Keosauqua – Van Buren Co. Head Start  
Leon - Decatur Co. Head Start  
Ottumwa – YMCA Child Development Center  
Ottumwa –Waller’s Home Day Care  
Pekin – Pekin Preschool & Day Care

Allerton – Head Start

Centerville – Appanoose Co. Head Start

Corydon – Magical Beginnings Child Care

Oskaloosa – Busy Bee’s Home Day Care

Eddyville - Eddyville Community School

Fairfield - St. Mary’s Preschool

Knoxville – Stepping Stone EC Center

Osceola - Clarke Co. Head Start

Ottumwa- IHCC Child Development Center

Ottumwa – Wapello Co. Head Start

Sigourney – Keokuk Co. Head Start

#### MISSOURI Head Start Sites

Kirkville	Memphis	Edina
Downing	Lancaster	Glenwood

#### Campus Contacts

Dr. Jill Budde, Executive Dean Career and Workforce Education		641- 683-5164
Heidi Jones, Health Sciences Associate Dean	RHEC 104A	641- 683-5292
Gina Buttikofer, EC Program Director	VCTC 123	641- 683-5317
Barb Lisk, Child Development Center Director	IHCC Center	641- 683-5192
Casey Zimmeht, Adjunct	casey.zimmeht@indianhills.edu	
Michelle Engel, Administrative Assistant	RHEC 104	641- 683-5165

IHCC also has a Watts Line, 1-800-726-2585. The extension you desire would be the last four numbers on the regular telephone number.

IHCC is on a Monday through Thursday schedule.





# APPENDICES

## FORMS

## **PROGAM POLICY AGREEMENT**

It is important that all Early Childhood students read and understand the following Program Policy Statements:

### **Receipt of IHCC Early Childhood Program Policy Manual**

I have received a copy of the policy manual and identified its location on the IHCC web site. I understand I am responsible to read it completely and will be held accountable for complying with all policies and procedures of the Early Childhood Program. It is my responsibility to ask for clarification from the Program Director of Early Childhood regarding any policy or procedure I do not understand. I will read new policies or procedures that are issued by the program and staple them into my manual. I understand that I am also responsible to read and comply with the general student policies of IHCC.

### **Program Intent**

I understand that I am earning a Child Care Technician Diploma or an Early Childhood Associate of Applied Science Degree. I understand that this **is not** equivalent to an Associate of Arts Degree. I also understand that I am ultimately responsible for enrolling in the appropriate courses, should I alter my degree of study or change my university transfer plans.

### **Program Progression Policy**

I understand that I must maintain a cumulative grade point average of 2.0 in order to graduate with a Child Care Technician Diploma and to progress to the Early Childhood Associate of Applied Science Degree.

### **State and National Criminal Records Checks**

I understand that, in order to enroll in field experiences, I must comply with the State of Iowa requirement for State and National (fingerprinting) Criminal Record Checks. The Iowa Department of Human Services approves students for placement. I agree to pay related fees and complete the necessary documents as required.

### **Field Experience**

I understand that I must complete an infant/toddler and a 3-5-year-old experience in a variety of settings. I agree to have access to transportation to reach assigned field experience sites. At all times I am to follow policies set forth by the cooperating agency.

### **Responsibility for Conduct and Actions as an Early Childhood Student**

I understand that, having been admitted to the IHCC Early Childhood Program, I am held responsible for my conduct and actions as an Early Childhood student. I understand that breach of IHCC or Early Childhood Program policies or NAEYC Code of Ethics may result in consultation, and perhaps, probation, suspension or dismissal depending on the nature of my actions. I understand that child and family safety, privacy and dignity are of the highest priority in early childhood care and education.

### **Medical Treatment**

I understand I am responsible for payment for any medical treatment that may be necessary and is not covered under the provisions of the Iowa Code.

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Student Signature

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Date

**IHCC Early Childhood Program  
Student Survey and Program Intent Form**

**Instructions** – The following information will help us learn a little about your prior experience and your future goals. Please read and answer each question. Then sign and date the form at the bottom.

I have been, or am currently, employed in an early childhood program (day care, preschool or other).

**YES**

**NO**

The various program options listed below have been clearly explained to me. I understand that I am enrolling in an Early Childhood Program at Indian Hills Community College which will prepare me to work in a child care, preschool, Head Start, or as a Family Home Provider.

At this point in time, my goal is to complete the following level of education. . .

\_\_\_\_\_ Twelve credit Child Development Associate (CDA)

\_\_\_\_\_ One-year Child Care Technician Diploma

\_\_\_\_\_ Day Format

\_\_\_\_\_ Online Format

\_\_\_\_\_ Combined Formats

\_\_\_\_\_ Two-year Early Childhood Associate Degree

\_\_\_\_\_ Day Format

\_\_\_\_\_ Online Format

\_\_\_\_\_ Combined Formats

I also have a long term goal of achieving a ...

\_\_\_\_\_ Four-year Early Childhood/Elementary Education w/ the Pre K/K Endorsement from *Buena Vista University*.

\_\_\_\_\_ Four-year Early Childhood/Elementary Education from *Iowa Wesleyan College*.

\_\_\_\_\_ Four-year *Early Childhood Degree* from another college.

\_\_\_\_\_ Four-year *Elementary Education Degree* from another college.

---

Student Signature

Date

**Indian Hills Community College  
Health Sciences Division  
Early Childhood Program**

**Consent for Release of Information Form**

I, \_\_\_\_\_ (print name), authorize Indian Hills Community College to:

release the following records to facilities for employment purposes:

Attendance record             yes  no  
Grade Point Average         yes  no  
Instructor evaluations       yes  no

.....

release the following to employment recruiters:

Name                             yes  no  
Home address                  yes  no  
Phone number                  yes  no

.....

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Marketing/Educational Consent Form**

For good and valuable consideration, I hereby consent and authorize Indian Hills Community College to reproduce, publish, circulate, and otherwise use for advertising/educational purposes, my name and/or signature and/or portrait and/or photograph and/or name of employer and the attached voluntary statement or statements or any part thereof, in black or white or in colors in magazines, newspapers, rotogravure sections of publications, booklets, circulars, posters, billboards, radio and/or television scripts, radio broadcast transcriptions, and/or telecasts and all other forms of publication or circulation, or any of them in advertising or any other publicity; and I hereby release said Indian Hills Community College of and from any and all rights, claims, demands, actions, or suits which I may or can have against it or them on account of the use or publication of said material.

\_\_\_\_\_ **I consent**

\_\_\_\_\_ **I decline**

Dated: \_\_\_\_\_

Signature: \_\_\_\_\_

**Indian Hills Community College District  
Health Sciences Division**

**APPLICANT IDENTIFICATION AND RELEASE FORM**  
REGARDING INVESTIGATION OF FOUNDED CHILD OR DEPENDENT ADULT ABUSE, CRIMINAL  
HISTORY AND DRIVING RECORD IDENTIFICATION: (Please Print)

\_\_\_\_\_  
Health Sciences Program

\_\_\_\_\_  
Name                      Last                                      First                                      Middle

\_\_\_\_\_  
Alias, Maiden, Previous Married Name (Please list every previous name)

\_\_\_\_\_  
Address                      Street                                      City                                      State                                      Zip

\_\_\_\_\_  
Date of Birth    Social Security Number

\_\_\_\_\_  
Race                      Sex (M/F)                                      Driver's License Number                                      State Issuing License

Do you have a record of founded child or dependent adult abuse or have you ever been convicted of a crime in this state or any other state?      \_\_\_\_\_ No                      \_\_\_\_\_ Yes

If yes, please explain the nature of the incident and date of occurrence: \_\_\_\_\_

**AUTHORIZATION AND RELEASE**

The undersigned acknowledges:

1. I have executed this document in conjunction with admission into a health sciences program at Indian Hills Community College District. (Hereinafter referred to as "IHCC").
2. I hereby authorize IHCC access to any criminal history record produced by federal, state or local law agencies pertaining to me.
3. I agree to release IHCC and any other person, company or other entity from any and all causes of action that otherwise might arise from supplying clinical agencies with information they may request pursuant to this release.
4. I understand that any false answers or statements or misrepresentations by omission made by me on this form or any related document will be sufficient cause for rejection of my application or for my immediate discharge should such falsifications or misrepresentation be discovered after the program begins.
5. I understand and agree that if I am rejected for participation in a clinical experience by an affiliating agency or if I refuse to submit to the registry checks that are required by an affiliating agency, I will be unable to complete my program of study in the specified program.
6. I understand that during my educational program at IHCC, it is my responsibility to report any criminal, child abuse and adult abuse charges pending against my record. I further authorize IHCC to conduct background checks on my record at any time during my educational program as needed.

Applicant Signature \_\_\_\_\_ Date \_\_\_\_\_

## Physical Examination Information

### Purposes and Objectives

Special attention is given to health sciences students whose curriculum includes patient/child or patient /child specimen contact. A physical examination, immunization record, and health history is required to detect and prevent communicable diseases which may put the student, other students, colleagues, and/or patients at risk.

### Process

- The examination must be completed by a physician, physician's assistant, or nurse practitioner of the student's choice. Any incurred expenses are the student's responsibility.
- Completed forms must be submitted to the Health Sciences Office. Records will be retained, and treated confidentially. No information will be released without written consent of the student.
- Forms must be completed by the first week of classes, or earlier as required by the program.
- Students must ensure that **ALL** required information is provided. You will be contacted if your information is incomplete.
- Students will not be permitted to enter a clinical facility until their forms are approved.

### Immunizations

- Students must have proof of all immunizations and test listed on the Examination form.
- All immunizations must have a date of administration and be current per the guidelines.

### Clinical and Laboratory Practice

- Students are required to inform clinical and laboratory instructors of any condition/disease that may require safety precautions to safeguard the student and others (e.g. diabetes, seizures, etc).
- Changes in your health status (e.g. pregnancy, back injury, infectious disease) occurring after the completion of your health physical should be reported to your Program Director.

### Recommended Vaccinations

#### Hepatitis B

*Information.* OSHA and the Iowa Occupation Safety and Health Division have rules and regulations governing who should receive Hepatitis B vaccine. Since persons with Hepatitis B may become critically ill or die, it is recommended that all Health Occupations students involved in direct patient care receive the vaccine series prior to clinical coursework. The Hepatitis vaccine is a synthetic vaccine, manufactured from the yeast *Saccharomyces cerevisiae*.

*Exposure.* Exposure to Hepatitis B includes any percutaneous and mucous membrane exposure to blood or other body fluids (e.g. vaginal secretions,

spinal fluid). Generally, exposure occurs via needle sticks, cuts, blood onto broken/chapped skin, and infectious material splashed into eyes, nose, or mouth.

*Indications.* Anyone with potential for exposure to blood, body fluids, or tissue.

*Contraindications.* Anyone with an allergy to yeast, thimerisol, or any other component of the vaccine should not be vaccinated. Vaccination should be postponed during acute illness.

*Administration.* Hepatitis B vaccine requires three doses. The second dose occurs one month after initial dose. A third dose is due six months after initial dose. Booster recommended in ten years.

*Effectiveness.* Approximately 95% of vaccinated persons develop desired antibodies. A fourth dose may produce antibodies in persons unresponsive to the initial three doses.

*Pregnancy and nursing.* The effect of the vaccine on fetuses and nursing infants is unknown. Women who are pregnant, planning a pregnancy, or nursing should consult a physician.

*Adverse reactions.* Hepatitis B vaccine is generally well tolerated. Soreness at the injection site is the most common side effect. Other side effects include, but are not limited to: fatigue, fever, headache, dizziness, chills, influenza-like symptoms, nausea, diarrhea, constipation, asthma-like symptoms, abnormal liver function tests, Guillian-Barre syndrome, Bell's palsy, and tranverse myelitis.

#### Hepatitis A

*Information.* Hepatitis A vaccine is recommended for people with chronic liver disease, intravenous drug users, people practicing unsafe sex, people with clotting disorders, or people who work with Hepatitis A in experimental settings. If you have questions about your risk factor for Hepatitis A please consult your physician.

#### Varicella (Chickenpox)

*Information.* Adults who have not had chickenpox should be vaccinated. Adults with reliable histories of chickenpox are assumed to be immune. If you have questions about the Varicella vaccine, please consult your healthcare provide





I have been informed of the risks of receiving this intradermal injection and my questions have been answered. I understand that it is my responsibility to have the test **read 48-72 hours** after the test has been given.

Print name \_\_\_\_\_ Student Signature \_\_\_\_\_ Date \_\_\_\_\_

If history of positive test, chest x-ray follow up \_\_\_\_\_ or QuantiFERON gold test \_\_\_\_\_

**Test #1:**

Injection given by \_\_\_\_\_

Lot # \_\_\_\_\_ Exp. Date \_\_\_\_\_

Reaction Test #1  
Read induration only, not redness

\_\_\_\_\_ mm's

This reaction is seen as \_\_\_\_\_ according to the Iowa Department of Health criteria

Health Provider Signature \_\_\_\_\_ Date \_\_\_\_\_

**Test #2:**

Injection given by \_\_\_\_\_

Lot # \_\_\_\_\_ Exp. Date \_\_\_\_\_

Reaction Test #2  
Read induration only, not redness

\_\_\_\_\_ mm's

This reaction is seen as \_\_\_\_\_ according to the Iowa Department of Health criteria

Health Provider Signature \_\_\_\_\_ Date \_\_\_\_\_

**Varicella (Chickenpox):** See information sheet

Have you had chickenpox?  Yes  No Titer positive for chicken pox or shingles: \_\_\_\_\_

Varicella Vaccine #1: \_\_\_\_\_ If born after 1980, Varicella Vaccine #2 \_\_\_\_\_  
Date Date

If you have not had chickenpox and choose not to receive the varicella vaccine, your signature declining vaccination is required.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**Influenza vaccine: OPTIONAL**

Date: \_\_\_\_\_ Dr. Office/Employer: \_\_\_\_\_

Date: \_\_\_\_\_ Dr. Office/ Employer: \_\_\_\_\_

**TO THE EXAMINER:** While enrolled in a health sciences program at Indian Hills Community College, this student may be involved in: a rigorous academic program; stressful situations in a one-on-one basis or in groups; activities requiring average manual dexterity, ability to lift, move, or turn person weighing at least as much as the student; activities requiring use of all sense organs, and activities which requires the student to be on her/his feet for up to eight consecutive hours.

I hereby certify that I have examined the person named above and determined that she/he is physically and emotionally fit to be enrolled as a student in her/his chosen program at Indian Hills Community College **and has had all the immunizations required.**

Comments: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Address of Healthcare: \_\_\_\_\_

Provider signature: \_\_\_\_\_ Date: \_\_\_\_\_

**IHCC – EARLY CHILDHOOD PROGRAM  
STUDENT RESPONSIBILITIES DURING FIELD EXPERIENCE**

The Early Childhood student will agree to the following:

1. The student shall conduct him/herself in accordance with the rules, regulations and procedures governing other employees of the Cooperating Agency.
2. The student is not an employee of the Cooperating Agency and, therefore, is not covered by Social Security, Unemployment Compensation or Workmen Compensation.
3. The student is responsible for his/her own insurance.
4. The student is responsible for his/her own transportation to and from the practicum site. Sites are located in counties surrounding the Ottumwa Campus. There is no guarantee that placement will be in convenient locations.
5. The student shall perform job functions as agreed upon by the instructor at the Cooperating Agency and the Program Director of the Early Childhood program.
6. The student is responsible for contacting the Cooperating Agency instructor and the Program Director of the Early Childhood program in case of absence.
7. In the event the student will be late for field experience, he/she must call the instructor of the Cooperating Agency.
8. The student shall understand that the Early Childhood Field Experience is unpaid.

---

Student Signature

Date

**CONFIDENTIALITY STATEMENT**

Throughout the Early Childhood Program at Indian Hills Community College, students will have limited access to child, family, staff and fellow student information. This information is private and should be kept confidential. Students will at no time inappropriately release confidential information and will adhere to the Code of Ethics of the National Association for the Education of Young Children (NAEYC). Any unauthorized release of information is highly unprofessional and may result in immediate termination from the Indian Hills Community College Early Childhood Program. Violation would include, but not be limited to:

- a) discussing information about stated parties in an inappropriate setting, or with someone not related to the care of the child/family
- b) taking pictures of the child for personal keeping
- c) handling inappropriately the personal possessions of the stated parties, such as going through purses/wallets without authorization

If at any time students observe an incident involving staff, children and/or families with which they are uncomfortable they agree to discuss the matter with the Early Childhood Program Director. Together any proper action will be decided upon, if needed. This does not exempt students from taking action as a permissive reporter of child abuse.

---

Student Signature

Date

IHCC – EARLY CHILDHOOD PROGRAM  
**ACADEMIC INTEGRITY STATEMENT**

Indian Hills Community College expects a full commitment to academic integrity from each student. Your signature on the form is your commitment to academic integrity as a student enrolled in the program.

Academic integrity means:

- Your work on each assignment will be completely your own.
- Your collaboration with another classmate on any assignment will be pre-approved by your instructor
- You will not practice plagiarism in any form.
- You will not allow other to copy your work.
- You will not misuse content from the Internet.

Plagiarism is defined as copying or using ideas or words (from another person, an online classmate, or an Internet or print source) and presenting them as your own.

Please be aware that all instructors use a myriad of technologies to check student work for authenticity. If an instructor confirms that a student has plagiarized work in any manner, the student will be subject to consequences determined by IHCC administration and may be removed from the course with a failing grade.

I acknowledge that I have read the Academic Integrity Statement and agree to the policies and procedures stated therein.

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Student Signature

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Date