

FLORIDA GATEWAY COLLEGE BACHELOR OF SCIENCE IN EARLY CHILDHOOD
EDUCATION PROGRAM

STUDENT HANDBOOK

By

FLORIDA GATEWAY COLLEGE

2018

© 2018 FGC

PREFACE

Florida Gateway College's (FGC) Early Childhood Education department has prepared this handbook for use by students enrolled in the FGC Bachelor of Science in Early Childhood Education (BEC) Program. All students should also read the current FGC Catalog and Student Handbook for general information: The catalog and handbook are available online at <http://catalog.fgc.edu/> and <https://www.fgc.edu/students/student-resources/>.

The BEC program reserves the right to change any statement in this handbook concerning, but not limited to, rules, policies, curricula, and courses. Students will be notified of such changes as they occur and they shall be effective for both existing and new students. Official notification of changes will be provided to current BEC students via college email. Additionally, a current handbook will be available in every Canvas course and on the Early Childhood Education BS website located on FGC's website at <https://www.fgc.edu/education>. It is the student's responsibility to know and adhere to all applicable program rules and regulations.

This handbook is intended to be a guide for students as they progress through the BEC program while attending FGC.

Florida Gateway College does not discriminate in education or employment related decisions on the basis of race, color, religion, national origin, gender, age, disability, marital status, genetic information, or any other legally protected status in accordance with the law. The Equity Officer is Sharon Best, Executive Director of Human Resources, 149 SE College Place, Lake City, FL 32025, and may be reached at (386) 754-4313.

TABLE OF CONTENTS

	<u>page</u>
PREFACE	3
LIST OF ABBREVIATIONS	6
DEFINITIONS	7
WEBSITE LINKS.....	8
CHAPTER	
1. BEC STUDENT INFORMATION	9
College Mission Statement	9
BEC Program Mission Statement	9
BEC Program Admission Requirements	9
Admission/Eligibility Requirements	9
Steps in the Admission Process	10
Transfer Students	10
Family Education Rights and Privacy Act (FERPA).....	10
Financial Assistance.....	10
Email	11
Name/Address Change	12
Electronic Academic Records.....	12
2. BEC PROGRAM INFORMATION	13
Student Learning Objectives	13
Student Advising	13
Student Registration	13
Student Progression	14
Program Completion	14
Course Grades	14
Incomplete Grades	15
Student Program Modification or Withdrawal.....	15
Program Modification	15
Student Initiated Withdrawal.....	16
Dismissal or Administrative Withdrawal from the BEC Program.....	16
Student Complaints/Appeals	16
Readmission to the BEC Program.....	17
Course Information	18
Student Evaluation of Individual Courses and the BEC Program	18
Class Attendance	18
Class Courtesy	18
Written Assignments	19
Computer Access	19
Graduation	20

Becoming a Certified Teacher	20
3. BEC FIELD EXPERIENCE AND INTERNSHIP POLICIES	22
Confidentiality	22
Field Experience and Internship Process.....	23
Purposes for the Field Experiences and Internship	23
Field Experience and Internship Attendance	24
Arriving on the First Day	24
Engaging in Professional Activities at the Center Placement	25
Transportation	25
Health and Safety Issues during Placements	25
Student Illness.....	25
Substance Use and/or Abuse.....	25
Obtaining Accommodations for Special Needs and Disabilities	26
Obtaining Assistance for Temporary Conditions	26
Fingerprinting and Background Screening	26
Miscellaneous Field Experience and Internship Information	26
Canceling a Placement	27
Repeating Field Experience or Internship Placement.....	27
Passing the Internship.....	27
Professional Expectations during Field Experience and Internship Placements	27
Conclusion	30
APPENDIX	
A. FGC Grading Scale.....	31
B. BEC Program Application	32
C. TEACH Authorization to Disclose Information	33
D. Bachelor Degree State and NAEYC Standards.....	34
E. FGC BEC Program Student Handbook Acknowledgement	35

LIST OF ABBREVIATIONS

AA	Associate in Arts Degree
APA	American Psychological Association (the writing style required for assignments)
AS	Associate in Science Degree
BEC	Bachelor of Science in Early Childhood Education Program
ECE	Early Childhood Education
FERPA	Family Education Rights and Privacy Act
FGC	Florida Gateway College
GPA	Grade Point Average

DEFINITIONS

BEC Advisor	The person who will work with you to create your program of study. This person will answer questions in general to the program. This person will also be the point of contact for cooperating teachers and course professors.
Cooperating Teacher	This person is responsible for assisting in the professional growth of the student during field experiences and internship. The cooperating teacher will model appropriate teaching skills and positive behaviors. The cooperating teacher works collaboratively with the course professor and BEC program in the continuing evaluation of the student.
Field Experience	These experiences provide necessary and valuable opportunities in classrooms to enhance the learning that takes place as part of the coursework in the BEC program. All field experiences are 20 hours per semester, unless stated otherwise in the syllabus.
Instructor or Professor	A faculty member or adjunct professor who is hired by FGC to teach a course within the BEC program.
Internship	The semester-long internship provides a more in-depth experience, during which time students assume full-time responsibility for planning, teaching, and assessing young children in an ECE classroom environment. Students must successfully complete the internship to graduate from the BEC program. The internship requires 20 hours per week in the classroom, starting with Week 2 and ending when the regular semester ends.
Student	The person enrolled in the BEC program.

WEBSITE LINKS

FGC Home Page	www.fgc.edu
Application for Admission	https://apply.fgc.edu/Ellucian.ERecruiting.Web.External/pages/welcome.aspx
Complaints or Appeals	https://www.fgc.edu/students/student-resources/complaints-appeals/
FERPA	https://www.fgc.edu/students/registration-and-records/ferpa/
FGC Email	https://www.outlook.com/fgc.edu
FGC Student Handbook	https://www.fgc.edu/students/student-resources/
Financial Aid	https://www.fgc.edu/students/tuition-and-financial-aid/financial-aid/
FLDOE Certification Exams	http://www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce/ http://www.fl.nesinc.com/ http://www.fl.nesinc.com/tests.asp
Graduation	https://www.fgc.edu/students/student-resources/graduation/
NAEYC Code of Conduct	https://www.naeyc.org/resources/position-statements/ethical-conduct
Orientation Videos	https://www.fgc.edu/discover/admissions/orientation/
Student Forms	https://www.fgc.edu/students/registration-and-records/student-record-forms/

CHAPTER 1 BEC STUDENT INFORMATION

This handbook provides necessary information in regard to a student's admission into the BEC program and while attending as a BEC student at FGC.

College Mission Statement

The mission of FGC is to provide superior instruction, nurture individual development, and enrich the community through affordable, quality higher education programs, and lifelong learning opportunities.

BEC Program Mission Statement

The mission of the BEC (birth-four) program is to meet the needs of the childcare industry by providing highly qualified early childhood educators for the college's service district and surrounding counties.

BEC Program Admission Requirements

Admission/Eligibility Requirements

- Completion of an Associate in Science (A.S.) degree or an Association in Arts (A.A.) degree from a regionally accredited college
- Completion of lower-division state-mandated common prerequisite
 - EDF 1005 – Introduction to the Teaching Profession
- Completion of lower-level Professional Core Courses either prior to entry or during BEC program
 - EEC 1001 – Introduction to Early Childhood Education
 - EEC 1309 – Early Childhood Education Foundations
 - EEC 1601 – Child Study
 - EEC 2949 – Internship/Child Development
- A minimum cumulative grade point average (GPA) of 2.0 on a 4.0 scale
- Completion of the standard Florida Foreign Language upper division admission requirement. If, at the time of admission the student has not completed two years of the same foreign language in high school or eight credits in college, the student will need to complete eight credits of foreign language before completing the program.

Steps in the Admission Process

- Complete and submit a FGC Baccalaureate Application for Admission found at <https://www.fgc.edu/discover/admissions/bachelor/>
- Complete and submit to the BEC Advisor a BEC Program Application located in Appendix B and on our website at <https://www.fgc.edu/discover/academic-programs/education/> (click on Early Childhood Education, B.S.)
- Submit official, sealed copies of high school transcripts to Enrollment Services
- Submit official copies of transcripts for all colleges and/or universities attended to Enrollment Services
- Submit all required residency documents to Enrollment Services
- Satisfy all admission/eligibility requirements outlined above

Transfer Students

Students transferring to FGC from another institution are required to follow all procedures outlined in “Steps in the Admission Process” section. Academic transcripts will be evaluated by Enrollment Services to determine whether previously completed courses will transfer.

FGC accepts Associate of Arts degrees from Florida public colleges in its entirety. This means that if you have an AA degree, you have satisfied the general education requirements for the BS degree.

Family Education Rights and Privacy Act (FERPA)

Student records are confidential documents protected by FERPA. FGC adheres to institutional, state, and federal policies regarding the confidentiality of student records. More information about FERPA can be found at <https://www.fgc.edu/students/registration-and-records/ferpa/>.

Financial Assistance

Students may apply for financial aid, scholarships, grants, or student loans through the Office of Financial Aid. Information can be found by calling (386) 754-4296 or visiting <https://www.fgc.edu/students/tuition-and-financial-aid/financial-aid/>.

FGC accepts the TEACH scholarship, which is a third-party scholarship offered by The Children's Forum. Information can be found at www.teach-fl.com. If you are awarded the scholarship, you need to complete and return the authorization form in Appendix C. Occasionally, TEACH must contact the Student Receivables/3rd Party Billing office for information. Because of FERPA regulations, we cannot share any information without the authorization form on file. The form must be witnessed by an FGC employee or notarized. Additional information can be found by calling (386) 754-4208.

Email

Email is an essential communication tool between course professors, the BEC Advisor, and students. It is often a key factor in successful completion of coursework. Upon admission to FGC all students are assigned an FGC Wolves email address. To find your email address, follow these steps:

- Click on MyFGC from the college's homepage <https://www.fgc.edu>
- Click on Enter Secure Area
- Log in using Student ID and PIN
- Click on Personal Information
- Click on View E-mail Addresses
- Copy email address containing @wolves.fgc.edu
- Sign out of MyFGC
- Go to <https://www.fgc.edu/students/student-resources/email-account-instructions/>
- Enter entire email address copied from MyFGC
example:john.doe@wolves.fgc.edu
- Enter PIN (same PIN as above)

Students are required to **check their email daily**. It is the student's responsibility to contact Technology Help Desk at (386) 754-4408 regarding any email problems. Contact the professor for each course so they are also aware.

Email is also available through Canvas, the Learning Management System for all online courses. Messages are accessible in Canvas and are delivered to the Wolves email as well.

Name/Address Change

A change in name, as well as changes to an address or telephone number must be reported to Enrollment Services and the BEC Advisor. Students can contact Enrollment Services by calling (386) 754-4280 or completing and submitting the Name Change Form (Student) found at <https://www.fgc.edu/students/registration-and-records/student-record-forms/>.

Electronic Academic Records

Official transcripts can be requested through the Registrar's office by completing and submitting the Transcript Request (Student) form found at <https://www.fgc.edu/students/registration-and-records/student-record-forms/>. Students may access their unofficial transcript through MyFGC. There is no cost for this service.

Students can also generate a degree evaluation at any time throughout their program to determine what courses are still outstanding. To do this, log into MyFGC, click on Student, Student Records, Degree Evaluation, Select the Term, click on the program, and click on Generate Request. A video with instructions can be found at <https://www.fgc.edu/discover/admissions/orientation/>. It is a good idea to do this periodically to make sure everything is accurate. If there are inaccuracies, contact the BEC Advisor.

CHAPTER 2 BEC PROGRAM INFORMATION

The following information is provided to help students successfully complete the BEC Program. Additional supports, course information, and expectations are included.

Student Learning Objectives

Upon successful completion of the program, students will have demonstrated knowledge and proficiency in all state and NAEYC standards (a.k.a., learning objectives) identified in each of the Professional Core Courses. An outline of all standards can be found in Appendix D.

Student Advising

A student will receive academic advisement with the BEC Advisor. The advisor and the student will discuss the degree plan at the beginning of the program and will address any issues as they arise. Not all required courses are taught every semester, so a student should not withdraw from courses or make changes to the plan of study until s/he speaks with the advisor.

Student Registration

Students are able to register themselves through MyFGC. The courses are offered in order. You should meet with your advisor (via email, phone, or in person) before registering for courses to make sure you are taking them in the correct sequence. For example, you must take all 1st year courses before beginning the 2nd year courses. If you register out of order, you will be dropped, which can affect your financial aid and/or TEACH status. To register for courses, log into MyFGC. Click on Student, Registration, Add/Drop Classes. Select the correct term. You can either look up the courses or enter the CRN# directly if you have them. A video with instruction can be found at <https://www.fgc.edu/discover/admissions/orientation/>.

Student Progression

The BEC pre- or co-requisites are important to the successful completion of the program and should be completed as specified in the student's plan of study. Students who provide the BEC Advisor with a current DCF Staff Credential will be given credit for one of the requisite courses (EEC 1001).

Students are expected to maintain the standards of acceptable conduct as identified in FGC's student handbook and maintain compliance with NAEYC's Code of Ethical Conduct when acting in a student capacity, either on an FGC campus or in a child care center interacting with children during field experiences and internship. These can be found at <https://www.fgc.edu/students/student-resources/> & <https://www.naeyc.org/resources/position-statements/ethical-conduct> respectively.

Program Completion

- Students must complete all Professional Core Courses with a final grade of "C" or better,
- Students repeating a course must also repeat any field experience that is required as part of the course,
- Students are allowed to repeat two different courses one time each before mandatory withdrawal from the BEC program,
- Students may only repeat the internship course one time,
- Students earning a grade below a "C" at the midpoint of the semester should contact their professor and BEC Advisor immediately for an appointment,
- Students must maintain a minimum GPA of 2.0 or better throughout the program and graduate with minimum GPA of 2.0

Course Grades

FGC professors adhere to the grading practices established and presented in the FGC Catalog. Each course professor establishes the attendance policy and outlines this policy with the grading scale in the course syllabus. The FGC grading scale can be found in Appendix A.

Students are evaluated based upon

1. Their mastery of the course objectives, skills, and competencies through
 - a. Exams,
 - b. Assignments,
 - c. Discussion board conversations
2. Performance in courses with field experience or internship placements

Incomplete Grades

An incomplete (“I”) is used when unanticipated extenuating circumstances have occurred which results in the student’s inability to complete the course requirements by the end of the semester. In all cases, the student must have successfully completed at least 75% of the coursework before being eligible for an “I” grade. An incomplete is given at the discretion of the professor, not the student. An “I” may be granted after discussion with the BEC Advisor. Refer to the FGC Student Handbook for more information on when incomplete coursework must be completed and the consequences for it not being completed. All “I” grades must be removed prior to applying for graduation.

Student Program Modification or Withdrawal

The following sections are for students who must modify their plan of study or withdrawal from the BEC program. Dismissal and administrative withdrawals are also included, as well as the appeals process and readmission.

Program Modification

Students may modify their program of study from either part-time or full-time status. They must contact the BEC Advisor to discuss such changes. Any change to a student’s enrollment status will result in a change to the anticipated graduation date.

Student Initiated Withdrawal

Students may withdrawal from a course within the withdrawal period listed in the academic calendar for each semester and located on each course syllabus. It is the student's responsibility to know the academic deadlines. Students who choose to withdrawal from a Professional Core Course may be allowed to re-enroll in a future term. However, eligibility for re-enrollment is subject to course availability and to the student's program enrollment status (i.e., the student has not been dismissed or withdrawn from the program). A student who plans to withdrawal from a course must meet with the BEC Advisor before doing so. Students must also follow FGC procedures outlined in each syllabus when withdrawing from a course. Students who do not follow the required procedures will be awarded the grade they earn.

Student-initiated withdrawal from all BEC courses in a given term is equivalent to a student-initiated withdrawal from the program. A student considering withdrawal must meet with the BEC Advisor prior to taking such action.

Dismissal or Administrative Withdrawal from the BEC Program

Dismissal or administrative withdrawal from the program may occur based on the Student Code of Conduct and Student Discipline sections of the FGC Student Handbook. During all field experience and internship placements students are to adhere to and follow the FGC Student Code of Conduct in addition to NAEYC's Code of Ethical Conduct when working with young children

Student Complaints/Appeals

If a student wishes to file an academic appeal, grievance, or general complaint, <https://www.fgc.edu/students/student-resources/complaints-appeals/> provides detailed information.

Readmission to the BEC Program

Students who withdrawal or are dismissed from the BEC program may re-apply to return to the program. However, readmission is not guaranteed. Faculty and advisors are available to assist students who wish to resume their BEC studies. Students must complete all admission paperwork required for readmission. Students will be required to meet with the BEC Advisor to determine readmission and ways in which FGC can support their future retention in the program.

Course Information

The following sections pertain to coursework and class expectations.

Student Evaluation of Individual Courses and the BEC Program

Students are encouraged to contribute to the growth and improvement of the BEC program through various methods. Students are able to complete the course evaluation offered through their Wolves email account and available in Canvas for each course in which they are enrolled during the fall and spring semesters. Additionally, students are asked to contact the course professor and BEC Advisor as needed.

Class Attendance

The attendance policy is outlined in every course syllabus. A professor may penalize a student who fails to follow the course attendance policy. Failure to participate in Canvas throughout the week is considered an absence. Absences jeopardize a student's ability to achieve the objectives of the course and are inconsistent with professional behavior. While the BEC program is currently only available online, should face-to-face courses be offered in the future a tardy policy will also be instituted.

Class Courtesy

Professional behavior is an expectation of all students when in online classes, during field experiences and the internship, or when present in a traditional classroom. This includes respect for course professors, faculty members, other students, and any outside speakers or visitors to the classroom. Students should be prepared to participate in class discussions. Students who demonstrate unprofessional behavior in class, online, or during any field experience or internship will be asked to leave and may be at risk of dismissal from the BEC program. Disagreements and healthy discussions

are acceptable, as long as they remain respectful and professional. Syllabi also include a section on course policies.

Cell phones, tablets, and other wireless communication devices should be silent while participating in class, during field experiences, and the internship. Students should notify the cooperating teacher if they have an emergency and need to request an exception to this policy.

Children are not permitted while in the role of student. This extends to all field experiences and the internship. While attending online classes it is best if the student is free of distractions so s/he can focus on the coursework, assignments, and exams.

Written Assignments

All written work must demonstrate a professional level of scholarship by following the current American Psychological Association (APA) format. Guidelines for correct usage of APA style may be found in the most recent edition of the *Publication Manual of the American Psychological Association*. Students can also receive assistance with APA style writing at the Student Success Center and online. Scores on assignments will suffer for poorly written work.

Computer Access

All students must have access to a computer and be proficient in word processing and email. Students must also have reliable Internet service to access online classes and conduct online research. All BEC courses are currently offered in a web-based format and departmental communications are sent via FGC Wolves email. While most students prefer the convenience of doing their coursework on their own personal computer, computer access is available in other ways for students who do not own a computer (i.e., public libraries and FGC campuses).

Graduation

In addition to the BEC program requirements, students must satisfy all college graduation requirements specified in the FGC Student Handbook. Students planning to graduate must apply for graduation by the established college deadline and meet all college requirements related to graduation. Additional graduation information, including the graduation application, can be found at <https://www.fgc.edu/students/student-resources/graduation/>. Students may also get the application at the Enrollment Services office or in the BEC Advisor's office. Graduation requirements are listed in the FGC Catalog. Shortly after graduating, students will be emailed a link to an exit survey to describe their experience at FGC.

Becoming a Certified Teacher

For those interested in becoming a Florida certified teacher, it is possible through an indirect path. With a bachelor degree, and successful completion of the state certification exams identified below, graduates can apply for a 3-year non-renewable temporary teaching certificate. FLDOE will also provide information on how to convert the temporary certificate to a professional certificate.

1. General Knowledge (FTCE) exam – take after completing the general education requirements.
2. Pre-Kindergarten/Primary (Age 3-Grade 3) subject area exam – take during the middle of your BS degree program. NOTE: You cannot take the Elementary Education subject area exam because this program is specifically designed for early childhood education. It does not provide coursework on development during middle childhood.
3. Professional Education exam – take near the end of your BS degree program.

Information about the certification exams can be found at a variety of websites.

1. <http://www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce/>
- general information
2. <http://www.fl.nesinc.com/> - test registration information
3. <http://www.fl.nesinc.com/tests.asp> - link to all tests

CHAPTER 3 BEC FIELD EXPERIENCE AND INTERNSHIP POLICIES

An essential part of professional preparation at FGC is the experiential learning opportunity. Multiple opportunities are available in the field experience and internship components embedded in various Professional Core Courses throughout the BEC program. Field experiences and the internship allow students to increase their knowledge through the observation of children in the child care center environment and include interactions with the families of those children.

While this program is designed for students working full-time in classrooms, there are placement location and age range requirements for the field experiences and internship. Students must have experience working in two of three placements (child care center; Head Start; public school) and they must work with two of three age ranges (birth - age 2; ages 3 - 5; grades K - 3). It is important to note, though, that the internship course (EEC 4940) must be completed in a birth – age 4 program. This is regardless of whether you are working toward teacher certification or not.

Confidentiality

Due to the importance of understanding confidentiality, it is mentioned first before any other field experience and internship policy. Students engaged in field experiences will have access to confidential personal and family information of young children. Students may also have access to sensitive child care center information as part of their work during field experiences and internship. It is extremely important and necessary that confidentiality is practiced. Information concerning either a child, a family, or a child care center is not to be discussed after leaving the field experience setting. Violation of this policy may result in dismissal from the BEC program.

Field Experience and Internship Process

If employed at a child care center (including private centers and public school VPK classrooms), the student may complete some of their field experiences and the internship at their worksite. Students will be required to complete some of these at a site other than their worksite to provide a diversity of experiences. Students not employed at a child care center will be responsible for finding an available placement and notifying the course professor with placement information. The BEC Advisor can offer suggestions if need be. The course professor must approve each of the field experience and internship placements. Failure to secure a placement may result in delaying program completion a full year.

It is important to note that, while students are responsible for finding their own placements, they must ensure that the placement is developmentally appropriate. Placements in classrooms that engage in inappropriate practices will hinder the successful completion of the program. This may also affect the observation score in the internship courses.

Students are responsible for maintaining a log of hours completed using the program form available in each Canvas course requiring a field experience or the internship, having the log signed by the cooperating teacher, and submitting a copy to the course professor by the assigned date in the course syllabus.

Purposes for the Field Experiences and Internship

- To learn if a profession in early childhood education is the right career,
- Observe actual classroom practices,
- Observe different aspects of children's lives, including cognitive, social, physical, and emotional,
- Experience working with children,
- Integrate theory and practice,

- Observe and reflect on different teaching and classroom management techniques,
- Observe and experience non-teaching duties related to early childhood classrooms

Field Experience and Internship Attendance

The student must be present for all field experience hours required for each class. If a student has more than one class requiring a field experience component in the same semester, the student cannot count the same logged hours for both classes. For example, students who are registered for two classes, each with a 20-hour component, must complete 40 hours to satisfy both field experience requirements.

If the student is late or does not attend when scheduled, it is the student's responsibility to notify the cooperating teacher and course professor. The student is also responsible for rescheduling any time that has been missed. All absences must be reported to the BEC Advisor. In cases of prolonged or repeated absences, the course professor will consult with the cooperating teacher and BEC Advisor to determine whether the student's placement will be terminated. Failure to meet all requirements, including attendance, may result in delaying program completion a full year or dismissal from the BEC program.

Arriving on the First Day

Students should be familiar with the center's location and allow enough travel time. Students should report to the placement at the time arranged in advance with the cooperating teacher. Unless otherwise instructed, report to the center office to check-in, then to the cooperating teacher. Students should meet the center director within the first two days of the field experience or internship. Students will follow the center's calendar and not FGC's calendar during any placements.

Engaging in Professional Activities at the Center Placement

Students should attend professional meetings deemed appropriate by the cooperating teacher and center director. These include in-service workshops, staff meetings, parent meetings, etc.

Transportation

Students shall be responsible for their own transportation to and from any agency or institution included in curriculum requirements, including all assigned field experience and internship placements.

Health and Safety Issues during Placements

Field experience and internship placements require a high level of responsibility for the safety and welfare of the children in their care. The following sections outline expectations of all students enrolled in the BEC program.

Student Illness

If the student is ill and cannot attend his/her placement it is the student's responsibility to notify the cooperating teacher and course professor as outlined above.

Substance Use and/or Abuse

Substance use or abuse is inconsistent with the ethics of Early Childhood Education, the BEC program, and FGC. Substance use/abuse adversely affects cognitive, sensory, affective, psychomotor, and reasoning abilities, as well as reaction times during emergencies, and can be life threatening to oneself and others. "The possession or consumption of alcoholic beverages or illegal drugs on college property, or at events sponsored or supervised by the college, or on college sponsored trips is prohibited" (FGC Student Handbook, Drug/Alcohol Abuse 6Hx12:10-9). This policy extends to students during their field experience or internship placements. Violation of

this policy may result in dismissal of the BEC program. More information regarding FGC's Drug-Free Campus policy is available in the FGC Student Handbook.

Obtaining Accommodations for Special Needs and Disabilities

As per Section 504 of the 1973 Vocational Rehabilitation Act and with The Americans with Disabilities Act, students with disabilities should contact the BEC Advisor to assist in securing an appropriate placement and arranging proper accommodations, if the student does not already have a child care center available. The BEC Advisor and student may consult with Disability Services.

Obtaining Assistance for Temporary Conditions

Students should inform the BEC Advisor of special health conditions (i.e., pregnancy, broken arm/leg, temporary medication, etc.) prior to the beginning of the placement, or as soon as possible. This allows the course professor and BEC Advisor the opportunity to assist in ensuring the continued placement or to make arrangements for making up hours missed.

Fingerprinting and Background Screening

At field experience and internship placements, all students will be subject to fingerprinting and Level II background screening as required by Florida statute. Failure to comply or pass screening will result in the student's inability to complete required elements of the BEC program and be ineligible for graduation.

Miscellaneous Field Experience and Internship Information

The following sections provide information necessary for the program but not directly related to any section identified thus far.

Canceling a Placement

Students who find it necessary to cancel a field experience or internship placement must contact the course professor and BEC Advisor prior to stopping placement attendance or initiating such cancellation. Cancellation of a placement may be deemed necessary by either the course professor, cooperating teacher, or child care center based on the student's behavior, performance, or other factors affecting the health, safety, and/or academic progress of the children attending the center. Students are not to leave their placements without the permission of the course professor. Failure to do so may result in dismissal of the BEC program.

Repeating Field Experience or Internship Placement

In cases where the student must repeat a placement, the course professor will work with the BEC Advisor to support the student's successful completion of the required placement. Courses requiring field experience placement and the internship course may each be repeated one time. Failure to successfully complete any course within two attempts may result in dismissal from the BEC program.

Passing the Internship

The course professor assumes full responsibility for assigning all grades at the completion of internship. However, the cooperating teacher's evaluation is a major factor in assigning the final grade. Each student will receive a grade in accordance with FGC's grading scale outlined in Appendix A.

Professional Expectations during Field Experience and Internship Placements

The following list identifies what is expected of the student during all placements. This list is not exhaustive. Students should also follow NAEYC's Code of Ethical Conduct.

- Be prepared – Students are required to obtain a copy of the child care center’s most recent Faculty and Parent Handbooks. Students should read, understand, and abide by the content in each handbook. Students should pay careful attention to the safety procedures and guidelines for each center placement as they may be different.
- Complete all necessary paperwork – Students are required to have any paperwork required by the center completed prior to the first day of the placement. This includes any background screening or volunteer training they must attend. Each center may have different requirements so check early.
- Be punctual – To maintain professionalism, students should always plan to arrive at least 10 minutes before their scheduled arrival time. While punctuality is important, if the student is delayed, they must contact the cooperating teacher and course professor. Any missed time must be made up.
- Always attend when expected – Students are to attend everyday as scheduled and maintain a log of hours. In the case of illness or emergency, contact the cooperating teacher and course professor. It is the student’s responsibility to schedule any time missed to satisfy all required field experience and internship hours.
- Professional dress – Students should be aware of and follow the center’s dress code for employees. In representing yourself as a professional, FGC, and the BEC program, choice of clothing is essential. It reflects your values related to child care.
- Observe Confidentiality – Students must be mindful of confidentiality in all conversations and interactions in the center, in the community, on the Internet, and in class. Students should try not to use any teacher’s or students’ real names; use pseudonyms (a fake name). Any breach of confidentiality may result in dismissal from the placement and/or dismissal from the BEC program. Legal consequences are also possible.
- Be an active participant in the placement – Students are guests in the child care center and are there to observe and support the cooperating teacher. Students should volunteer to help and follow the teacher’s lead when appropriate. Most cooperating teachers appreciate the additional assistance in the classroom, but discuss this with the cooperating teacher first to avoid any misunderstandings.
- Cell phone – Students should not use their cell phones or accept phone calls, return text messages, or browse the Internet during their placement.
- Take only the essentials – Many center classrooms are crowded and there is little room for extras. Students should only take in essential materials (i.e., a notebook, pen/pencil, lesson materials if appropriate). Textbooks, homework, backpacks, etc. should be left at home or in the car. Bringing water is at the

discretion of the cooperating teacher and should be discussed prior to bringing it into the classroom.

- Observe universal precautions – When possible the cooperating teacher or custodial staff should take care of any accidents that occur in the classroom (i.e., blood, vomit, or other bodily fluids). However, if it becomes necessary for a student to become involved, be familiar with and observe universal precautions. They should be available at all centers and the steps are outlined below (taken from the DCF Child care Training Health, Safety, and Nutrition module).
 1. Wear latex or vinyl gloves.
 2. Throw gloves away after one use.
 3. Do not get any bodily fluid in your eyes, nose, mouth, or near an open sore.
 4. Clean and disinfect any surfaces and mops that come into contact with a bodily fluid (a common and inexpensive disinfectant is ¼ cup of regular bleach to 1 gallon of water).
 5. Discard fluid and fluid-contaminated materials in a tightly secured bag.
 6. Wash your hands thoroughly in accordance with CDC guidelines after cleaning up bodily fluids. (Anti-bacterial sanitizer is not a substitute for washing hands.)
- Additional precautions in the classroom include:
 - Change diapers on non-porous surfaces (usually plastic).
 - Children should not share personal hygiene items such as toothbrushes.
 - Use disposable sheaths on thermometers.
 - Wash linens and clothing that have become contaminated separately from other laundry. Use ¼ cup of bleach in the wash load. Place contaminated clothes in a tightly sealed bag to be taken home and washed.
 - Do not allow babies and toddlers to share teething toys. Sanitize after each use.
 - Cover open wounds on both children and caregivers.
- Do not conduct research – Students are not to conduct any testing or survey the children attending the center that is not related to the cooperating teacher's lesson plans and initiated by the cooperating teacher.
- Report suspected child abuse, child neglect, and/or child in crisis – Students must report concerns to the cooperating teacher and the course professor. These individuals will assist students in the appropriate steps. If neither person assists

the student, the student should contact the BEC Advisor. As mandatory reporters, educators must report any suspected child abuse or neglect.

- End the placement positively – Students should express their appreciation to the cooperating teacher for welcoming them into the classroom. It is also recommended that students write a personal note to the cooperating teacher as a professional gesture.
- Problem solving – If a problem arises, students should try to resolve it with the cooperating teacher and course professor. If a resolution is not reached, the student should contact the BEC Advisor.

Conclusion

The FGC professors and BEC Advisor hope that students are eager to begin the BEC program. Students will find their time at FGC interesting, fascinating, and sometimes frustrating. Additionally, it is the hope of all involved that each student finds the field experience and internship placements challenging, encouraging, thought provoking, and educational. This program will help students learn more about early childhood education, about themselves, and about the profession of working with children during the most important instructional time of their lives.

APPENDIX A
FGC Grading Scale

Table 1. FGC Grading Scale.

Grade	Percentage (%)
A	90 – 100
B+	87 – 89.9
B	80 – 86.9
C+	77 – 79.9
C	70 – 76.9
D+	67 – 69.9
D	60 – 66.9
F	≤ 59.9

APPENDIX B
BEC Program Application

The BEC Program Application can be found at



**Bachelor of Science in Early Childhood
Education Application**

.....
Student Contact Information

Student ID#	Last Name	First Name	MI	Term applying for
Street Address				Apt #
City	County	State	Zip	
Home Phone	Cell Phone	Email Address		

Education

Name of High School or Equivalency Issuer	City	State	Date/Year
College Name & Location	Date of Attendance	Major	Degree
College Name & Location	Date of Attendance	Major	Degree
College Name & Location	Date of Attendance	Major	Degree

1. Have you ever plead guilty or were found guilty by a judge or jury to charges that you committed a crime other than minor traffic offenses (this includes pleading no contest, any juvenile offense, or any conviction under appeal)?
Yes _____ No _____

2. Have you completed EDF1005-Introduction to the Teaching Profession with a GPA of 2.0 or better?
Yes _____ No _____

I certify that all of the information contained in this application is true and correct. I understand that it is my responsibility to provide all necessary documentation required to process this application. Further, I also understand that submitting all required paperwork does not guarantee admission to the BEC program.

Signature: _____ Date: _____

Return completed application by mail, fax, email, or in-person to:

Florida Gateway College, Attn: Sharron Cuthbertson, 149 S.E. College Place, Lake City, Florida 32025
Fax: (386) 754-4995 email: sharron.cuthbertson@fac.edu In-person: Building 27, Room 21

.....
For Office Use Only

Recommendation of Applicant: Accepted _____ Denied _____

Signature: _____ Date: _____

APPENDIX C
TEACH Authorization to Disclose Information



Authorization to Disclose Information

Except as allowed under the Family Educational Rights and Privacy Act, Florida Gateway College (FGC) must have written consent from a student on file in the Registrar's Office in order to release information from academic records to another party. In accordance with 34 C.F.R. Part 99 (99.30), the signed and dated consent must specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class or parties to whom the disclosure may be made.

In order to ensure compliance with FERPA, the written consent must be signed in the presence of an approved college witness. Otherwise, it must be notarized.

Student Name (Print) _____ Student ID Number _____

I hereby authorize disclosure of the educational records as indicated below:

Specify the records that may be disclosed: ALL

Purpose of disclosure: TO ASSIST WITH EDUCATIONAL AND/OR FINANCIAL DECISIONS.

Disclosure is authorized to the following party or class of parties:

<u>THE CHILDRENS' FORUM (TEACH)</u>	<u>3RD PARTY SPONSOR</u>
Name	Relationship or class of parties

Name	Relationship or class of parties
------	----------------------------------

Student's Signature _____ Date _____

Signature of witness (must be an approved college witness) _____ Date _____

Printed name of witness _____

State of _____

County of _____

The foregoing was acknowledged before me this _____ day of _____, 20____, by _____, who is personally known by me or who presented identification in the form of _____

Notary Public, State of _____
Notary Seal

APPENDIX D
Bachelor Degree State and NAEYC Standards

Table 2. State and NAEYC Standards.

State Standards	
1	Knowledge of child development from conception to age 8
2	Knowledge of early childhood foundations, standards, professional practices, and professional development
3	Knowledge of contemporary research, trends, and issues in early childhood
4	Knowledge of cultural and linguistic diversity
5	Knowledge of issues and strategies for engaging families and communities
6	Knowledge of curriculum and developmentally appropriate instructional practices
7	Knowledge of child guidance and positive behavior support
8	Knowledge of children and families requiring special services
9	Knowledge of screening, assessment, and evaluation
10	Knowledge of safety and emotional, mental, and physical health
NAEYC Standards	
1	Promoting child development and learning
2	Building family and community relationships
3	Observing, documenting, and assessing to support young children and families
4	Using developmentally effective approaches
5	Using content knowledge to build meaningful curriculum
6	Becoming a professional
7	Early childhood field experiences

APPENDIX E
FGC BEC Program Student Handbook Acknowledgement

- I have read the FGC BEC Program Student Handbook in it's entirety.
- I understand the guidelines and procedures outlined therein.
- I understand these guidelines and procedures apply to all students including myself.
- Any questions related to the information contained within the BEC Student Handbook should be addressed to the BEC Advisor.
- I understand failure to contact the BEC Advisor or course professor regarding problems that arise may result in delayed completion of the program and/or dismissal from the BEC program altogether.
- I understand my responsibilities as a student at FGC.
- I understand that I must sign, date, and submit this acknowledgement to the BEC Advisor to be eligible to continue in the BEC program.

Printed Name

Signature

FGC Student ID#

Date