

St. Cloud Technical and Community College

Education Program

Early Childhood Education

Elementary Education Pathway

Special Education Pathway

Student Handbook

Faculty:

Connie Logeman, MS
320-308-6644
clogeman@sctcc.edu
Office: 2-401C

Megan Rogholt, MS
320-308-5211
mrogholt@sctcc.edu
Office: 2-401D



SCTCC is a member of Minnesota State and is accredited by the Higher Learning Commission.

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Introduction to the Education Program

WELCOME INFORMATION

Welcome to the St. Cloud Technical and Community College Education program. We are thrilled that you are a part of our community of learners. We are so happy that you are interested in the field of Education and look forward to helping you meet your educational goals.

The Education Program prepares students for employment in a variety of human service positions by providing courses in child development, managing behavior, inclusive learning environments, planning cultural, economic and socially diverse curriculum, implementing positive strategies for learning, and practical experience.

Students may choose between a Diploma (35 credits), an AAS (60 credits) Early Childhood Education degree and two different Pathway AS degrees (60 credits), Elementary Education and Special Education.

Early Childhood Education AAS: Early Childhood Education classes prepare graduates for work in many human services positions. Classes focus on child development, behavior management, inclusive learning environment, curriculum planning, and learning strategies.

Elementary Education Foundations AS: Students interested in teaching grades Kindergarten through sixth grade begin their teacher preparation at SCTCC and transfer seamlessly to any of the seven universities in the Minnesota State system that have an elementary education bachelor's degree.

Special Education Foundations AS: Students in this career path would work with children with disabilities and work closely with parents, specialists, and administrators to promote inclusiveness for every child. Students interested in teaching in special education will begin their teacher preparation at SCTCC and transfer seamlessly to any of the seven universities in the Minnesota State system that have a special education degree.

Students who are accepted into the Education program directly will be advised by a faculty member. Your Academic Advisor is listed in your E-Services Account by viewing your class schedule.

For students that have not met the Accuplacer scores for the Education program, the academic advising team from the Mary Stangler Center for Academic Success (CAS) will provide academic advising while completing coursework toward acceptance into the Education majors.

Degree Audit Report Be sure to watch your Degree Audit Report (DARS) closely. This report can be found in E-Services and will help you monitor which classes you have taken and which classes you still need to take to finish your degree. Watch especially for any classes that are listed in the "not used" section at the bottom on the report. You don't want anything listed in this section because it means it is not used in your degree. To find your DARS, go to eservices on the SCTCC website. Type in your Star ID and password. On the left, click on Academic Records and then Degree Audit. This will take you to a report for your specific degree.

All students with the AAS Early Childhood degree, MUST complete their First Aid & CPR for Child Care certification which includes: *Sudden Unexplained Infant Death and Traumatic Brain Injury* prior to taking Internship 2. The certification is valid for 2 years.

Some courses are only offered during Fall semester and others only offered during Spring semester.

***Education Program courses (prefixes of EDUC, ECED, and SPED) must be completed with a minimum of a C grade.**

Students are highly encouraged to participate in the student Education Student Club. We also encourage students to join a professional organization such as the Minnesota Association for the Education of Young Children (MnAEYC) and the National Association for Education of Young Children (NAEYC).

EDUCATION PROGRAM OUTCOMES

Apply an understanding of the human developmental stages to the care and education of children.
Build and maintain cross-cultural, collaborative, respectful relationships with all families, colleagues, and the community.
Observe, document and assess children with systematic, formal and informal assessment tools to evaluate development and learning.
Apply developmentally, culturally and linguistically appropriate teaching and learning strategies to build meaningful curriculum for all students, including students with diverse backgrounds and exceptionalities.
Demonstrate ethical and professional standards and behavior in the education and care of children.
Integrate diverse, multi-cultural experiences into all professional practices and learning environments.
Practice civic involvement, social responsibility and advocacy as it relates to the care and education of children.

CAREER OPPORTUNITIES:

Career opportunities for SCTCC Education graduates may be found in early childhood centers, licensed family childcare, before and after school programs, Head Start programs, facilities for people with disabilities and group homes. Opportunities are also available for students who are interested in starting their own business as a childcare provider.

Students who successfully complete the AAS Degree will have the qualifications to apply for a center-based assistant teacher position. After one year of experience (which can include hours from your internship sites), graduates may qualify for a lead teacher position. In addition, the completion of credit courses offers several options for fulfilling training and in-service requirements for assistant teachers, teachers, directors, paraprofessionals, family childcare

providers, and other interested individuals. The program courses are in agreement with the Department of Human Services (DHS) licensing guidelines.

GRADUATE QUALITIES:

Graduates will be capable of planning and implementing developmentally appropriate learning activities, positively managing behavior, organizing programs and daily routines, preparing education materials, and meeting the health and safety needs of the children, students and/or vulnerable adults.

Foundations of the SCTCC Education program

The SCTCC Education program is grounded in principles from the following organizations

- 1. National Association of the Education of Young Children**
- 2. Minnesota Department of Education**
 - a. Minnesota’s Knowledge and Competency Framework for Early Childhood Professionals**
 - b. Minnesota’s Early Childhood Indicators of Progress**

National Association of Education of Young Children

NAEYC Code of Ethical Conduct & Statement of Commitment

Preamble

NAEYC recognizes that many daily decisions required of those who work with young children are of a moral and ethical nature. The NAEYC Code of Ethical Conduct offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood education.

Standards of ethical behavior in early childhood education are based on commitment to core values that are deeply rooted in the history of our field. We have committed ourselves to:

- Appreciating childhood as a unique and valuable stage of the human life cycle.
- Basing our work with children on knowledge of child development.
- Appreciating and supporting the close ties between the child and family.
- Recognizing that children are best understood in the context of family culture and society.
- Respecting the dignity, worth, and uniqueness of each individual (child, family member, and colleague)
- Helping children and adults achieve their full potential in the context of relationships that are based on trust respect and positive regard.

***Section I: Ethical responsibilities to children. Childhood is a unique and valuable stage in the life cycle. Our paramount responsibility is to provide safe, healthy, nurturing, and responsive settings for children. We are committed to supporting children’s development by cherishing individual differences, by helping them learn to live and work cooperatively, and by promoting their self-esteem.**

***Section II: Ethical responsibilities to families. Families are of primary importance in children’s development. (The term family may include others, besides parents, who are responsibly involved with**

the child.) Because the family and the early childhood educator have a common interest in the child's welfare, we acknowledge a primary responsibility to bring about collaboration between the home and school in ways that enhance the child's development.

***Section III: Ethical responsibilities to colleagues.** In a caring, cooperative workplace, human dignity is respected, professional satisfaction is promoted, and positive relationships are modeled. Our primary responsibility in this arena is to establish and maintain settings and relationships that support productive work and meet professional needs.

***Section IV: Ethical responsibilities to community and society.** Early childhood programs operate within a context of an immediate community made up of families and other institutions concerned with children's welfare. Our responsibilities to the community are to provide programs that meet its needs and to cooperate with agencies and professions that share responsibility for children. Because the larger society has a measure of responsibility for the welfare and protection of children and because of our specialized expertise in child development, we acknowledge an obligation to serve as a voice for children everywhere.

NAEYC Statement of Commitment to Professional Ethics

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

- **Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.**
- **Respect and support families in their task of nurturing children.**
- **Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.**
- **Serve as an advocate for children, their families, and their teachers in community and society.**
- **Maintain high standards of professional conduct.**
- **Be open to new ideas and be willing to learn from the suggestions of others.**
- **Continue to learn, grow, and contribute as a professional.**
- **Honor the ideals and principles of the NAEYC Code of Ethical Conduct.**

[Minnesota Department of Education](#)

A. Minnesota's Knowledge and Competency Framework for Early Childhood Professionals

Children benefit when adults who work with them learn more about:

1. **Child Development and Learning:** An educator understands theories of development, research and best practices to help children acquire physical, social, emotional, language, cognitive and creative skills; understands individual differences and approaches to learning; understands the critical role of family, culture and community; and understands the interrelationships among culture, language, and thought.
2. **Developmentally Appropriate Learning Experiences:** An educator establishes and maintains safe and healthy environments, and plans and implements a variety of developmentally appropriate learning experiences that promote cognitive, social and emotional, physical, and creative growth and development.
3. **Relationships with Families:** An educator establishes and maintains positive collaborative relationships with families to meet the needs of children.

4. **Assessment, Evaluation and Individualization:** An educator observes, records and assesses children's skills to identify strengths, needs and approaches to learning to plan appropriate activities, interactions and environments; and assesses and evaluates program quality in an effort to continually improve programming.
5. **Historical and Contemporary Development of Early Childhood Education:** An educator understands how historical and contextual influences impact current practice and the effects of current issues on children, families and programs.
6. **Professionalism:** An educator views learning and continuous improvement as a career-long effort and responsibility; serves children and families in a professional manner; collaborates with others.
7. **Health, Safety and Nutrition:** An educator establishes and maintains an environment and curriculum that ensures the health, safety and nourishment of every child and offers experiences that promote optimal health, safety, nutrition, physical, and social emotional development that support life-long healthy behaviors and lifestyles.
8. **Application through Clinical Experiences-**An educator applies effective education practices in a variety experiences and program models.

In addition to knowledge and skills needed, educators who are most effective hold certain dispositions.

1. Compassionate, sensitive to the needs of others, and emotionally available.
2. Possesses a sense of humor and can be playful.
3. Possesses childlike curiosity
4. Can be flexible, creative and resourceful
5. Questions, demonstrates an interest in learning, and reflects on current practices as a way to improve practice
6. Likes children and believes in their ability to learn.
7. Optimistic when faced with challenges.
8. Collaborative
9. Passionate about working with young children.
10. Shows respect for self and others
11. Values and appreciates differences; is non-judgmental
12. Demonstrates a high level of integrity
13. Open to new ideas and concepts.

Several general work habits help a person successfully work with young children:

1. Is punctual and responsible.
2. Cares for personal hygiene and dresses appropriately
3. Expects and responds flexibly to continuous change.
4. Collaborates with co-workers and as a member of a team.
5. Accepts constructive feedback and learns from mistakes.
6. Listens and responds appropriately.

B. Minnesota’s Early Childhood Indicators of Progress (ECIPS)

Since the development of young children is complex and rapid, a shared set of expectations of what children can know and do is necessary to build successful early childhood programs and supports. In Minnesota, this set of shared expectations is called the Early Childhood Indicators of Progress: Minnesota’s Early Learning Standards (ECIPs). The ECIPs, which are aligned with the K-12 Academic Standards, ensure equitable access to a robust education across programs for all children.

ECIPs Domains and Components at a Glance

Domains	Approaches to Learning	The Arts	Language, Literacy, and Communications	Cognitive			Physical and Movement	Social and Emotional
				Mathematics	Scientific Thinking	Social Systems		
Components	<ul style="list-style-type: none"> Initiative and curiosity Attentiveness, Engagement and Persistence Creativity Processing and Utilizing Information 	<ul style="list-style-type: none"> Exploring the arts Using the arts to express ideas and emotions Self-expression in the arts 	<ul style="list-style-type: none"> Listening and understanding (receptive) Communicating and speaking (expressive) Emergent reading Writing 	<ul style="list-style-type: none"> Number knowledge Measurement Patterns Geometry and spatial thinking Data analysis 	<ul style="list-style-type: none"> Discover Act Integrate 	<ul style="list-style-type: none"> Community, people, and relationships Change over time Environment Economics Technology 	<ul style="list-style-type: none"> Gross Motor Fine Motor 	<ul style="list-style-type: none"> Self and emotional awareness Self-management Social understanding and relationships

Education Program Internships

INTERNSHIP 1 AND 2: OVERVIEW AND EXPECTATIONS

Students enrolled in Internship I will be placed at sites at the end of the fall semester. Students enrolled in Internship II will be placed at sites at the end of the spring semester. The students will utilize all the knowledge acquired throughout the program within the Internship environment.

In order to provide the necessary practice and skills for the students, Internship sites are selected according to several criteria. This includes the type of experience that a student requests, availability of sites, locations, and skills/abilities of the student. Every effort will be made to ensure the student is placed where he/she wishes for Internship. Internships are unpaid. **Internship sites must have a contract in place with the college. Students are not allowed to be placed at an internship site where they are employed.**

Once a student is assigned to a site for Internship, he/she must conform to that site’s specific dress code and conduct code.

The students must receive a grade of “C” OR HIGHER IN ORDER TO EARN CREDIT FOR EDUC 1250 Education Internship I and ECED 1225 Early Childhood Internship II.

Before being placed on internship for **EDUC 1225, Education Internship**, students will be required to complete and submit the following completed form:

1. Department of Human Services (DHS) Background Study Form.
Education internship students will be required to pay a \$20.00 fee at the time they complete the background study.
2. Fingerprinting. The current fee is \$9.10.

Before being placed on internship for **ECED 1250, Early Childhood Internship 2**, students will be required to complete and submit the following completed forms:

1. Proof of First Aid and CPR for Child Care, including Abusive Head Trauma and Sudden Unexpected Infant Death Syndrome Training.
2. Department of Human Services (DHS) Background Study Form.
Education internship students will be required to pay a \$20.00 fee at the time they complete the background study.
3. Fingerprinting. The current fee is \$9.10.

CRIMINAL BACKGROUND STUDY:

Any individual who has direct contact with children at facilities licensed by the Minnesota Department of Health must have a criminal background check completed. Results of the study are to be on file in the Education Program before students begin their clinical experiences. Any student who does not pass the criminal background check will not be permitted to participate in clinical experiences. Therefore, the individual may become ineligible to progress in the Education Program.

"If you have been arrested, charged or convicted of any criminal offense, you should investigate the impact that the arrest, charge or conviction may have on your chances of employment in the field you intend to study or on your chances to obtain federal, state, and other higher education financial aid."

Criminal background studies are performed annually. For a list of disqualifying crimes or conduct visit the MN Statutes Sec. 245C.15 page: <https://www.revisor.leg.state.mn.us/statutes/?id=245C.15> Questions and appeals should be directed to the Minnesota Department of Human Services, Licensing Division, 444 Lafayette Blvd., St. Paul, MN 55155-3824. DHS Background Studies Unit Phone: (651) 431-6620, Fax: (651) 296-1490. Web address: <http://mn.gov/dhs/>

Class Policies and Guidelines

CLASS PARTICIPATION AND ATTENDANCE:

Education classes are typically full of activities and are interactive. We expect that students will be on time, organized, prepared to participate in class and complete assignments. Students need to contact the instructor if they will not be in class. Students are responsible for obtaining class information from posts on D2L or from other students.

ACADEMIC DISHONESTY:

Academic Dishonesty is considered a disciplinary offense under the St. Cloud Technical and Community College Student Code of Conduct. Academic Dishonesty is defined as the submission of false academic records, cheating, plagiarism, altering, forging, or misusing a college academic record; acquiring or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonest grades, honors, or awards. Any acts of academic dishonesty will be subject to disciplinary action and could result in sanctions as described in the St. Cloud Technical and Community College Student Code of Conduct.

DRESS CODE

Internship Site: While out on Internship, dress should be appropriate to the setting. Keep in mind that we are fortunate to have continued access to a wide variety of internship sites. As you are representing the college and program, please display a professional attitude and appearance.

ID BADGES:

Due to safety issues, all students are required to wear a Picture ID when completing an internship or other practical experiences outside the classroom.

PHYSICAL REQUIREMENTS

- ✚ **Physical Strength and Mobility:** Physical strength may be needed to lift, position, or carry children. Students need to be able to move with sufficient ease and stamina to perform common job tasks.
- ✚ **Vision:** The student's vision needs to be sufficiently acute to manage the care, education, and safety of the children under their direction.
- ✚ **Hearing:** The student's hearing needs to be sufficiently acute to manage the care, education, and safety of the children under their direction.

SOCIAL INTERACTION AND COMMUNICATION REQUIREMENTS

SCTCC Education Program students are expected to:

- ✚ Communicate effectively
- ✚ Utilize positive relationships with others
- ✚ Respect others with differing backgrounds, cultures and beliefs
- ✚ Use sound judgment and safety precautions
- ✚ Use critical thinking in problem-solving

- ✚ Function effectively within rapidly changing and stressful environments
- ✚ Monitor own emotions
- ✚ Establish professional boundaries

GUIDELINES FOR CELL PHONES

In the Education Department, we value technology as a tool to enhance, engage in, and differentiate learning opportunities for students. It is our expectation that our students be actively engaged and participate in the learning opportunities the instructors provide. Therefore, cell phones may only be used when directed by the instructor to enhance learning during the course. Cell phones should remain turned off or silenced during class time, except in the event of an emergency. Emergency calls may be received by exiting the classroom and having the emergency phone conversation in the hallway. Please advise the instructor, prior to the start of class, that you are expecting an urgent call.

EDUCATION PROGRAM SUPPLIES

Students in the Early Childhood AAS degree will the following supplies to complete course assignments. Each student can have access to a shared plastic bin to put their supplies in for course activities.

- I. **General Items**
 - 2 – packages of laminating paper
- II. **Specific items for Professional Relations Class ECED 1230**
 - 1- 2-inch 3 ring binder for Professional Portfolio
 - 1- Accordion folder approx 8x10 for Professional Resource File
 - 1-Sheet of business card paper
- III. **Specific Items for Guidance Class ECED 1235**
 - 1- Pkg. of Index cards 5x8 ruled or unruled for transition cards
 - 1- accordion folder or 3 ring binder for transition cards
- IV. **Specific Items for Planning and Implementing Class ECED 1240**
 - 1- Rubbermaid container (15-18 gallon) for Prop Box
- V. **Specific items for Teaching Children with Challenging Behaviors ECED 2230**
 - 1- Rubbermaid container (15-18 gallon) for Calm Down Tool Kit

*Please bring in your own paper if you are using the Die Cuts for personal use. The paper we have in the classroom is used for instructor in/class projects.

Course Descriptions

Professional Relations in Early Childhood Careers ECED 1230 3 Credits

This course explores career opportunities and professional behavior for working in early childhood education. Students will examine job requirements, duties, regulations, and issues, skills, and personal characteristics for becoming successful professionals in childcare and educational careers.

Child Growth and Development EDUC 1220 3 Credits

This course is designed to provide an overview of typical and atypical development across the lifespan, from prenatal through late adult, including physical, social/emotional, and cognitive development. It integrates developmental theory with appropriate practices in a variety of care giving community and educational settings.

Guidance: Manage Phy & Soc Env ECED 1235 3 credits

This course provides an exploration of the physical and social environments that promote learning and development. It includes an introduction to basic guidance techniques for individual and group situations. Emphasis on problem-prevention, positive guidance strategies; recognition, communication, limit setting, and problem-solving to improve positive social interaction.

Planning & Implementing Curriculum ECED 1240 3 Credits

This course is designed to examine the role of the teacher and teaching strategies in early childhood settings. These strategies apply knowledge of child development, program development, intervention and assessment. This course provides early childhood best practices to support successful instruction and program development with infant, toddler and preschool children in childcare and school environments.

Education Internship 1 EDUC 1225 3 Credits

This course gives the students the opportunity to observe, practice, and apply skills and techniques at an introductory level. These opportunities will take place in a variety of supervised placements with teachers who model effective teaching practices and implementation of Minnesota state academic content standards for students. Faculty will work with students to choose internship placement at sites set up with contracts through the college. This internship experience is a crucial part of the education program as it gives the students the opportunity to practice and implement skills learned throughout the program.

Safety, Health & Nutrition ECED 1245 3 Credits

This course will guide the student in obtaining skills needed to establish and maintain a physically and psychologically safe and healthy learning environment for young children. There will be an emphasis on the development of healthy habits and nutritional guidelines. This course will present current issues in children's health, including recognition and treatment of common childhood illnesses and ailments, dental health, child abuse, nutrition, health, safety and accident prevention. THIS COURSE DOES NOT INCLUDE CPR OR FIRST AID CERTIFICATION.

Intro to Special Education SPED 1205 3 Credits

This course provides an overview of the historical and philosophical foundations of special education and provides the foundation to support education for individuals with disabilities. The student will learn the importance of inclusion and the impact it has on individuals with disabilities by examining legal and social

environments of education. The student will also learn how to adapt learning materials for a variety of learning environments. Student observation techniques and developing personal philosophy of special education will be studied as well. Students will complete fifteen hours of field-based experience in a special education classroom setting under the supervision of a licensed special education teacher.

Technology Strategies for Educators

EDUC 1215

3 Credits

This course is designed to provide students with the skills necessary to support and reinforce the instruction of K-6 students in the area of technology. Students will utilize technology to gather and develop classroom lesson plans. Students will examine assistive/augmentative technology and the technologies required of prospective and practicing teachers. Students will also learn to apply those skills and knowledge when assisting students.

Early Childhood Internship 2

EDUC 1250

3 Credits

This course provides an opportunity to apply knowledge and skill in care giving and/or education settings. Students will observe and assess behavior, facilitate free choice activities and plan and implement child learning experiences, as well as maintain professional relationships. This course is a vital component of the early childhood program as it gives students the opportunity to implement skills learned in other program courses.

Teaching Children with Challenging Behaviors

ECED 2230

3 Credits

This course is designed to increase a student's knowledge of understanding children, adolescents and adults with challenging behaviors. Students will identify intervention strategies to prevent and resolve behaviors that are socially acceptable, design a functional behavior assessment (FBA), and use behavior modification techniques.

Family & Community Relations

ECED 2205

3 Credits

This course is designed to increase a student's knowledge of diverse families and provides an opportunity to examine how current societal and community relationships impact the development of children and the well-being of families. In addition, the student will explore the changing role and structure of families and look at the social service systems, legal systems, and family support systems in their community.

Literature & Language Development Experiences

ECED 2210

3 Credits

Children's Literature is a powerful and fun component in language development. Students will have the opportunity to work with a variety of wonderful books to develop a base of high quality books to use in their future careers. This course provides an overview of language and literacy learning experiences in school, home or center-based settings. Students will integrate knowledge of children's language development, learning environments, and teaching methods to select, present, and evaluate literature experiences, and to promote literacy and conversation.

Children with Special Health Care Needs

ECED 2220

2 Credits

This course introduces terminology and basic concepts of support care related to children with special health and/or medical needs who are being cared within an out of home environment, such as early child care, schools and/or afterschool care settings.

The purpose of this course is to provide the student with basic information on a variety of medical conditions in children requiring support measures in an out of home care setting. Some of these health and/or medical conditions may require short-term intervention and support, while other conditions may require lifelong support measures. This information is designed to give the student with minimal to no medical background a framework of information to build upon.

Intro to Education**EDUC 1200****3 Credits**

Introduction to Education provides an overview of the education profession and the U.S. educational system, including historical development, social foundations, and educational institutions. The course also provides an overview of the traditional elementary level education classroom and strategies to support the development of the student. This information is necessary for the development of the professional educator.

Multicultural Education**EDUC 1210****3 Credits**

Multicultural Education introduces students to core concepts and approaches to multicultural education including issues related to student, family, and community diversity based on culture, language, race, class, gender, and sexual identity. Emphasis is placed on demonstrating the multicultural competence required of all successful teachers working with today's diverse youth. Awareness of the history, language, and cultural background of Minnesota-based American Indian tribes and various immigrant groups of Minnesota will also be addressed.

St. Cloud Technical & Community College – general information

1540 Northway Drive
St. Cloud, MN 56303
320 - 308 - 5000

VISION STATEMENT

St. Cloud Technical & Community College is the college of choice for quality career, technical and transferable education, focused on highly-skilled employment and life-long learning opportunities.

MISSION STATEMENT

St. Cloud Technical & Community College prepares students for life-long learning by providing career, technical and transferable education.

SCTCC's Core Values

Student success through collaboration and cooperation

A friendly, respectful, enthusiastic, safe, and diverse atmosphere

Student-centered from prospect through alumni

Staff development and success

A team-oriented environment

Relationships with industry and community

Quality and continuous improvement

Innovation, creativity, and flexibility

Contextual and technologically driven learning experiences

SCTCC College Outcomes

- Demonstrate Personal and Social Accountability
- Think Critically
- Communicate Effectively
- Understand Society and Global Perspectives
- Apply Knowledge

STATEMENT OF DIVERSITY:

The entire class will benefit from the wealth of diversity brought by each individual, so you are asked to extend every courtesy and respect that you in turn would expect from class.

This college is committed to creating a positive, supportive environment, which welcomes diversity of opinions and ideas for students. There will be no tolerance of race discrimination/harassment, sexual discrimination/harassment, or discrimination/harassment based on age, disability, color, creed, national origin religion, sexual orientation, marital status, status with regard to public assistance or member in a local commission.

STATEMENT OF ACADEMIC INTEGRITY:

Academic integrity is highly valued at St. Cloud Technical and Community College and throughout higher education. Maintaining academic integrity is the responsibility of every member of the college community: faculty, staff, administrators and students. Academic integrity requires students to refrain from engaging in or tolerating acts including, but not limited to, submitting false academic records, cheating, plagiarizing, altering, forging, or misusing a college academic record; acquiring or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonest grades, honors, or awards.

Any violation of the St. Cloud Technical and Community College's academic integrity policy S3.28 is considered a disciplinary offense and will be subject to the policies of this instructor and can be submitted to the Director of Campus Life for review, entrance into a violation database, and possible disciplinary action as outlined in the academic integrity procedure S3.28.1. Students accused of academic dishonesty may appeal the decision. Students may review The complaint/grievance policy S3.24 and procedure 3.24.1

<http://sctcc.edu/sites/default/files/policies/S3.24%20Complaint%20Grievance.pdf>

Academic Dishonesty is considered a disciplinary offense under the St. Cloud Technical and Community College Student Code of Conduct. Academic Dishonesty is defined as the submission of false academic records, cheating, plagiarism, altering, forging, or misusing a college academic record; acquiring or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonest grades, honors, or awards. Any acts of academic dishonesty will be subject to disciplinary action and could result in sanctions as described in the St. Cloud Technical and Community College Student Code of Conduct.

Academic dishonesty in a learning environment could involve:

- Having a tutor or friend complete a portion of your assignments
- Having a reviewer make extensive revisions to an assignment
- Copying work submitted by another student
- Using information from online information services without proper citation (Proper documentation consists of quotation marks around three or more of someone else's words followed by a proper citation. No quotation marks are necessary if you put someone else's ideas in your own words; however, you must follow the paraphrase with a proper citation.)

- Using a paper you have/had written for another class to fulfill an assignment in this class unless you have permission of both instructors
- Sharing or receiving answers on tests before the test has been completed

A first instance of academic dishonesty will result in a zero for the assignment and an academic progress report will be filed. The same will happen with a second instance and in addition, the matter will be turned over to the Director of Campus Life and/or the Vice President of Student Affairs. If you have any questions about appropriate academic citations, consult your instructor or the Mary Stangler Center for Academic Success.

ST. CLOUD TECHNICAL AND COMMUNITY COLLEGE DISCRIMINATION/HARASSMENT POLICY

Equal Education & Employment Opportunity

It is the policy of St. Cloud Technical & Community College to prohibit discrimination and ensure equal opportunities in its educational programs, activities and all aspects of employment for all individuals regardless of race, color, creed, gender (including pregnancy), religion, national origin, veteran's status, marital status, sexual orientation/affectional preference, age, mental or physical disability, status with regard to public assistance or inclusion in any group or class against which discrimination is prohibited by federal, state or local laws and regulations. Further, the college will not tolerate acts of sexual harassment/assault within its area of jurisdiction.

Civil Rights

St. Cloud Technical & Community College will continue to remain in full compliance with: Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the 1992 Crime Bill.

STATEMENT OF ACCOMMODATIONS:

St. Cloud Technical & Community College is committed to providing students with disabilities reasonable accommodations to participate in all services, programs, and activities. Students requiring accommodations must first register with Disability Services and provide appropriate documentation of their disability. Accommodations are provided on an individualized, as-needed basis, determined through the appropriate documentation. Please contact Disability Services at 320-308-5090, to develop your Accommodations Plan.

The accommodations authorized in your Accommodations Plan should be discussed with your instructor. All discussions will remain confidential. Accommodations are not provided retroactively so it is essential to discuss your needs at the beginning of the semester.

Each syllabus is available in alternate formats upon request by contacting Disability Services at 320-308-5090 or 1-800-222-1009. TTY users may call MN Relay Service at 711 to contact the college.

CREDIT LOAD

Students registered for at least 12 credits are considered full-time students.

Students registered for 9-11 credits are considered three-quarter time students.

Students registered for 6-8 credits are considered half-time students.

The maximum allowable load without special permission is 20 credits during fall and spring semesters and 13 credits during summer semesters.

Students who wish to enroll for more than the established maximum must secure permission from their academic advisor.

Students wishing to enroll in more than 25 credits must get a dean's permission.

GRADUATION PROCEDURE

Application for Graduation forms are available in the Office of Records and Registration. The Application for Graduation can also be completed online.

Completed forms are used to enter names into the commencement program, reviewed after graduation to determine degree or diploma completion and followed up with placement information.

Application forms must be completed prior to May 1 to ensure your name placement in the commencement program. However, students can still apply for graduation after this date and participate in the ceremony.

The graduation ceremony happens once a year, in the spring. Students who have a few extra courses to complete the next fall can still walk in the spring for graduation, or wait until the following spring to participate in the graduation ceremony.

PARKING FEE AND PARKING REGULATIONS

Students parking rates are \$3.25 per credit (e.g., a student taking 9 credits will have a parking rate of \$29.25 for that semester). This fee will be charged automatically on a student's account.

Students enrolled in distance education courses requiring no campus visits will not be charged. Students on extended internships, or similar situations off-campus, can request a waiver.

If you forget your parking permit in another vehicle, a daily permit may be purchased in the Financial Services office for \$2.

Parking permits are required to park in SCTCC's student parking lots A, C, and D and the Health Sciences Building lot. Overflow parking is available in the Whitney Softball Field lots. B lot is strictly for Workforce Center clients only. Please do NOT park in the Whitney Senior Center parking lot.

These parking lots will be patrolled, and cars without permits will be ticketed.

Unpaid parking tickets will be recorded and will prohibit a student from registering for classes, obtaining transcripts, or enrolling at another Minnesota State institution.

All cars must be registered online in order to obtain a permit. This step must be completed every semester an individual wishes to obtain a permit.

To register your car, you will need your:

- Star ID and Star ID Password
- Car Make and Model
- License Plate Number

Parking passes can be picked up at the Financial Services office once a car is registered and payment arrangements made.

Student permit fees will be automatically charged to the student account.

STUDENT CODE OF CONDUCT

The Office of Student Conduct is dedicated to supporting students by maintaining a conduct process that is educational, equitable, expeditious and just. We foster students' learning and growth by administering a process that teaches responsibility by holding students accountable for their behavior, encourages the expression of diverse views and opinions, and validates healthy choices and the concepts of individual and community respect.

Through programs and services, we strive to help students mature and become contributing citizens within SCTCC and the local communities. We help to create a College culture that is self-disciplined, where civility is embraced and the community norms and actions validate the essential values of SCTCC:

- Personal and academic integrity
- Respect for the dignity of all persons and a willingness to learn from the differences in people, ideas, and opinions
- Respect for the rights, property, and safety of others
- Concern for others and their feelings and their need for conditions that support an environment where they can work, grow, and succeed at SCTCC

DATA PRACTICES POLICY

Student means an individual currently or formerly enrolled or registered, applicants for enrollment registration at a public educational agency or institution or individuals who receive shared time educational services from a public agency or institution. All students at a post-secondary school have the same rights regarding their educational data regardless of age.

Educational data or education records means data in any form directly relating to an individual student maintained by a public educational agency or institution or by a person acting for the agency or institution.

Educational records do not include:

- (1) financial records of the student's parents or guardian;
- (2) confidential letters or statements of recommendation placed in education records before January 1, 1975, or after January 1, 1975, if the student waived right of access;
- (3) records of instructional personnel that are kept in the sole possession of the maker and are not accessible or revealed to any other individual except a temporary substitute for the maker and are destroyed at the end of the school year;
- (4) records of law enforcement units (if law enforcement unit is a separate entity and the records are maintained exclusively by and for law enforcement purposes);
- (5) employment records related exclusively to a student's employment capacity (not employment related to status as a student, such as work study) and not available for use for any other purpose;
- (6) medical and psychological treatment records that are maintained solely by the treating professional for treatment purposes;
- (7) records that only contain information about a student after that individual is no longer a student at the institution (alumni data).

Access to Student Records

Consent for Release Generally Required

The college will not permit access to or the release of personally identifiable information contained in student educational records without the written consent of the student to any third party, except as authorized by the MGDPA and FERPA or other applicable law. A written consent is valid if it: 1) specifies the records that may be disclosed; 2) states the purpose of the disclosure; 3) identifies the party or class of parties to whom the disclosure may be made; and 4) is signed and dated by the student. If the release is for disclosure to an insurer or its representative, the release must also include an expiration date no later than one year from the original authorization. If the student requests, the school shall provide him or her with a copy of the records released pursuant to the informed consent.

Release without Consent

As allowed by the MGDPA and FERPA, the college will release student records *without consent* as follows:

- (1) to appropriate school officials who require access to educational records in order to perform their legitimate educational duties (see explanation below);

(2) to federal, state, or local officials or agencies authorized by law;

(3) in connection with a student's application for, or receipt of, financial aid;

(4) to accrediting organizations or organizations conducting educational studies, provided that these organizations do not release personally identifiable data and destroy such data when it is no longer needed for the purpose it was obtained;

(5) in compliance with a judicial order or subpoena, provided a reasonable effort is made to notify the student in advance unless such subpoena specifically directs the institution not to disclose the existence of a subpoena;

(6) to appropriate persons in an emergency situation if the information is necessary to protect the health or safety of the students or other persons; or

(7) to an alleged victim of a crime of violence (as defined in 18 U.S.C. Sect 16) or non-forcible sex offense, the final results of the alleged student perpetrator's disciplinary proceeding may be released;

(8) to another educational agency or institution, if requested by the agency or institution, where a student is enrolled or receives services while the student is also in attendance at the college or university, provided that the student is notified where applicable; receives a copy of the record, if requested; and has an opportunity for a hearing to amend the record, as required by law.

"School Officials" with a "legitimate educational interest"

The college will release information in student education records to appropriate school officials as indicated in (1) above when there is a legitimate educational interest. A school official is a person employed by the college in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Record of Requests for Disclosure

Where required by law, a record of requests for disclosure and such disclosure of personally identifiable information from student education records shall be maintained by Records and Registration for each student and will also be made available for inspection pursuant to this policy. If the institution discovers that a third party who has received student records from the institution has released or failed to destroy such records in violation of this policy, it will prohibit access to educational records for five (5) years. Records of requests for disclosure no longer subject to audit, nor presently under request for access will be maintained according to the school's applicable records retention policy.

Directory Information

The following information on students at St. Cloud Technical & Community College is designated as public Directory Information:

- (1) student's name
- (2) hometown
- (3) participation in officially recognized activities and sports
- (4) dates of attendance (beginning and end dates of the semester)
- (5) classification (freshman, sophomore)
- (6) degrees, honors and awards received
- (7) date of graduation
- (8) physical factors (height and weight) of athletes
- (9) enrollment status (e.g., undergraduate, graduate, full-time, or part-time)
- (10) student email addresses and Star ID numbers are defined as Limited Directory Data for enterprise technology related purposes to the Minnesota State Colleges and Universities system that are approved by System Office IT, including, but not limited to, inclusion of email addresses and Star ID numbers in a directory accessible to Minnesota State students and employees.

Notice to students about Directory Information:

Students may direct that all of the above-listed Directory Information be withheld from public disclosure by notifying the Records and Registration Office in writing.

Access to Educational Records by Student

Upon [written] request, the College shall provide a student with access to his or her educational records. There is no charge for viewing the records even if the college is required to make a copy of the data in order to provide access. Responses to requests by students to review their educational records shall be within ten business days.

Upon request, the meaning of educational data shall be explained to the student by college personnel assigned to, and designated by, the appropriate office.

Students have the right to review only their own records. When a record contains private information about other student(s), disclosure cannot include information regarding the other student(s).

Copies

Students may have copies of their educational records and this policy. The copies of records will be made at the student's expense at rates stated in the college copy charge policy.

Official copies of academic records or transcripts will not be released for students who have a delinquent financial obligation or financial "hold" at the College, unless otherwise required by law.

Data Privacy/ Confidentiality
Signature Page

Students in the Education program have the opportunity to experience hands-on learning with children, young adults, and people with special needs and their families. They also experience internships, classroom observations and activities within the community at programs such as Early Childhood Centers, Title 1, Bilingual Programs, Early Childhood Family Education (ECFE), Early Childhood Special Education (ECSE), elementary and secondary schools, group homes, residential treatment centers, licensed family child care, before and after school programs, Head Start programs, facilities for people with disabilities and group homes.

Data privacy and confidentiality MUST always be maintained. If the data privacy laws are not followed, you as an individual and we as a program are liable for breach of confidentiality.

As a student, I, the undersigned have been informed as to the responsibility of maintaining confidentiality and agree to adhere to Data Privacy laws.

By signing this agreement, I state that I understand my responsibility and have been educated and trained about the significance of confidentiality and agree not to breach that confidentiality. This includes sharing private information in any form, including verbal, written or on social media.

Signed: _____

Date: _____

Program Handbook Agreement

I _____, have read and understand the contents of the Education Student Handbook.

Signed: _____

Date: _____