# ATHENA CAREER ACADEMY

*Early Childhood Education*

*Associate Degree Program*

# STUDENT HANDBOOK

**July 2019**

ATHENA
CAREER ACADEMY

ATHENA CAREER ACADEMY
5203 Airport Highway
Toledo, Ohio 43615
Phone (419) 472-1150 • Fax (419) 932-6911
www.athenacareers.edu

School Registration No. 10-09-1943T

OPEID No. 04192200

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# Welcome

Dear Student,

Congratulations on being accepted into Athena Career Academy and the Early Childhood Education Associate Degree in Applied Science Program.

On behalf of the administration, faculty, and entire staff, we are excited to welcome you!

We also want to congratulate you on your enthusiastic vision to advance yourself in a wonderfully, fulfilling career of Early Childhood Education and we are very proud and honored you have chosen Athena Career Academy.

Throughout your program, please do not hesitate to ask for any help or to raise questions. We are here to serve you.

Congratulations again, and best wishes.

Sincerely,

Pamela Parsons, Early Childhood Education Program Director

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## ATHENA CAREER ACADEMY EARLY CHILDHOOD EDUCATION PROGRAM

### MISSION STATEMENT
Athena Career Academy's mission is to provide quality educational programs that produce a competent and educated workforce.

### VISION STATEMENT
Athena Career Academy's vision statement is to excel in providing students with quality programs that inspires a respect and value for lifelong learning.

### PROGRAM PHILOSOPHY
Athena Career Academy is dedicated to offering a comprehensive Early Childhood Education (ECE) Development Program. Our graduates will be prepared to work in the Early Childhood Development field. They will understand children's development levels from birth through age eight (8). They will learn how to educate, encourage, use positive discipline, inspire, and use Developmentally Appropriate Practice methods. Our graduates not only will be prepared to work as early childhood teachers, but will also have obtained the administrative skills to become an Administrator or Coordinator of a program. This field is unlimited as to what you can achieve with your degree.

### CONCEPTUAL FRAMEWORK
Athena Career Academy takes a hands-on approach to learning. Early Childhood Education, which refers to the: Physical, Cognitive, Linguistic, and Socio-emotional development of children from prenatal to age eight (8). Athena Career Academy integrates into their curriculum the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct for Professionals responsibilities. The Code sets forth a framework of professional responsibilities in four sections. Each section addresses an area of professional relationships: 1) with children, 2) with families, 3) among colleagues, and 4) with the community and society.

**Section 1: Ethical Responsibilities to Children**

Childhood is a unique and valuable stage in the human life cycle. Our paramount responsibility is to provide care and education in settings that are safe, healthy, nurturing, and responsive for each child. We are committed to supporting children's development and learning; respecting individual differences; and helping children learn to live, play, and work cooperatively. We are also committed to promoting children's self-awareness, competence, self-worth, resiliency, and physical well-being.

**Section 2: Ethical Responsibilities to Families**

Families* are of primary importance in children's development. Because the family and the early childhood practitioner have a common interest in the child's well-being, we acknowledge a primary responsibility to bring about communication, cooperation, and collaboration between the home and early childhood program in ways that enhance the child's development.

*The term family may include those adults, besides parents, with the responsibility of being involved in educating, nurturing, and advocating for the child.

**Section 3: Ethical Responsibilities to Colleagues**

In a caring, cooperative workplace, human dignity is respected, professional satisfaction is promoted, and positive relationships are developed and sustained. Based upon our core values, our primary responsibility to colleagues is to establish and maintain settings and relationships that support productive work and meet professional needs. The same ideals that apply to children also apply as we interact with adults in the workplace. (Note: Section 3 includes responsibilities to co-workers and to employers. See the *"Code of Ethical Conduct: Supplement for Early Childhood Program Administrators"* for responsibilities to personnel (employees in the original 2005 Code revision), online at http://www.naeyc.org/files/naeyc/file/positions/PSETH05_supp.pdf).

**Section 4: Ethical Responsibilities to Community and Society**

Early childhood programs operate within the context of their 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 the diverse needs of families, to cooperate with agencies and professions that share the responsibility for children, to assist families in gaining access to those agencies and allied professionals, and to assist in the development of community programs that are needed but not currently available.
As individuals, we acknowledge our responsibility to provide the best possible programs of care and education for children and to conduct ourselves with honesty and integrity. Because of our specialized expertise in early childhood development and education and because the larger society shares responsibility for the welfare and protection of young children, we acknowledge a collective obligation to advocate for the best interests of children within early childhood programs and in the larger community and to serve as a voice for young children everywhere.
The ideals and principles in this section are presented to distinguish between those that pertain to the work of the individual early childhood educator and those that more typically are engaged in collectively on behalf of the best interests of children – with the understanding that individual early childhood educators have a shared responsibility for addressing the ideals and principles that identified as "collective".

**ACCREDITATION AND LICENSURE**

Athena Career Academy is accredited by the Commission of the Council on Occupational Education,
7840 Roswell Road,
Building 300, Suite 325
Atlanta, GA 30350
Telephone: 770-396-3898
Facsimile: 770-396-3790
Website: www.council.org

The program is also approved by the Ohio State Board of Career Colleges and Schools
30 East Broad St. Suite 2481
Columbus, Ohio 43215
Telephone: 614-466-2752
Facsimile: 614-466-2219

**ATHENA CAREER ACADEMY ACADEMIC SCHEDULE 2019 – 2020**

**FALL QUARTER 2019**

*Student Orientation for Fall Quarter – Wednesday, August 14, 2019
**Fall Quarter begins – Monday, August 19, 2019 to Friday, November 1, 2019**
Labor Day – Monday, September 2, 2019 NO Class
Finals Week – Monday, October 28, 2019 to Friday November 1, 2019
Break Week – Monday, November 4, 2019 to Friday November 8, 2019

**WINTER QUARTER 2019**

*Student Orientation for Winter Quarter – Wednesday, November 6, 2019
**Winter Quarter begins – Monday, November 11, 2019 to Friday, February 7, 2020**
Thanksgiving Holiday – Thursday, November 21, 2019 to Friday, November 22, 2019
Winter Holiday – Monday, December 16, 2019 to Tuesday, December 31, 2019
New Year's Holiday – Wednesday, January 1, 2020
Classes Resume – Thursday, January 2, 2020
Martin Luther King Day – Monday, January 20, 2020 NO CLASS
Finals Week – Monday, February 3, 2020 to Friday, February 7, 2020
Break Week – Monday, February 10, 2020 to Friday, February 14, 2020

**SPRING QUARTER 2020**
*Student Orientation for Spring Quarter – Wednesday, February 12, 2020
**Spring Quarter begins – Monday, February 17, 2020 to Friday, May 1, 2020**
Finals Week – Monday, April 27, 2020 to Friday, May 1, 2020
Break Week – Monday, May 4, 2020 to Friday, May 8, 2020

**SUMMER QUARTER 2020**
*Student Orientation for Summer Quarter – Wednesday, May 6, 2020
**Summer Quarter begins – Monday, May 11, 2020 to Friday, July 17, 2020**
Memorial Day – Monday, May 25, 2020 NO class
Independence Day – Friday, July 3, 2020 NO class
Finals Week – Monday, July 13, 2020 to Friday, July 17, 2020
Summer Break – Monday, July 20, 2020 to Friday, August 14, 2020

**FACILITIES**
Athena Career Academy has sufficient space for classroom lecture and labs. Additional experience and Practicum will be performed in quality child development centers that must be approved by the instructor.

**HANDBOOK**
Students will receive an electronic copy of the Early Childhood Education Handbook at orientation each student will sign for their handbook as receipt (last page) that they received it.

**PROGRAM COSTS FOR ASSOCIATE DEGREE IN APPLIED SCIENCE**
**Major: Early Childhood Education**

**All books and supplies must be purchased through Athena Career Academy**

| | | |
|---|---|---|
| Book Fee: | | $ 3000.00 |
| Lab/Uniforms/General Fees | | $ 2500.00 |
| Tuition | | $ 28796.00 |
| Registration Fee | | $ 120.00 |
| | **TOTAL** | **$34,416.00** |

Pre-Registration Costs*
**Pre-Registration costs are non-refundable*
Entrance Assessment Fee (Paid to School) (Not covered by Financial Aid) $ 25.00

**GRADUATION COSTS AND COMMENCEMENT**
Athena Career Academy will provide commencement items, this will include: Cap, Gown, Tassel, Diploma, and Cover.**providing all requirements below are met*
Students are eligible for graduation from Athena Career Academy Early Childhood Education Associate Degree Program one they have completed the following:

- Successfully completed needed/required courses, labs, and practicum assignments
- Paid all tuition and fees. For those students that receive loans under the Direct Loan Program; online Exit Counseling at studentloan.gov must be completed
- Return FOB (Door Entry Card)

**ADMISSIONS POLICY –**
****ALL REGISTRATION PAPERWORK MUST BE COMPLETED BY ORIENTATION**

1. Applicants must be 18 years of age to enroll.
2. Complete a student application for admission.
3. Attend an informational meeting with an admissions representative.
4. Provide a copy of valid government identification and signed social security card.
5. If applying for Financial Aid meet with a financial aid administrator for funding arrangement

6. Prospective students will take the Wonderlic Assessment prior to starting the program. The fee for the assessment is $25.00 *All Scores below 12 will require student to meet with Program Director
7. Complete an online State of Ohio Disclosure Course.
8. Complete Athena Career Practicum Eligibility Acknowledgment
9. Submit a copy of a high school transcript or GED transcript. High school transcripts must have a full name, graduation date, and school official signature if possible. Foreign transcripts must be evaluated prior to enrollment by an accredited agency.
10. Citizenship requirements include I94 card with date of entry, current passport, and proof of alien registration number if applicable.
11. Receive & Review Gainful Employment Disclosure, Sign Confirmation (*see page 33 for Disclosure*)
12. Sign an enrollment agreement
13. Attend the orientation session.

**CHANGE IN PROGRAM POLICIES**

Athena Career Academy Early Childhood Education Program Director, Instructors, and Athena Career Academy may at their own discretion, change any syllabi, calendar, and any examination date or schedule with prior notice.

*All Students will be notified in writing and/or an email of any program policy changes.

**FAILED CLASS POLICY**

Procedures to retake a failed class:

- If the student fails the course in a quarter, they must meet with the program director for academic advisement. This meeting must be completed within five (5) days after final grades are posted.
- Upon retaking a failed course, a $100 General fee will be charged to the students account.

*Athena Career Academy reserves the right to deny a re-entry to any person for any nondiscriminatory reason.

**READMISSION**

All students returning to Athena Career Academy who have exceeded a six (6) month absence must attend orientation and sign a student handbook for Early Childhood Education. It is at the discretion of the Program Director to request a new medical form, BCI/FBI background check.

**TRANSFERS TO ATHENA CAREER ACADEMY**

If a student desires to seek credit for work completed at other colleges, credits by examination courses, experiential learning courses, and other non-traditional credit courses, the student must request an official transcript or course verification from each college/learning institution attended to be mailed directly from that college to Athena Career Academy. It is the student's sole responsibility to request this OFFICIAL transcript/course verification and that the transcript/course verification be received by Athena Career Academy before the first day of class. All awarded transfers are at the discretion of Athena Career Academy. All transcripts/course verifications received for transfer credit become a permanent part of the student academic file and may not be copied for distribution.

Athena Career Academy will evaluate each transcript/course verification to determine the total number of credit hours that would be approved to transfer. Athena Career Academy at their own discretion may decide to accept general education courses which are not offered by Athena Career Academy. There is a limit to transfer credits. Credit hours transferred cannot exceed 50% of the total credit hours required in the program or 50% of the credit hours required in the major. At a minimum, one half of the credit hours required for an Associate Degree are required to be earned at Athena Career Academy. Credits that are approved to be transferred will be counted as earned hours only and will not be calculated in the students' GPA. Athena Career Academy does require the last 12 credit hours must be taken at Athena Career Academy.

## TRANSFERS WITHIN ATHENA CAREER ACADEMY

Students enrolled in the Early Childhood Education Program at Athena Career Academy cannot transfer into other offered programs at Athena Career Academy. Students that are currently enrolled in other programs at Athena Career Academy cannot transfer into Early Childhood Education.

## TRANSFERABILITY OF CREDIT TO OTHER INSTITUTIONS

The acceptability of credits is solely at the discretion of the accepting institution. Athena Career Academy will provide official transcripts at the written request of the student providing the student is in good financial standing.

## COLLEGE CREDIT FOR MILITARY SERVICE

Athena Career Academy Early Childhood Education Program Director will look for evidence that the learning acquired through military training courses or experience directly relates to the objectives of the academic courses that are offered at Athena Career Academy.

The American Council on Education collaborates with the U.S. Department of Defense (DOD) to review military training and experiences and recommend appropriate college credit for members of the Armed Forces. ACE's credit recommendations appear in the Military Guide and on military transcripts. More information can be located at http://www.acenet.edu/news-room/Pages/Military-Guide-Online.aspx.

## STUDENT GUIDANCE AND COUNSELING

**Personal Counseling:**

Personal or family problems may present barriers to successful completion of education. Athena Career Academy does not offer personal guidance or counseling services. Students in need of services are encouraged to find services in their area.

**Academic Guidance:**

If a student identifies a need for academic assistance, it is the student's responsibility to contact his/her instructor(s) for a discussion of the issue and for guidance in correcting the academic problem. Faculty who identify an academic problem with a student will arrange a meeting with the student to address the issue, and refer the student to tutoring. In the event a student needs further assistance they can request an appointment with the program director for further guidance

## CAREER SERVICES:

Athena Career Academy will assist students and expects students to be very active in their employment search as graduation nears. Athena Career Academy will provide career development assistance. All graduates are afforded opportunities to participate in the following career-planning activities:

- Preparation of resumes and letters of introduction
- Interviewing techniques
- Job referrals by career planning services

Please note Athena Career Academy cannot guarantee employment upon graduation. To view Athena Career Academy's disclosures, visit www.athenacareers.edu.

## LETTER OF RECOMMENDATION

Athena Career Academy will provide a letter of recommendation from the Program Director upon request to any ECE graduate who has completed the ECE program from Athena Career Academy and has a zero ($0) balance.

## ACADEMICS

### GRADING POLICY:

Grades are given in letter form. Some classes may require a midterm and final examination and/or quizzes, presentations, projects, labs and papers

*Please note that an instructor is given a complete **(48) "Business"** hours to post students grades.

### GRADING SCALE:

**Theory**

92-100= A…….4.0 Grade Point
84-91= B……...3.0 Grade Point
75-83= C……...2.0 Grade Point
66-74=D……1.0 Grade Point
≤ 65 = F……..... 0 Grade Point

The grade point average (GPA) is the basis for calculating scholastic standing. Points are assigned per Athena Career Academy's grading policy (See above).

*Grades are rounded to the nearest percent. Example: 79.5% = 80% 79.4% = 79%

### ACADEMIC HONORS/DEANS LIST/PRESIDENTS LIST

Part Time and Full Time students enrolled in Early Childhood Education Associate Degree program at Athena Career Academy are recognized for Academic Honors when they meet the following credentials:

- **HONORS**
  Awarded for current quarter to Part Time Students who are enrolled in 6 to 11 Credit Hours per Quarter and earn a GPA of 3.5 or higher will receive HONORS. Award will be noted on Transcript and an award letter form Athena Career Academy will be awarded to student
- **ACADEMIC HONORS**
  Awarded for current quarter to Full Time Students who are enrolled in 12 or more Credit Hours per Quarter and earn a GPA of 3.5 to 3.79 will receive ACADEMIC HONORS Status. Award will be noted on Transcript and an award letter form Athena Career Academy will be awarded to student
- **PRESIDENTS LIST**
  Awarded for current quarter to Full Time Students who are enrolled in 12 or more Credit Hours per Quarter and earn a GPA of 3.8 to 4.0 will receive PRESIDENTS LIST Award. Award will be noted on Transcript and an award letter form Athena Career Academy will be awarded to student
- **PRESIDENTS GOLD LIST**
  Awarded for Accumulation of ALL quarters to students who are graduate the Early Childhood Education Associates Degree Program at Athena Career Academy who have earned an accumulative GPA of 3.5 to 4.0 will receive PRESIDENTS GOLD LIST Award. Graduate will receive Gold Cord for Graduation, Award will be noted on Transcript and an award letter form Athena Career Academy will be awarded to student

### LABS FOR EARLY CHILDHOOD EDUCATION:

The student's lab grade is included in their final class grade.

### MAKE UP LAB HOURS:

Make-up lab will be scheduled at the discretion of the course instructor. Maximum allowed make-up lab hours are 80%.

## THEORY ATTENDANCE POLICY

Attendance is the key to knowledge, the more you attend the more you learn. Students are expected to attend all classroom experiences. Failure to do so may result in poor performance. Students are expected to make reasonable decisions about their own attendance and will be responsible for any poor test, missed quizzes, in-class assignments, or lecture notes due to their decisions to miss class. It is the student's responsibility to get any missed classroom lecture notes.

***Please note instructors are not required to admit students to the classroom after class has begun.**

## INCOMPLETE GRADES/CLASS REPETITION:

Students are graded by objective assessments that are developed around the information obtained from class lectures, reading assignments, and labs.

If not completed according to the policy enumerated above, the incomplete will revert to a grade of an F. A repeated grade will replace the previous grade received. If the student fails a second time, they may be dismissed from the program. All credits attempted are calculated in the maximum timeframe for completion.

*****All syllabi, calendars, and exam dates/schedules are subject to change****

## ATHENA EARLY CHILDHOOD STUDENT ASSOCIATION (A.E.C.S.A.)

A.E.C.S.A. is an association on campus for the Early Childhood Education students. This is an optional, not required, association (club) for our students only.

The purpose of A.E.C.S.A. is to network and learn responsibility, loyalty, and teamwork. A.E.C.S.A. will be instrumental in helping to plan and execute our big event NAEYC (National Association for the Education of Young Children) "Week of the Young Child" festivities, along with community networking, and charity fundraising to give back to the community. Membership to A.E.C.S.A. is a great association to have on your resume. This group is open to ALL enrolled Early Childhood Education students and participation is strongly encouraged.

## CURRICULUM OUTCOMES

1. Read, write, and speak clearly with understanding of the Standard English language.
2. Develop sensitivity to self and others with understanding critical listening skills.
3. Demonstrate professional behavior in appearance and in actions.
4. Demonstrate knowledge of legal, ethical, historical, and emerging issues in Early Childhood Education including the law and rules that regulate Early Childhood Education.
5. Document the cognitive abilities of knowledge, comprehension, critical thinking, processes, problem solving, application and analysis of observations of children
6. Demonstrate understanding of levels of development of children by observing cognitive behavior.
7. Define and demonstrate what Developmentally Appropriate Practice means and how it differs from Age Appropriate.
8. Demonstrate how to write, follow, and execute a complete lesson plan from a unit.
9. Collaborate with people of all cultures, backgrounds, experience, values, and ideas.
10. Communicate what the different types of childcare programs are and how they differ.
11. Define the difference between discipline and punishment.
12. Demonstrate and understand First Aid, CPR, Communicable Disease recognition, Child Abuse recognition and Prevention and Safety by obtaining the certifications.

**NAEYC Curriculum Standards** (Integrated into Athena Career Academy's ECE Curriculum)

**Standard 1: Promoting Child Development and Learning**

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of a) young children's characteristics and needs, and b) multiple interacting influences on children's development and learning, to c) create environments that are healthy, respectful, supportive, and challenging for each child.

**Standard 2: Building Family and Community Relationships**
Candidates prepared in early childhood degree programs understand that successful early childhood depends upon partnerships with children's families and communities. They a) know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to b) create respectful, reciprocal relationships that support and empower families, and c) to involve all families in their children's development and learning.
**Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families**
Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They a) know about and understand the goals, benefits, and uses of assessment. They b) know about and use systematic observations, documentation, and other effective assessment strategies c) in a responsible way, d) in partnership with families and other professionals, to positively influence the development of every child.
**Standard 4: Using Developmentally Effective Approaches**
Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary on children's ages, characteristics, and the settings within which teaching and learning occur. They a) understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates b, c) know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and d) positively influence each child's development and learning.
**Standard 5: Using Content Knowledge to Build Meaningful Curriculum**
Candidates prepared in early childhood degree programs a) use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They b) know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates c) use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.
**Standard 6: Becoming a Professional**
Candidates prepared in early childhood degree programs a) identify and conduct themselves as members of the early childhood profession. They b) know and use ethical guidelines and other professional standards related to early childhood practice. They c) are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that d) integrate knowledge from a variety of sources. They are e) informed advocates for sound educational practices and policies.
**Standard 7: Early Childhood Field Experiences**
Candidates have field experiences and clinical practice in a) at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in b) the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs)

**Ohio's Early Learning & Development Standards in All Essential Domains of School Readiness**
**Introduction** (Integrated into Athena Career Academy's ECE Curriculum)
In December 2011, Ohio was awarded the Race to the Top Early Learning Challenge Grant. To be awarded the funding, Ohio was required to have *Early Learning and Development Standards in all Essential Domains of School Readiness, Birth to Age 5*. These five domains included:

- Social and Emotional Development
- Physical Well-being and Motor Development
- Approaches Toward Learning
- Language and Literacy Development
- Cognition and General Knowledge

Ohio's Early Learning and Development Standards describe key concepts and skills that young children develop during the birth to five-year period. Their purpose is to support the development and well-being of young children and to foster their learning. The standards promote the understanding of early learning and

development, provide a comprehensive and coherent set of expectations for children's development and learning, and guide the design and implementation of curriculum, assessment and instructional practices with young children.

The standards present a continuum of learning and development from birth to age five in each of the domains. Because the infant/toddler years are marked by rapid developmental change, the standards are divided into three meaningful transitional periods: Infants (birth to around 8 months), Young Toddlers (6 to around 18 months), and Older Toddlers (16 to around 36 months). The standards during the preschool years describe those developmental skills and concepts children should know and be able to do at the end of their preschool experience.

The Ohio Early Learning and Development Standards were created as part of a collaborative effort of state agencies serving young children including Ohio Department of Education, Ohio Department of Job and Family Services, Ohio Department of Health, Ohio Department of Mental Health, Ohio Department of Developmental Disabilities, and the Governor's Office of Health Transformation. The state agencies worked with national experts and writing teams made up of Ohio-based experts and stakeholders to revise and expand the standards in the five developmental domains.

Ohio's revision of standards builds upon the strong set of existing standards in Ohio's Infant and Toddler Guidelines (for children birth to 36 months of age) and the Pre-Kindergarten Standards (for children ages 3 to 5). Ohio's *Infant and Toddler Guidelines* was the major source for the development of the infants' and toddlers' standards. Similarly, Ohio's *Pre-Kindergarten Content Standards* were revised and expanded in the Language and Literacy and Cognitive Development domains. The Cognition and General Knowledge standards were aligned with the kindergarten Common Core State Standards in English-Language Arts and Mathematics and Ohio Revised Academic Content Standards in Science and Social Studies. Finally, the standards were reviewed and revised with particular attention to being appropriate for children with disabilities and for children with diverse cultural and linguistic backgrounds. Knowledge of the strengths and needs of each child is pertinent in order to implement differentiation strategies and culturally responsive pedagogy in a manner to help each child meet the standards.

**Organization of the Standards**

The standards within each domain are organized according to **strands**, the developmental or conceptual components within each domain. Each strand contains one or more **topics**, the area of focus within each strand, and the **standard statements**, those concepts and skills children should know and be able to do for the different age groups. Some topics reflect learning and development across the birth to five continuums, with standards for all age levels: infants, young toddlers, older toddler, and Pre-K, while other topics pertain only to a specific age period. For example, some knowledge and skills such as *the ability to identify and describe shapes* or skills related to social studies and science emerge in preschool. Topics that address those competencies include standards only at the Pre-K level. Other topics such as *Self Comforting* and *Social Identity* have standards only at the infant-toddler levels, because these foundational skills developed during the early years lead to more specific competencies at the preschool level.

**An Overview of the Domains**

**Social and Emotional Development.** The standards for Social and Emotional development involve behaviors that reflect children's emotional growth and their growing ability to successfully navigate their social worlds through interactions with teachers and peers. These standards include a focus on children's developing abilities to regulate attention, emotions, and behavior, and to establish positive relationships with familiar adults and with peers. Research indicates that early skills of social competence and self-regulation are foundational to children's long-term academic and social success (National Research Council, 2008). Strands in the social and emotional domain are *Self* and *Relationships*.

**Physical Well-Being and Motor Development.** Physical Well-Being and Motor Development standards address motor skills and health practices that are essential for the children's overall development. These skills include the ability to use large and small muscles to produce movements, to touch, grasp and

manipulate objects, and to engage in physical activity. These standards also describe the development of health practices that become part of children's daily routines and healthy habits such as nutrition and self-help. These skills and behaviors play an important role in children's physical well-being and set children on a path leading toward a healthy lifestyle. Healthy children are more likely to attend school, to be physically active, and to learn more effectively (Bluemenshine and others, 2008). The two strands in this domain are *Motor Development and Physical Well-Being*.

**Approaches toward Learning**. Approaches toward Learning centers on the foundational behaviors, dispositions, and attitudes that children bring to social interactions and learning experiences. It includes children's initiative and curiosity, and their motivation to participate in new and varied experiences and challenges. These behaviors are fundamental to children's ability to take advantage of learning opportunities, and to set, plan, and achieve goals for themselves. This domain also includes children's level of attention, engagement, and persistence as they do a variety of tasks. These factors are consistent predictors of academic success (Duncan et al., 2007). Finally, children's creativity, innovative thinking and flexibility of thought allow them to think about or use materials in unconventional ways, and to express thoughts, ideas and feelings in a variety of media. The standards in the domain Approaches Toward Learning are organized in the following strands: *Initiative; Engagement and Persistence*; and *Creativity*.

**Language and Literacy.** The standards for language and literacy reflect knowledge and skills fundamental to children's learning of language, reading and writing. Young children's language competencies pertain to their growing abilities to communicate effectively with adults and peers, to express themselves through language, and to use growing vocabularies and increasingly sophisticated language structures. Early literacy skills include children's developing concepts of print, comprehension of age-appropriate text, phonological awareness, and letter recognition. Research has identified early skills of language and literacy as important predictors for children's school readiness, and their later capacity to learn academic knowledge (National Early Literacy Panel, 2008). The Language and Literacy domain consists of the following strands: *Listening and Speaking, Reading and Writing*

**Cognition and General Knowledge.** This domain includes those cognitive processes that enable all other learning to take place, as well as children's knowledge of the social and physical world. This domain is organized into the strand, *Cognitive Skills* and those concepts and skills in **sub-domains**, *Mathematics, Social Studies* and *Science*.

**Cognitive Skills**. This strand refers to the underlying cognitive mechanisms, skills and processes that support learning and reasoning across domains, including the development of memory, symbolic thought, reasoning and problem solving.

- **Mathematics**. The sub-domain of mathematics encompasses the mathematical concepts and skills that children develop during birth to five-year period, including children's developing understanding of number and quantity, number relationships, and basic algebraic concepts. A meta-analysis conducted by Duncan and colleagues (2007) suggests that specific early math skills such as knowledge of numbers and ordinarily are important predictors of later achievement in math and reading. The mathematics sub-domain also addresses children's developing knowledge of key attributes of objects, including size and shape, and the way objects fit, are positioned, and move in space. The standards in the domain of mathematics are organized in four strands: *Number Sense, Number Relationships and Operations; Algebra; Measurement and Data;* and *Geometry*.
- **Social Studies**. The sub-domain of social studies includes basic skills and competencies that set the foundation for learning about concepts of social science. At a young age, children begin to develop their social identity and to think about their place in the social world. As they grow, they develop an increased awareness of their personal histories and heritage, and a sense of time and place. Through everyday interactions with children and adults, they develop and appreciation for rights and responsibility within a group, and how social rules help people in promoting safety and fairness (Mindes, 2005). Such competencies are described in the domain of Social Studies under the following strands: *History; Geography; Government*; and *Economics*.

- **Science**. This sub-domain focuses on children's curiosity to explore and learn about their environment. It includes behaviors of exploration and discovery, and fundamental conceptual development such as problem solving and cause and effect. These early behaviors develop into increasingly systematic inquiry skills, and the ability to observe, investigate and communicate about the natural environment, living things, and objects and materials (Gelman and Brenneman, 2004). Early competencies in science are organized in four key strands: *Science Inquiry and Application; Earth and Space Science; Physical Science*; and *Life Science*.

Ohio's early learning and development standards illuminate the breadth of learning and development from birth to kindergarten entry that strengthens school readiness. An understanding of learning and development in each domain guides programs and teachers as they plan developmentally appropriate learning opportunities and environments for young children. In particular, teachers can use an understanding of standards to focus on the kinds of interactions and environments that support, for example, language development or approaches toward learning. While the standards facilitate a focused look at young children's learning in each domain, teachers and others responsible for the care and education of young children need to keep in mind that infants, toddlers, and preschool-age children learn holistically. Moreover, social and emotional development stands at the center of their learning. For example, as an infant or toddler builds security in a relationship with a caring adult, that child is also learning to communicate with language and to use the relationship as a secure base for practicing new movement skills and building knowledge about the world through exploration. Likewise, as preschool-age children tell stories about family experiences they are expanding their self-awareness, using their growing cognitive capacity to remember the past, and practicing narrative skills. Such examples of integrated learning are endless. In addition to providing focused looks in each domain, the standards can help us see how learning occurs in different domains at the same time.

Teachers and others can use the standards as starting points for observing and understanding young children's learning and development. With each learning encounter teachers observe, they can refer to the standards and ask what knowledge and skills are the children gaining in the areas of language and literacy, cognition and general knowledge, social and emotional development, physical well-being and motor development, and approaches toward learning. Teachers can use their observations of integrated learning to plan new learning encounters for young children and support the building of knowledge in all essential domains of schools' readiness

**References**


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- Duncan, G.J. et al. (2007). School readiness and later achievement. *Developmental Psychology*, 43 (6), pp. 1428-1466.
- Gelman, R., and K. Brenneman. (2004). "Science Learning Pathways for Young Children." *Early Childhood Quarterly Review* 19:150-58
- Mindes, G. (2005). "Social Studies in Today's Early Childhood Curricula," *Beyond the Journal: Young Children on the Web*, Vol. 60, No. 5, 12-18.
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- National Education Goals Panel (1995). *Reconsidering children's early development and learning: Toward common views and vocabulary*. Washington DC: Author.
- National Research Council (2008). *Early Childhood Assessment: Why, What, and How*.
- Committee on Developmental Outcomes and Assessment for Young Children, C. E. Snow and S. B. Van Hemel, Editors. Board on Children, Youth, and Families, Board on Testing and Assessment, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

**CURRICULUM PLAN**

| Core Early Childhood Education | Lecture Credit | LAB | Credit |
|---|---|---|---|
| ECE 100 Foundations of Education | 3 | 0 | 3 |
| ECE 110 Child Development | 4 | 0 | 4 |
| ECE 112 Early Childhood Professional/Community | 3 | 0 | 3 |
| ECE 114 Creative Art, Music, and Play for Early Childhood | 3 | 1 | 4 |
| ECE 116 Early Childhood Literacy | 3 | 1 | 4 |
| ECE 118 Infant Toddler Care and Development | 3 | 1 | 4 |
| ECE 200 Safety, Health, Nutrition for Early Childhood | 5 | 0 | 5 |
| ECE 208 Preschool / School-age Programming | 3 | 1 | 4 |
| ECE 212 Observation Positive Behavioral Management | 3 | 1 | 4 |
| ECE 215 Special Needs and Education | 3 | 1 | 4 |
| ECE 220 Diversity and Multicultural Understanding | 2 | 1 | 3 |
| ECE 224 Organization and Administration of Early Childhood | 3 | 0 | 3 |
| ECE 240 Early Childhood Practicum/ Seminar | 1 | 4 | 5 |
| **General Education** | **Lecture Credit** | **LAB** | **Credit** |
| COM 103 Comp 1 | 4 | 0 | 4 |
| COM 115 Oral Communication | 4 | 0 | 4 |
| HUM 120 Early Childhood Math/Science (STEAM) | 4 | 0 | 4 |
| HUM 122 Understanding Parenting | 4 | 0 | 4 |
| HUM 125 Introduction to the Arts | 3 | 0 | 3 |
| HUM 129 Personal and Social Behavior | 3 | 0 | 3 |
| SSC 215 Introduction to Sociology | 3 | 0 | 3 |
| MTH 101 Basic Mathematics | 4 | 0 | 4 |
| ACC 105 Introduction to Accounting | 4 | 0 | 4 |
| BSC 109 Fundamentals of Biology | 4 | 0 | 4 |
| PSC 131 Introduction to Technology | 5 | 0 | 5 |

**Total of 92 credit hours**

## SAMPLE CLASS SCHEDULE (Year 1)

Quarter 1

| | |
|---|---|
| ECE 100 – Foundations of Education | 3 credit hours |
| ECE 114 – Creative Art, Music, and Play for ECE | 4 credit hours |
| PSC 131 – Introduction to Technology | 5 credit hours |
| **Total Quarter 1:** | **12 credit hours** |

Quarter 2

| | |
|---|---|
| ECE 110 – Child Development | 4 credit hours |
| COM 103 – Comp 1 | 4 credit hours |
| ECE 116 – Early Childhood Literacy | 4 credit hours |
| **Total Quarter 2:** | **12 credit hours** |

Quarter 3

| | |
|---|---|
| MTH 101 – Basic Mathematics | 4 credit hours |
| HUM 120- Early Childhood Math/Science (STEAM) | 4 credit hours |
| COM 115 – Oral Communication | 4 credit hours |
| **Total Quarter 3:** | **12 credit hours** |

Quarter 4

| | |
|---|---|
| HUM 122-- Understanding Parenting | 4 credit hours |
| ECE 215 – Special Needs and Education | 4 credit hours |
| ACC 105 - Introduction to Accounting | 4 credit hours |
| **Total Quarter 4:** | **12 credit hours** |

## SAMPLE CLASS SCHEDULE (Year 2)

Quarter 5

| | |
|---|---|
| ECE 220 - Diversity and Multicultural Understanding | 3 credit hours |
| ECE 224 - Organization and Administration of Early Childhood | 3 credit hours |
| ECE 112 - Early Childhood Professional/Community | 3 credit hours |
| HUM 125 - Introduction to the Arts | 3 credit hours |
| **Total Quarter 5:** | **12 credit hours** |

Quarter 6

| | |
|---|---|
| ECE 208 – Pre-School / School-Age Programming | 4 credit hours |
| ECE 212 – Observation, Positive Behavioral Management | 4 credit hours |
| BSC 109 – Fundamentals of Biology | 4 credit hours |
| **Total Quarter 6:** | **12 credit hours** |

Quarter 7

| | |
|---|---|
| ECE 118 – Infant / Toddler Care and Development | 4 credit hours |
| ECE 200 – Safety, Health, Nutrition for Early Childhood | 5 credit hours |
| SSC 215 – Introduction to Sociology | 3 credit hours |
| **Total Quarter 7:** | **12 credit hours** |

Quarter 8

| | |
|---|---|
| ECE 240 – Early Childhood Practicum / Seminar | 5 credit hours |
| HUM 129 - Personal and Social Behavior | 3 credit hours |
| **Total Quarter 8:** | **8 credit hours** |

**Total Credit Hours: 92**

## MAJOR: EARLY CHILDHOOD COURSE DESCRIPTIONS

**ECE 100 Foundations of Education (3 Lecture, 0 Lab, 3 Credit hours)**
This course introduces the world of Early Childhood from the past history to the present, and what is in the works for our future.
The course breaks down all the different types of childcare and how they fit into the community.
An overview as to what we can do with our degree is also covered.

**ECE 110 Child Development (4 Lecture, 0 Lab, 4 Credit hours)**
This course concentrates on the levels of birth through age eight (8). Many theorists will be studied along with their research endeavors.
This is a very important course that introduces you to the social, cognitive, emotional, and physical developmental methods.

**ECE 112 Early Childhood Professional/Community (3 Lecture, 0 Lab, 3 Credit hours)**
The student will study the Early Childhood program as a professional. How to communicate with peers, parents, and community. The course concentrates on the professional way to handle situations.
Role playing and scenarios will be used in class to become comfortable in situations.

**ECE 114 Creative Art, Music, and Play for Early Childhood (3 Lecture, 1 Lab, 4 Credit hours)**
The student concentrates on many types of art lesson plans, bulletin boards, and projects related to art. Music and play lesson plans with "Grabbers" and songs, instruments, and role playing for children are integrated into the class as well. The importance is to introduce creativity to children.

**ECE 116 Early Childhood Literacy (3 Lecture, 1 Lab, 4 Credit hours)**
This course focuses on the many different ways to promote literacy to children. Lesson plans will be presented that use many tools: Books, posters, bulletin boards, flannel stories, poems etc.
How to present letters and numbers and how to work with children by using developmentally appropriate practice methods will be studied.

**ECE 118 Infant/Toddler Care and Development (3 Lecture, 1 Lab, 4 Credit hours)**
This course focuses on before birth through toddlerhood. Nutrition, environment, and caregivers are all key factors in a healthy development. The student will make projects and lesson plans to meet the developmentally appropriate needs of the infants and toddlers. Designing and developing an infant and toddler classroom will be incorporated into the projects.

**ECE 200 Safety, Health, and Nutrition for Early Childhood (5 Lecture, 0 Lab, 5 Credit hours)**
Students will use this class as a foundation for safety, health, and nutrition. From playground safety, to good hygiene, to how to eat healthy meals will all be covered. Students will also receive their certifications for: First Aid, CPR, Infectious Disease, and Child Abuse trainings.

**ECE 208 Preschool/School-age Programming (3 Lecture, 1 Lab, 4 Credit hours)**
This course focus will be to understand proper lesson planning, assessment, and room design for preschool/school-age children. Many curriculums will be presented and a unit will be presented by the student to the class. Teaching aids will also be constructed and used by the students to enhance their lesson plans.

**ECE 212 Observation/Positive Behavioral Management (3 Lecture, 1 Lab, 4 Credit hours)**
Positive discipline and behavior methods will be addressed. The difference between punishment (negative) and discipline (positive) will be a major focus. Students will do observations where they can witness these methods, first hand, in a classroom.
Self-esteem and self-worth of children will be promoted.

**ECE 215 Special Needs and Education (3 Lecture, 1 Lab, 4 Credit hours)**
This class focuses on early intervention and how important our role as a teacher is in helping detect concerns. The importance of record keeping, assessments, and communication will be demonstrated to be vital.
Many examples of children with special needs will be discussed and explored.

**ECE 220 Diversity and Multicultural Understanding (2 Lecture, 1 Lab, 3 Credit hours)**
Students will focus on the many types of diversity and cultural differences. Immigration laws and what it takes to become a citizen will be discussed along with how many children will all be coming from a different background. Lesson plans and a multicultural teacher's aid will be created in class.

**ECE 224 Organization and Administration of Early Childhood (3 Lecture, 0 Lab, 3 Credit hours)**
The class will examine all of the steps required to open a child care center. The step by step requirements of the Building, Fire, and Health Departments will be explored. Licensing will be covered and the student will have a clear understanding of how the process works.

**ECE 240 Early Childhood Practicum / Seminar (1 Lecture, 4 Lab, 5 Credit hours)**
The student will perform 120 contact hours with children at an approved Child Development Center. The culmination of all the skills learned for the entire Early Childhood Education Program should be demonstrated. The student will be evaluated on observations, lesson planning, and teacher-child interaction.

**GENERAL EDUCATION COURSE DESCRIPTION**

**ACC 105 Introduction to Accounting (4 credit hours)**
This course will explore the accounting system for a small business. Financial statements, payroll processing, receivables, payables, reconciliations, and debt collection will all be dealt with.

**BSC 109 Fundamentals of Biology (4 credit hours)**
This course will introduce basic biology, how the cell is developed and how it divides and multiplies. The structure of plants and how photosynthesis works will be explored.

**COM 103 Composition I (4 credit hours)**
This course is designed to introduce writing. Developing ideas through observing, remembering, summarizing, and persuading will be a key focus. Students will develop papers and be evaluated by mechanics, organization, and sentence structure.

**COM 115 Oral Communication (4 credit hours)**
The focus of this course is how to write and present a speech. Speeches will be given by the student to Inform, Instruct, Persuade, and/or Entertain.

**HUM 120 Early Childhood Math/Science (STEAM). (4 Lectures, 0 Lab, 4 Credit Hours)**
This course will focus on Math and Science for Early Childhood children. Lesson plans will emphasize STEAM (Science, Technology, Engineering, Art, and Math). Concepts covered include: Patterns, Transformation, Movement, Balance, and Relationships. Teaching aids will be constructed for math; and science experiments will be created in a D.A.P. (Developmentally Appropriate Practice) way. Students will also learn how to present an experiment to keep the child's interest.

**HUM 122 Understanding Parenting. (4Lectures, 0 Lab, 4 Credit Hours)**
Students will gain knowledge about Parenting Styles – Authoritative, Authoritarian, Permissive, and Rejecting/Neglecting. Social factors, parenting approaches, transitioning into being a parent, different family formations and Parenting in LGBT contexts. Students will understand how to deal with blended, foster, and children who are in homeless situations.

**HUM 125 Introduction to the Arts (3 credit hours)**
Students will gain an understanding and appreciation for the arts. Students will observe, attend, and participate in numerous events such as: Art Museum, painting, symphony, architectures, theater, music, dance, and poetry readings.

**HUM 129 Personal and Social Behavior (3 credit hours)**
The focus of this course is to explore life's topics. Early childhood, adolescence, and adult struggles of work, family structure, time management, success and challenges will be examined.

**MTH 101 Basic Mathematics (4 credit hours)**
This course material is basic math skills. Including: integers, whole numbers, fractions, decimals, and some introductory algebra.

**PSC 131 Introduction to Technology (5 credit hours)**
This course is a computer application program that the student will research and produce written and oral reports. It enhances computer skills and introduces opportunities to the student so they may be prepared to use computers in all of their career endeavors.

**SSC 215 Introduction to Sociology (3 credit hours)**
Social issues that affect our everyday life and environment will be discussed. Multicultural and diversity, drugs, poverty, economy, and environmental concerns are examples.

**CLASSROOM PROTOCOL**
It is expected that the student will be attentive and interactive in the classroom and laboratory settings. The Instructor reserves the right to run his/her classroom as he/she deems necessary and appropriate. The instructor reserves the right to remove any student who disrupts the normal conduction of his/her classroom activities. The instructor reserves the right to prohibit admittance into the classroom. The instructor reserves the right to set/implement his/her own break schedules and classroom rules.

**CLASSROOM RULES**
- **BE ON TIME** for class; this doesn't mean walking in when class is set to start; it means being in your chair **"before"** the start time
- Students **MUST** treat the instructor and their peers with respect at all times
- When the instructor is talking; students are **NOT** permitted to talk
- Students are expected to carry themselves like respectful, professional adults at all times
- **NO FOOD** is allowed in the lab, computer rooms, or classrooms. If you are found in violation of eating in the room, you will receive a written disciplinary notice
- **One** (**1**) covered beverage is allowed in the lecture rooms.
- **DO NOT throw beverage containers in the trash that still contain liquid; in the event this is not followed this opportunity may be taken away**
- Children are **NOT** permitted to attend class or be on campus during your class time.
- **Be respectful of others. Keep your space clean and neat**. Push in your chairs when class is done

**CLASSROOM SAFETY RULES**
- Horseplay and related acts are prohibited
- Students may not eat during class or lab. Designated areas and times will be provided
- All injuries must be reported
- Do not use chemicals or equipment you are not authorized to use. Do not bring hazardous or illegal chemicals with you

- Our program maintains a good housekeeping policy. Students must clean up after all spills immediately. Keep student access areas clean and free of debris, unused materials and unneeded equipment. Do not block aisle ways or doorways
- Obey all warning and instructional signs
- Personal electronic equipment, appliances, **CELL PHONES**, and extension cords are **NOT** permitted

**CLASSROOM TEST POLICY**

Tests will be administered according to the course syllabus or at the discretion of the Instructor. Each exam will be given only once. Students **will not be permitted** to leave and reenter the room during test taking. It is very important that other students are not distracted during the testing period. Students should maintain a record of all grades obtained in the course so that they know their standing in the course at all times. Students who are having problems learning the course material are encouraged to seek assistance from the course instructor or designated faculty as soon as the problem is identified and not just before the final week of the course. It is the responsibility of each student to be aware of their own strengths and weaknesses in test taking and to seek assistance as needed. Exams may consist of any number of questions and the content may be taken from assigned reading material or any other material assigned as part of the course.

**If A Student Arrives Late For An Exam:**

- It is up to the instructor to grant permission for the student to enter the classroom; if the instructor grants permission the student will have ONLY the remainder of the time set by the instructor to complete the exam.

**If The Student Misses An Exam:**

- Any missed, unexcused tests must be made up **at the discretion of the instructor** and will result in a **10% deduction.** Failure to make up the test will result in a "0" score.
- There will be no makeup tests given during regular scheduled class time.
- All make up tests may be given in the form of **FILL IN THE BLANK** format.
  **extenuating circumstances/evidence will be reviewed by the Instructor/Early Childhood Education Program Director prior to a final determination * Exams will not be reviewed until all students have tested*

**LAB POLICIES**

- No eating or drinking is allowed in the lab
- **NO** sitting on the tables
- **NO** studying other class materials during lab time
- Students are to treat **ALL** children equally, and must not show favoritism
- Students are expected to bring all their own supplies, materials, etc. Do NOT borrow from other students as this may create an uncomfortable situation for the student being asked to share from. Please respect each other and do NOT put other students in that situation.
- Confidentiality is critical and student's need to practice and maintain confidentiality
- All equipment and supplies are to be returned to their proper place after use
- Be considerate of others. Clean up your mess and wipe down the tables
- Students must be professional and non-judgmental when attending or observing in Childcare Centers

**STUDENT MEDIA CENTER & COMPUTER LABS**

Hands must be clean and dry before entering the area. **NO FOOD or BEVERAGES** are **ALLOWED**.

**MANDATORY DRESS CODE FOR CLASSROOM/LAB/PRACTICUM**

- Clean and wrinkle free Athena Uniform.
- Clean tennis shoes. (NO: sandals, flip-flops, open backed shoes, or open toe shoes)

- A plain long/short sleeve T-shirt may be worn underneath Athena Uniform.
- Athena uniform can **ONLY** be worn in the classroom, lab, or Practicum, **NOT** as every day wear.
- **NO** hats of any kind can be worn in the classroom/LAB/Practicum.
- **NO** bandanas or Do-Rags can be worn in the classroom/LAB/Practicum.
- **NO** headphones or ear buds are permitted in the classroom/LAB/Practicum.
- Fingernails must be kept clean and trimmed to a length so as not to interfere with children.
- Hands must be kept clean.
- Hair must be clean and neatly groomed.
- Long hair must be arranged back in ponytails, braids, or buns so it does not fall on front of face, obstruct vision, or interfere with professional presentation.
- Hair extensions, accessories, and styles must be conservative.
- **NO** false eyelashes in the LAB or Practicum settings.
- Make-up may be used in moderation and natural in appearance.
- **MALE STUDENTS** must be clean shaven. Beards or mustaches, if worn, must be short, neat and well-trimmed.
- **JEWELRY**: Earrings must be small studs only. NO hoop earrings and no jewelry may be worn in any other pierced facial, body, mouth; or tongue areas.
- All tattoos and body painting must be covered.

**PRACTICUM ELIGIBILITY POLICY**

The student will need to comply with all Ohio Department of Job and Family Services (ODJFS) required documentation. This will include a BCI/FBI on file at Athena and with ODJFS web based portal and any and all required medical documentation within 30 days of attending any Practicum hours. The ODJFS has the right to change or amend their requirements at any time and the student must adhere to any and all changes. It is mandatory that all students attending practicum assignments have ALL practicums requirements in their file:

- BCI/FBI background check & State of Ohio Required Processes/Forms
- Medical – with Tdap Date and Verification & State of Ohio Required Process/Forms
- Certification for: First Aid, Child and Adult (CPR) Cardio Pulmonary Resuscitation.
- Child Abuse Recognition and Prevention, Communicable Disease Recognition

*It is the student's sole responsibility to ensure there are NO convictions or issues on the background check. If something appears on the background check, it is the student's responsibility to resolve those issues**.**

If the student is not able to attend practicum due to prohibitive offenses (Ohio Revised Code Division 109.572 (A)(5) and are not able to resolve them prior to attending practicum, they assume complete responsibility and understand that they cannot complete the necessary requirement for Early Childhood Education Program completion.

The Prohibitive offense are made available to each student upon enrollment and Athena Career Academy is not responsible if ODJFS changes, amends, adds, or removes any of the Prohibitive Offenses found in division (A)(5) of section 109.572 of the Revised Code. "This includes any existing or former offense in any municipal corporation, this state, or any other state, or United States that is substantially equivalent to any of these offenses."

**PRACTICUM ATTENDANCE POLICY**

The practicum will be the last Early Childhood Education class the student takes. (There may be exceptions allowed with approval from the Early Childhood Education Program Director). To complete the Practicum, the student will perform a minimum of 120 class hours in a Child Development Center approved by the Early Childhood Education Instructor.

The hours for Practicum are typically (but may vary):

8.00am to 11.00am M, T, W, TH, F **or** 8.00am to 12.00pm M, T, W, TH

Practicum experiences provide the students with a learning environment for them to utilize and become proficient using Early Childhood Education skills related to the scope of practice for the educator. Practicum objectives promote professional accountability and provide the student the opportunity to perform the skills once the student has become competent. **For this reason, students are required to complete *100%* of Practicum hours.** It is the student's responsibility to meet **ALL** of the objectives and hours. No student will pass without having met the required objectives and hours.

If a student is going to arrive to Practicum late, the student must notify the instructor and the center they are doing their Practicum at, via phone call. (NO EMAILS) **BEFORE** the start of the Practicum shift or the student will be considered a NO CALL/NO SHOW. ***extenuating circumstances/evidence will be reviewed by the Early Childhood Education Director prior to a final determination**

*****An absence may jeopardize successful achievement of course objectives; therefore, students are responsible and will be held accountable for making up the time, and meeting the learning objectives from missed Practicum experiences. The student is responsible for communicating with the faculty in the case of any absence, and the student is responsible for the consequences of the absence.

## EVALUATION OF EARLY CHILDHOOD EDUCATION PROGRAM

The Athena Career Academy Early Childhood Education Program has a systematic plan of evaluation based on the criteria set forth in the Ohio Administrative Code. The plan is established to guide and direct the evaluation and improvement of the curriculum and program outcomes. The plan will permit on-going evaluation and improvement.

## GRIEVANCE PROCEDURE/APPEALS PROCESS

Within the Early Childhood Education Program, the term "*grievance*" is defined as a dispute between a student and the Early Childhood Education Program regarding the interpretation, application of, or compliance with any provision of the ATHENA CAREER ACADEMY policies or procedures. The grievance process is available to all students without fear of retaliation or intimidation. All conversations, with the student, shall be held in strict confidence by those involved. The grievance decision may be appealed as outlined in **Step 1**.

**Step 1**: The grieving student discusses the concern with the faculty, or staff member who is involved with the issue in an effort to arrive at a mutually agreeable solution. The discussion must be held within **three** (3) working days of the occurrence.

**Step 2:** If the grievance is unresolved after Step 1, the student may further pursue the grievance process by sending an email to the Program Director to set up a conference.

**Step 3**: If the grievance is unresolved after **Step 1 & 2**, the student may further pursue the grievance process by submitting a completed grievance form to the Academic Review Committee within **five** (5) working days from the completion of **Step 2**.

- Within **five** (**5**) working days from the submission of the completed grievance from the student, the Academic Review Committee will meet for the purpose of resolving the grievance.
- Following this meeting, the Academic Review Committee's written disposition will be given to the Director of the school for final approval. All approvals require two signatures.
- Upon approval, the student and faculty member(s) will receive the final assessment of the grievance within **three** (**3**) working days.
- The grievance will be considered resolved.

**Step 4**: If the student is not satisfied with the Academic Review Committee's resolution, the student may appeal in writing to the Executive Director of the State Board of Career Colleges and Schools and/or Council on Occupational Education within **six (6)** months from the date of the accusation.

- The student may direct any problem or complaint to the Executive Director, State Board of Career Colleges and Schools, 30 East Broad Street Suite 2481, Columbus, Ohio 43215, Phone 614-466-2752; toll free 877-275-4219.
- The Council on Occupational Education, 840 Roswell Rd, Bldg. 300, Ste. 325, Atlanta, GA 30350
- The time limits set forth in the above procedure may be extended by mutual agreement of the Academic Review Committee and the student.

** Please note that as a student of Athena Career Academy you are an adult learner. In the event that you have a grievance, concern, or issues related to your education, it is the student's responsibility to communicate with the instructors and administration for assistance and clarification to the matter. It is at the discretion of the Early Childhood Education Program Director to speak with the student's parent(s) or other individuals listed on their Family Educational Rights and Privacy Act form (FERPA).

## ATHENA POLICIES

### LEAVE OF ABSENCE / INCOMPLETE

The student may request a leave of absence based on the following conditions:

- The student must submit the request in writing or verbally discuss the situation with the Program Director and include the reason(s) for request and required documentation to substantiate the request to the Program Director.
- The Program Director will review each individual case and will determine if there is a reasonable request for a leave of absence. The findings will be reported to the student via email and a possible incomplete may be granted based upon the individual's circumstances.
- The leave of absence must not exceed a total of 180 days in any 12-month period.
- If the leave of absence is approved, the school will not assess the student any additional institutional charges, and the student is not eligible for any additional Federal Student Aid. It is the sole discretion of the Program Director to grant an incomplete.
- The student is encouraged to return at the start of the next quarter.
- The Student must return without restrictions, and may need a release from a Doctor if applicable.
- For title IV recipients, the school will provide an explanation to the student about the effects that the student's failure to return may have on the student's loan repayment terms, including the expiration of the student's grace period.
- If the student does not resume attendance at the school on or before the end of a leave of absence, the school will treat the student as a withdrawal from the last date of attendance.

### WITHDRAWAL

Students withdrawing (personal or medical) from the program must do the following:

1) Meet/Speak with the Program Director to discuss circumstances and options for returning;
2) Meet with the Financial Aid Administrator
3) The controller will mail to the student the final paperwork detailing any financial obligation of either party (the school or student).
4) A student will be automatically withdrawn from the course and/or program after fourteen (14) consecutive missed days.

### ESTIMATED GRADUATION/COMPLETION OF PROGRAM

Students are eligible for graduation from Athena Career Academy Early Childhood Education Program when they have:

- Successful completion of every course.
- Completed every laboratory component of each course.
- Completed Practicum with **100%** hours completed.

- Paid all tuition and fees.
- Return FOB (Door entry card)
- For all federal loan borrowers an online exit counseling course must be completed.

**CODE OF STUDENT CONDUCT**

Students are expected to maintain respectful and professional behaviors at all times in the classroom, lab, and Practicum areas, and other parts of the campus. Professionalism projects the moral values of empathy, integrity, and trustworthiness. Respect for self and others create a positive learning atmosphere. Courtesy and cooperation help promote teamwork. The term "professional" is used to describe a person who can be trusted to maintain high personal standards, and is responsible and accountable for his/her own actions.

In the event a student has been found in violation of the code of student conduct, a student may be immediately dismissed dependent on the severity of the infraction, or a thorough investigation will be conducted. The student may be placed on temporary suspension pending outcome of the investigation which may result in dismissal from the program. The student will be responsible for any time/material missed during the suspension.

Athena Career Academy supports the National Association for the Education of Young Children (NAEYC) Code of Ethics as follows:

**NAEYC CORE VALUES:**

Standards of ethical behavior in early childhood are based on commitment to the following core values that are deeply rooted in the history of the field of early childhood care and education. We have made a commitment to:

- Appreciate childhood as a unique and valuable stage of the human life cycle
- Base our work on knowledge of how children develop and learn
- Appreciate and support the bond between the child and family
- Recognize that children are best understood and supported in the context of family, culture, *community, and society
  (*the term culture includes ethnicity, racial identity, economic level, family structure, language, and religious and political beliefs, which profoundly influence each child's development and relationship to the world)
- Respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague)
- Respect diversity in children, family, and colleagues
- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect

**NAEYC Code of Ethical Conduct (Personal acknowledgement) Revised May 2011**

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

- Never harm children.
- Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.
- Respect and support families in their task of nurturing children.
- Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.
- Serve as an advocate for children, their families, and their teachers in community and society.
- Stays informed of and maintain high standards of professional conduct.
- Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.

- Be Open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow, and contribute as a professional.
- Honor the ideals and principles of the NAEYC Code of Ethical Conduct.

*This statement of Commitment is not part of the Code but is a personal acknowledgement of the individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. It is recognition of the moral obligations that lead to an individual becoming part of the profession.

**ACADEMIC DISHONESTY POLICY**

Academic dishonesty includes, but is not limited to, cheating, lying, plagiarism, falsifying records, breaching confidentiality, stealing, abusing alcohol or drugs, abusing children or fellow students, behaving in a disorderly manner in the school or Practicum area. No verbal or written warnings are required other than the explanations in this handbook. In the event a student has violated this policy the Program Director will review the infraction and evidence, and will establish a plan of correction which may include dismissal from the program. **See APPENDIX B**

**UNETHICAL CONDUCT/UNACCEPTABLE BEHAVIOR/ATTITUDE**

Ethics refers to the moral or philosophical principles that society uses to define actions as being right or wrong. Early Childhood Education ethics identify professional conduct in relation to Faculty, fellow students, children and the community. Standards in the Code of Ethics of the National Association of Education of Young Children (NAEYC) reflect the high ideals expected of the Early Childhood Education students. Unethical conduct is any behavior that violates the NAEYC Standards of Practice. For Athena Career Academy Early Childhood Education Program, such behavior includes, but is not limited to, threatening faculty, administration, or staff, taunting peers, faculty, administration, or staff, threatening to cause bodily or structural harm to faculty, peers, administration, staff, or the structure of Athena, cheating, lying, plagiarism, using social media to deface Athena Career Academy, faculty, staff, or Practicum affiliates, falsifying records, breaching confidentiality, stealing, abusing alcohol or drugs, abusing children or fellow students, behaving in a disorderly manner in the school or Practicum area, causing Athena to lose a Practicum site.

An undesirable behavior or attitude would be shown if the student refused to cooperate with co-workers or peers, causes dissension among classmates, co-workers or peers, uses profanity or vulgarity, and displays antagonism toward school personnel or classmates. These behaviors are unacceptable and may be grounds for immediate dismissal. No verbal or written warnings are required in the event a student has violated this conduct/behavior policy.

**STUDENT ID/SECURITY FOB**

Each student is provided with a student ID and security fob on their first day of their enrolled program. In the event that the student loses either, please alert the receptionist as soon as possible so that Athena can take appropriate action to deactivate your security fob. The cost to replace your Student ID is $5.00 and a replacement security fob is $25.00. The student is responsible for replacement fees and replacements will be issued upon receipt.

**Please note that student ID's and fobs can take up to 24-hours to complete, once notified and payment is received.

**SMOKING POLICY**

Athena Career Academy is a non-smoking facility. **Smoking is allowed *only* in personal vehicles**. Use of tobacco of any kind is ***not permitted*** on, in front of, or around Athena Career Academy property. There will be ***no smoking at the front entrance*** of the Early Childhood Education Program facility at ***any time***. ***Violation of this policy will result in disciplinary action.*** Students will follow the smoking policy at the affiliating Practicum sites. **Please refrain from smoking prior to lab or Practicum to avoid smelling like smoke. Facilities and Instructors have the right to remove you from the setting if this is violated. This policy also applies to Electronic Cigarettes.**

## CELL PHONE POLICY

**NO** cell phones are permitted in the classrooms, laboratories, Practicum settings, hallways, or bathrooms. If a student is found in violation of this policy, you will be dismissed from class/lab/Practicum for the day and will be responsible for the missed time/content and an advisory form will be issued. Please make sure your family members/childcare providers have the campus phone number **(419) 472-1150** in the event of an emergency. The phones are answered by an Athena Career Academy staff member from opening of business until close. It is a student's responsibility to inform family members/childcare providers of their Practicum sites phone number in the event of an emergency. Students who continuously violate this policy will receive disciplinary warnings and will forfeit their right to have their cell phone in the building of Athena Career Academy for the duration of the quarter they are in. Upon losing their cell privileges, if the student is found to have their cell phone in the building they will be dismissed from the program for violation of student conduct.

****Designated cell phone area is the student lounge/cafeteria only NO cell phone usage in the hallways****

## TRANSPORTATION

Students are responsible for obtaining their **OWN** transportation to the school and to the affiliating agencies used for Practicum experiences. Please note that there may be extensive travel for Practicum**.**

**NOTE: Extensive travel may be required for certain Practicum facilities.**

## SCHOOL CLOSING DUE TO INCLEMENT WEATHER

The student is responsible to check their Athena Career Academy email for updated emails related to closures. If a student is at a childcare center for Practicum, those hours missed due to inclement weather will need to be made up if the student did not attend that day. If Athena Career Academy closes due to inclement weather, the student teacher is not required to go to the Practicum site.

The student will not be penalized for not attending Practicum hours due to inclement weather if Athena Career Academy closes.

## TRANSCRIPTS

Upon graduation, the student receives **one** (**1**) unofficial transcript. An official transcript must be requested in writing. Official transcripts will be mailed **only** to another educational institution or employer. Students may also request an Official Transcript issued directly to the student, but please note that it might not be accepted by external institutions. If a student owes a balance, Athena reserves the right to withhold transcripts until balance is paid in full.

## PROGRAM RECORDS

The Program Director maintains all student academic records. The maintenance of individual student records is initiated with the student's official application to the Early Childhood Education Program and continues throughout all of the student's activity within the context of the Early Childhood Education Program. Student Services will maintain all necessary student records for the Department of Education, and the State of Ohio Board of Career Colleges and Schools; while the Early Childhood Education Program Director will maintain all necessary student records. All permanent records that are required to be maintained; student transcripts and student files, are kept digitally and in locked, fire proof cabinets located at Athena Career Academy, 5203 Airport Highway, Toledo, Ohio 43615. Upon graduation a student's academic file will contain their transcript only.

## LEGAL AND SAFETY POLICIES

## ALCOHOL AND DRUG POLICY

In the event a student is showing evidence of being under the influence of drugs or alcohol in the classroom or the Practicum setting, it is Athena Career Academy's policy that the student must immediately complete the following:

- Secure safe transportation to a healthcare institution that provides alcohol/drug screens
- Provide a drug/alcohol screen at student's expense
    - No student will be allowed to return to campus or the Practicum setting without supporting documentation of a negative alcohol and/or drug screen.
    - In the event of a positive alcohol screen or a positive drug screen for elicit street drugs, the student will be immediately dismissed from the program.
- Athena Career Academy reserves the right to conduct random drug and alcohol screenings. In the event a student fails the drug/alcohol screening he/she will be dismissed from the program.

*Some Practicum facilities may require the student to provide a drug screen before allowing the student to attend. It is the students' responsibility to pay for any drug screen requested.

**INSURANCE**

All students enrolled in Athena Career Academy Early Childhood Education program are covered under Athena Career Academy Professional liability insurance policy while engaged in scheduled student activities.

**EMERGENCY MEDICAL FORMS**

All Early Childhood Education students will be requested to fill out an emergency medical form providing the staff with information about who to call in the event of an emergency. In the event of an emergency at Athena Career Academy or the designated Practicum sites the faculty/staff will notify 911 for medical assistance.

**HEALTH/MEDICAL CARE/ INJURY/ILLNESS/POSTPARTUM**

Students are expected to take proper care of their own health by maintaining proper sleep, exercise, and diet. All medical and dental appointments are to be made outside of program hours. The Early Childhood Education program will not be responsible for rendering any transportation due to liability reasons. The instructor reserves the right to request the student who exhibits signs or symptoms of illness to be seen by a physician. Students may be required to submit a physician's statement that they are able to resume responsibilities before being permitted to return to the program. If an injury or illness alters a student's ability to meet the technical standards, that student will not be able to attend the classroom, lab, and/or Practicum portion of the curriculum. Although a reasonable attempt to make accommodations will be made, the absence policy does remain in effect.

A student who is injured/ill while in class or the Practicum area must report the injury/illness to their instructor immediately after the incident/illness occurs. Any injury even though it may seem minor, should be reported and an injury report must be completed. Students will be referred to emergency care at their own expense for injuries or illness, and will be referred to their physician for follow-up care. If any first aid or emergency care is required in connection with an injury or illness incurred by a student in the classroom/or Practicum site, the faculty will report the emergency and dial 911, thereafter immediately notifying the Program Director at (419) 472-1150. Students must turn in a doctor's release form to be able to return to class. Because students are not covered by Workers Compensation by either the school or the Practicum sites, each student will assume the financial responsibility for any illness or accident while enrolled in the program. If an injury occurs at a Practicum site, the student must follow the policy and procedure for injury required by that facility.

A student who has given birth must have doctor's release with no restrictions when returning to class/labs/Practicum

## FINANCIAL AID INFORMATION

### Financial Assistance

Financing your education is the most important investment you make in the preparation of your career. Sources of financing your education are:

1. Student Self-Help (Personal resources)
2. Parental Assistance (Parental resources)
3. Financial Aid Programs for those who qualify
4. Employee Reimbursement (Check with your employer's human resource department)

### Applying for Financial Aid

To begin the process of applying for financial aid, the student will meet with Athena Career Academy's Financial Aid Office and electronically complete a Free Application for Federal Student Aid (FAFSA). To expedite the process and apply online, you will need to request a FSA ID beforehand at https://fsaid.ed.gov. Next, you will fill out the application by visiting https://fsaid.ed.gov. Please be sure to include the Athena Career Academy Federal School Code which is 041922 under the "schools you wish to receive your financial aid information".

### Entrance Counseling and Master Promissory Note

Entrance Counseling and the Master Promissory Note is a requirement to complete the financial aid process. Borrowers can gain access to Entrance Counseling and the Master Promissory Note at www.studentloans.gov. You will need your FSA ID to log in.

### What is Federal Student Aid?

Federal student aid, or Title IV, comes from the federal government—specifically, the U.S. Department of Education. It's money that helps a student pay for education expenses at a postsecondary school (e.g., college, vocational school, graduate school).

### Federal Pell Grant

The Federal Pell Grant usually doesn't have to be repaid. It is based on the student's financial need.

### The Direct Loan Program

The U.S. Department of Education provides loans through the Direct Loan Program to eligible students at participating schools to help them pay for education after high school. Direct Loans include the following: Direct Subsidized Loans, Direct Unsubsidized Loans, Direct PLUS Loans, and Direct Consolidation Loans. You repay your Direct Loan to the U.S. Department of Education. More specific information about the different types of loans can be found when completing the online Entrance Counseling.

### Parent PLUS Loans

Parents of students may borrow up to the cost of education minus any other financial aid per year for each student who is a dependent undergraduate attending at least part-time. A credit check will be conducted to determine the parent's credit history.

### Exit Counseling

Exit Counseling must be completed prior to graduation, a school withdraw, or dropping below half-time enrollment status. Borrowers can gain access to Exit Counseling at www.studentloans.gov. You will need your FSA ID to log in.

### Payment Policy

The school accepts the following forms of payment: cash, personal check, money order, Master Card, Visa, Discover, and American Express. Students who are receiving financial assistance from any agency or funding source must be advised that it is their responsibility to make sure that all proper paperwork remains compliant so that the school receives the proper tuition fees. All tuition and fees are the responsibility of the student regardless of anticipated grants and/or student loans. If you are set up on a monthly payment agreement, you will need to be current on your payments to be able to progress to the next quarter, or to receive your transcripts, course grades, and diploma upon graduating. Payments are typically due on the 20th of every month. A $15.00 late fee will be applied to all payments made after the due date. For any returned payment, a fee of $35.00 will be charged.

**Satisfactory Academic Progress (SAP)**
Department of Education regulations define satisfactory academic progress for a student as being on pace to complete the program in the normal timeframe (or completing 66.67% of the courses attempted). Both GPA and completing courses attempted are factors in satisfactory progress. This policy applies to all students regardless of whether or not they receive Title IV funds.

Students need to meet the academic standards of Athena to assure the student will meet the academic requirements for graduation. A student may attempt up to 150% of the number of credit hours in his or her program. To be on pace to graduate in a timely manner, a student should complete 2/3 (66.67%) of attempted credit hours each quarter. Students must maintain a 2.0 GPA at all times. Students failing to meet these requirements will fall under one or more of the following statuses:

**Academic Warning**
After a student attempts 12 credit hours, he/she will be placed on academic warning if the cumulative GPA is less than 2.0 or less than 9 credits were completed.

A student will be placed on **Academic Watch** if the cumulative point average is less than 2.0 after attempting 11 or fewer credit hours.

**Academic Probation**
After a student attempts 24 credit hours, he/she will be placed on probation if the cumulative GPA is below 2.0 or less than 18 credits were completed. If a student has a cumulative average of 2.0 or better, the student will be removed from academic probation. A student with 24 or more GPA hours who is on academic probation and who has an average for a quarter of 2.0 or better, but has a cumulative average less than 2.0, is continued on academic probation.

**Academic Suspension**
A student who is on academic probation and does not earn a GPA of 2.0 for the quarter will be suspended. The period of suspension is one quarter.

**Academic Dismissal**
A second academic suspension will constitute an academic dismissal.

**First Quarter Dismissal**
Any first-quarter student who earns all F's is subject to dismissal. Athena Career Academy reserves the right to allow a student to continue based on the analysis of the circumstances such as an accident, grievous personal loss, or other circumstances beyond the student's control. The student will be required to sit out one quarter following dismissal.

**Financial Aid Warning:**
A status assigned to a student who fails to make satisfactory academic progress.

- Warning status lasts for one quarter, during which the student may continue to receive financial aid.

Students who fail to make satisfactory progress after the warning period lose their aid eligibility unless they successfully appeal and are placed on probation (see Appeal Process below).

**Financial Aid Probation:**
A status assigned by a school to a student who fails to make satisfactory academic progress who has:

- Appealed the loss of Title IV aid eligibility
- Had eligibility for aid reinstated by the school. Students who opt to return without the use of Title IV funding will be held to the same standards as all other Athena students. All attempted courses, including incompletes, withdrawals, repetitions, pass/no pass, courses take summer term, and courses take without the use of Title IV funds are considered when calculating hours attempted vs. hours earned. Transferred credits from another institution, if applied toward the educational program will be counted toward the 150% maximum time frame for graduation. Only credit hours attempted which apply toward the new educational program will be counted.

**Refund Policy**
If a student is not accepted in the training program, all program costs paid by the student shall be refunded. Refunds for books, supplies, and consumable fees shall be made in accordance with Ohio Administrative Code section 3332-1-10. Refunds for tuition and refundable fees shall be made in accordance with the following provisions as established by Ohio Administrative Code section 3332-1-10

1. A student who starts class and withdraws within the five (5) day cancellation period shall be obligated for the registration fee
2. A student who starts class and withdraws during the first full calendar week of the quarter or semester shall be obligated for 25% of the tuition and refundable fees for that academic term plus the registration fee.
3. A student who withdraws during the second full calendar week of the academic term shall be obligated for 50% of the tuition and refundable fees for that academic term plus the registration fee.
4. A student who withdraws during the third full calendar week of the period academic term shall be obligated for 75% of the tuition and refundable fees for that academic term plus the registration fee.
5. A student who officially withdraws beginning with the fourth full calendar week of the academic term will not be entitled to a refund of any portion of the tuition or refundable fees.

The school shall make the appropriate refund within thirty (30) days of the date the school is able to determine that a student has withdrawn or has been terminated from a program. Refunds shall be based upon the last date of the student's attendance or participation in an academic school activity

**Return of Title IV Financial Aid Funds**
If a student withdraws or stops attending all of their classes within a quarter, federal financial aid regulations require that a calculation be done on financial aid funds received for that payment period. The financial aid is calculated based on the student's last day of attendance and any unearned aid must be returned to the federal government. Federal financial aid is not **100%** earned until the attendance has exceeded **60%** of the payment period. As a result of the calculation, a student may be responsible to pay tuition charges that were originally covered by financial aid funds that the school was required to return. Students should contact the Financial Aid Office at the school for additional information about the R2T4 (Return to Title IV) calculation.
*(% of enrollment that is completed) X (the total Title IV funds disbursed) + the Title IV funds that could have been disbursed by federal guidelines = the amount of Title IV aid earned.*
Any Title IV aid that is unearned must be returned. If the student does not receive the full Title IV that he/she earned, then a post withdrawal disbursement may be made. If a student is entitled to a post-withdrawal loan disbursement, the borrower must respond to Athena's Financial Aid Office notice of the intended disbursement within 14 days.

Refunds from the student accounts for unearned student aid will be repaid in the following order:

1. Direct Unsubsidized Loan
2. Direct Subsidized Loan
3. Direct PLUS Loan
4. Federal Pell Grant
5. Employer
6. Student

All refunds are made within 45 days of the date of the school's determination of withdrawal. For refund purposes, institutional charges according to the federal guidelines are tuition, lab fees, textbooks, supplies, uniforms, and graduation fees.

## Gainful Employment Disclosure

Gainful Employment Disclosures – 2019

**Program Name** Early Childhood Education

- This program is designed to be completed in 24 months.
- This program will cost $34,416 if completed within normal time. There may be additional costs for living expenses. These costs were accurate at the time of posting, but may have changed.
- Of the students who completed this program within normal time, the typical graduate leaves with N/A of debt. Fewer than 10 students completed this program within normal time. This number has been withheld to preserve the confidentiality of the students.

1) The following States do not have licensure requirements for this profession: Ohio
For more information about graduation rates, loan repayment rates, and post-enrollment earnings about this institution and other postsecondary institutions please click here:
https://collegescorecard.ed.gov/

*The information presented here will be helpful as you progress through the Athena Career Academy Early Childhood Education program. Our expectation is that you will use this handbook as your first point of reference when you have questions concerning your program of study or academic policies. Please retain this handbook throughout your enrollment in the program.*

*You are starting an exciting, challenging, and rewarding journey. While the primary responsibility for your success lies with you, many individuals stand ready to assist you in your efforts. On behalf of the faculty and staff of the Athena Career Academy, we wish you continued success with your academic studies.*

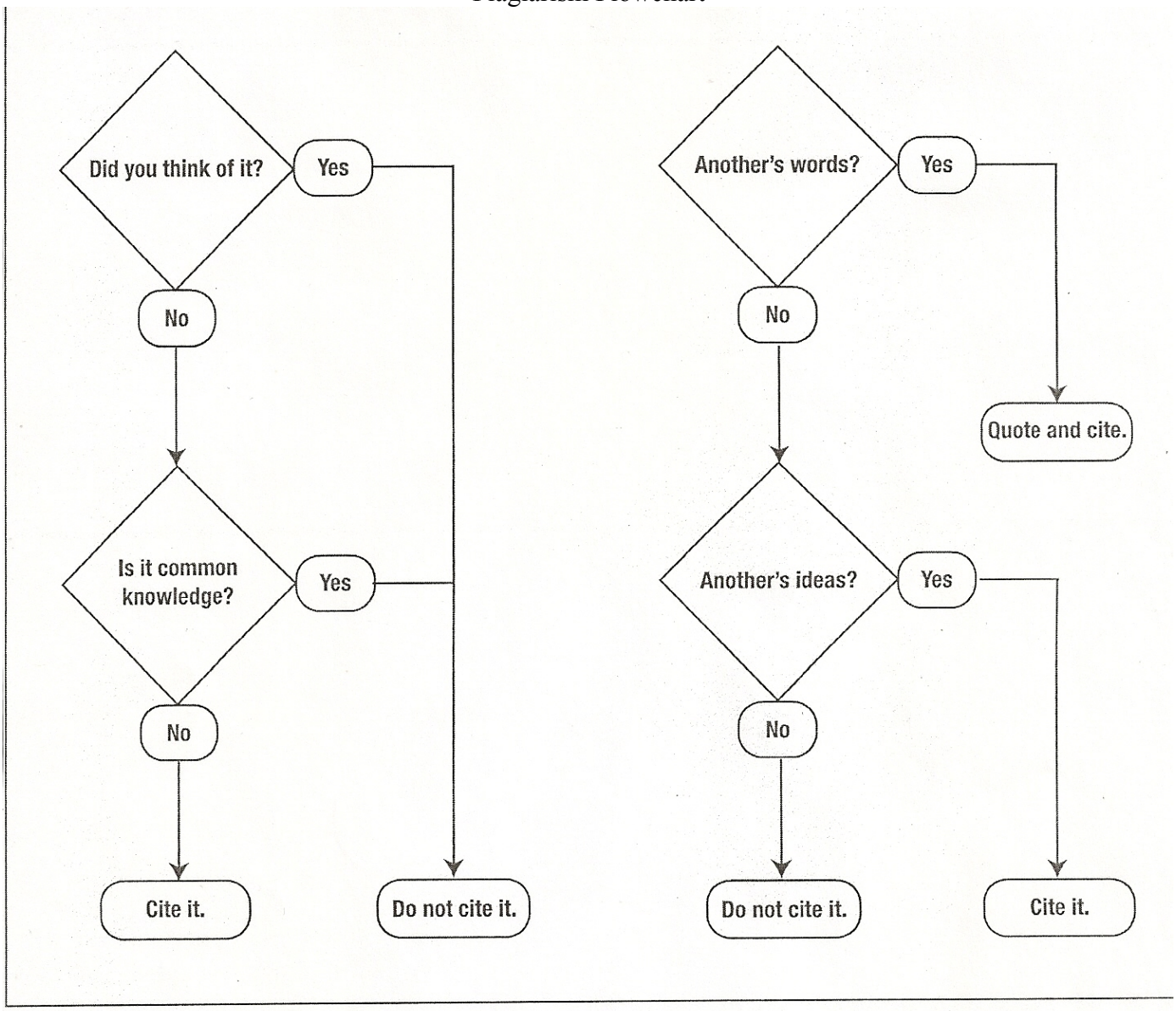
ATHENA
CAREER ACADEMY

## APPENDIX A
PROFESSIONALISM GUIDELINES

| Participation | |
|---|---|
| Acceptable | Unacceptable |
| • Sharing information pertaining to the course<br>• Setting a positive example<br>• Demonstrating an interest<br>• Not being afraid to ask questions<br>• Speaking so you can be heard | • Total silence<br>• Shrugging shoulders<br>• Saying, "I don't know"<br>• Arriving late to class<br>• Refusing to participate<br>• Showing disinterest<br>• Negative comments/complaining<br>• Spreading gossip |
| Collaborations | |
| Acceptable | Unacceptable |
| • Listening to others ideas<br>• Participating in study groups<br>• Explaining content to another student<br>• Being open to working with others<br>• Being an active member of assigned group work | • Purposely sharing incorrect information<br>• Using a study group to cheat<br>• Refusing to work with another student/group<br>• Spreading gossip<br>• Completing individual assignments as a group<br>• Sharing confidential information/test questions with others |
| Interpersonal Relationships | |
| Acceptable | Unacceptable |
| • Respecting the instructors/staff status (they are a valuable resource)<br>• Making and keeping appointments<br>• Displaying a positive attitude | • Not making or keeping an appointment<br>• Not giving the instructor a chance to hear your issue (not using the appropriate channels)<br>• Spreading gossip<br>• Swearing or cursing<br>• Making negative comments about peers, instructors, or school on social media sites |
| Respect | |
| Acceptable | Unacceptable |
| • Showing up to class on time<br>• Returning from breaks on time<br>• Being tolerant of others' opinions<br>• Using an appropriate volume of voice<br>• Using appropriate language<br>• Treating others as you would like to be treated<br>• Raising hand and wait to be called on<br>• Not talking about other instructors/staff members during class | • Body language: rolling eyes, sighing, making "tsk" sound, arms crossed, pouting, etc.<br>• Side conversations (talking to others during lectures or when another person is talking)<br>• Confrontational tones (attitude/whining)<br>• Questioning instructor in a confrontational tone (challenging)<br>• Making excuses<br>• Not doing your own work/cheating<br>• Doing other course work during class<br>• Having cell phone out, texting, calling, etc. during class or in lab<br>• Arguing<br>• Utilizing electronic equipment during class for another purpose other than the class work |

## APPENDIX B

Plagiarism Flowchart




Harris, R. A. (2001). *The plagiarism handbook: Strategies for preventing, detecting, and dealing with plagiarism.* Los Angeles, CA. Pyrczak, pp. 155 & 158.

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**RECEIPT OF PROGRAM HANDBOOK**
**(Please Print Your Name)**

I, _____, HAVE READ AND UNDERSTAND THE ATHENA CAREER ACADEMY ECE *STUDENT HANDBOOK*. I understand it is solely my responsibility to comprehend and abide by the policies and procedures set forth.

I HAVE RECEIVED A COPY OF THE ATHENA CAREER ACADEMY EARLY CHILDHOOD EDUCATION HANDBOOK DATED: **July 2019.**

***Although we have made every reasonable effort to attain factual accuracy herein, no responsibility is assumed for editorial, clerical, or printing errors, or errors occasioned by mistake.***

_____

STUDENT SIGNATURE DATE

_____

SCHOOL OFFICIAL SIGNATURE DATE