

SOUTHWEST TEXAS JUNIOR COLLEGE
Child Development Program

POLICIES AND PROCEDURES HANDBOOK FOR LABORATORY EXPERIENCES

RATIONALE

Your education and training in Child Development at Southwest Texas Junior College (SWTJC) is composed of two basic components: (1) class instruction and (2) laboratory experiences.

Classroom Instruction refers to time spent each week in a classroom setting with your course instructor and fellow students. **Laboratory Experiences** refers to the hours you spend each week observing and working directly with young children in appropriate field-sites. A **Field-Site** is an approved licensed early childhood program which meets certain guidelines and is willing to accept Southwest Texas Junior College Child Development students.

This approach to education allows you to apply classroom learning in live conditions. The theories and techniques you will learn in the classroom can be observed and practiced while you conduct assigned laboratory experiences under the supervision of the lab supervisory and your cooperating teacher. A **Co-operating Teacher** is the person in charge of the group or class of children at the field-site where you will be doing your lab work. Upon completion of your degree or certificate program you will have both the knowledge and the skills necessary to provide quality care and education to young children.

Junior college child development programs in the state of Texas are operated under the Texas Coordinating Board of Colleges and Universities. The guidelines governing our program, developed by the Texas Education Agency, states:

- Settings for field experiences may be model centers and other field-sites, such as licensed child care centers. A variety of field experiences is recommended.
- Colleges must assume responsibility for type, quality, and level of training in field experiences.

The Southwest Texas Junior College Child Development program seeks to provide education and training for both pre-service and in-service students. **Pre-service students** are those students who have not yet been or are not now employed in an early childhood care and education facility. **In-service students** are those students who are presently employed in a licensed childhood care and education facility of a minimum of 20 hours per week.

With these guidelines and definitions in mind the following policies regarding your laboratory experiences are provided. You, the student, are responsible for abiding by these policies and procedures.

POLICY 1

Students may have a variety of field experiences.

Procedures

- 1.1 You will be required to spend lab hours for one or more of your child development courses sometimes during your course study at an approved field-site. This field placement will be worked out individually. Several child development courses will give you the opportunity to visit other early childhood facilities.
- 1.2 If you are presently working 20 hours per week in a licensed early childhood facility, you may be able to conduct a large portion of your laboratory work there during your regular working hours. Your center must meet certain basic guidelines for field-sites and be willing for you to participate in our program. The SWTJC Child Development department reserves the right to deny a student credit for laboratory hours done at the student's place of employment if that center fails to meet the basic guidelines for field-sites or if the situation is not conducive to the teaching/learning experience of the instructor and student.

POLICY 2

Students enrolled in Child Development courses with a laboratory component will spend a minimum number of hours each week in a laboratory setting. Some of these lab hours will be classroom-related and some will be in a field-site child care centers.

Procedures

- 2.1 Students enrolled in Child Development Experiences classes must be covered by professional liability insurance through SWTJC Child Development Department. Students fees for this insurance is included in fees when students register for these courses.
- 2.2 For all students the following minimum number of lab hours will apply to the courses listed below.

<u>Course Title</u>	<u>Lab Hours Per Week</u>	<u>Semester Total</u>
TECA 1311 Educating Young Children	1	15
TECA 1318 Wellness of the Young Child	1	15
CDEC 1356 Emergent Literacy	2	32
TECA 1354 Child Growth and Development	0	0
CDEC 1359 Children with Special Needs	2	32
TECA 1303 Families, School & Community	1	15
CDEC 1319 Child Guidance	0	0

CDEC 1313 Curriculum Resources for Early Childhood Programs	0	0
CDEC 1281 Early Childhood Provider/Assistant 1	8	128
CDEC 2326 Administration of Programs for Children 1	2	32
CDEC 2307 Math and Science for Early Childhood	2	32
CDEC 2280 Early Childhood Provider/Assistant II	8	128
CDEC 2281 Early Childhood Provider/Assistant III	8	128
CDEC 1321 The Infant and Toddler	0	0

2.3 If you miss a regularly scheduled lab session due to illness, a holiday, or any other reason, you must arrange to make up the time within one week.

2.4 All lab hours must be completed by Friday of the last week of classes each semester. Failure to complete lab hours by that time will result in a grade of “I.” If lab hours are not completed within 6 weeks the grade becomes “F” until hours are completed. (Must be completed within 3 semesters).

2.5 If during the semester you become unemployed in child care, you will be required to arrange laboratory times for the remainder of the semester to correspond with the weekly requirements for pre-service students. Notify the instructor immediately after termination of employment.

POLICY 3

Students must document laboratory hours.

Procedures

3.1 You must keep a record of lab hours. The form “Lab Log Sheet” will be provided to you at the beginning of the semester (See Attachment A).

3.2 The Lab Log Sheet will be placed in the center where you will be conducting your lab experiences. This sheet must remain at the center. At each visit to the center sign in and out. Have your cooperating teacher or center director initial after each visit to verify you were present. Continuously total the number of lab hours to make sure you are meeting the requirements.

3.3 All students must wash hands before entering the classroom and after bathroom use. Put name tag on before entering the classroom.

3.4 Dress Code—the student’s manner of dress will be determined by the following, the special code for the Child Development Program while working at the center.

- Wear neat jeans or slacks with blouses or skirts
- Shorts can be no shorter than 1” above the knee
- No thongs, clogs, bare feet, or boots

- No hat, scarves, handbags/purses, or head coverings in the classroom
- No bare midriffs
- Be sure fingernails are clean and at a length which is safe for children
- Please lock your car at all times. Drive carefully and slowly at the center. No cell phone use.
- Do not block the drive at any time. Parents will need the drive for bringing and picking up children

3.5 Participation—you will usually be assigned to one room for the semester. Your duties may include observing, supervising small groups, supervising an entire group for short periods, and planning and implementing and supervising an entire day—including clean up. The lab teacher will provide opportunities to develop your professional skills by working in a wide variety of curriculum areas with the children. These will include but not necessarily be limited to:

- Story telling-language experiences, motor activities, art experiences, block play, music and rhythmic activities.
- Dramatic play, role playing, cooking, science, math concepts, manipulative activities, field trips.
- Personal care, clothing, food, rest, toileting, cleaning up, etc.

Students who are doing lab during snack and/or lunch time are required to sit at the tables with the children and participate in the meal. Because child care requires more than just working with the children, you may occasionally be asked to assume housekeeping tasks in the kitchen and laundry area.

3.6 Phone—the office phone is not for public use. Students may not receive any calls. Important messages may be left with the office personnel who will relay them to the student.

3.7 Nap-time—kneel or sit beside the child who needs consoling.

3.8 Students are not to bring young children to the Center to be cared for. Friends of students working in the Center should not visit while the student is working in the classroom.

3.9 Lab students who are pregnant or have health problems should consult with the Director. Personal information about children and families must not be discussed while there are visitors present. This information is confidential. Students will be introduced as Mr., Mrs., Miss or Ms. _____. This form of address will be used by adults in the classroom. Students are not to leave the classroom or playground area without notifying the lab teacher.

POLICY 4

Students will conduct both observation and participation laboratory experiences.

Procedures

- 4.1 Your course instructors may assign specific laboratory experiences. Experiences vary according to the courses you are taking. Most courses will give you opportunities to both observe and participate in the care and education of young children.
- 4.2 When you have an observation assignment, sign in as usual, and check with lab supervisor and go into the observation room to observe. Be sure you have brought your lab assignments, writing materials, and note paper. If the children are curious about you, answer their questions simply. Let them know you are “writing a story about their play” and that is they return to play then you can write. Do let the cooperating teacher know if the children interfere with your observations. Please do not sit in the classroom or observation room without your notebook doing nothing.
- 4.3 When you are assigned to do an activity with the children or some other form of direct participation, let your cooperating teacher know at least a week ahead of time. Most teachers make plan a week ahead and need to know in advance when you will need to work directly with the children. You are responsible for looking ahead in your laboratory assignment to anticipate these times.
- 4.4 It should be easy for you to conduct lab experiences which involve direct interaction with the children. Simply incorporate your lab assignments into your schedule. The best time to observe is during learning centers or independent activities period. Find a quiet spot to sit with your notebook and observe.

POLICY 5

Students shall meet the minimum day-care licensing requirements for staff as set forth by the Texas Department of Protective and Regulatory Services.

Procedures

- 5.1 Students are responsible for reading through and abiding by the Minimum Standards for Day-Care Centers. Copies are available for check out at the Southwest Texas Junior College Child Development Department or you may obtain your own copy by requesting one from our local office at the Texas Department of Protective and Regulatory Services.
- 5.2 You must have a current report of negative TB skin test on file at the SWTJC Child Development Department by the end of the third week of classes. The test can be no older than one year.
- 5.3 While conducting laboratory experiences:

- You may not release a child to anyone. Only staff at your field-site may release children.
- You may not apply discipline except under supervision of your cooperating teacher. No form of corporal punishment or humiliating forms of punishment may be used at any time.
- Be alert to signs of possible child abuse or neglect. Report those immediately to your cooperating teacher or center's director (See Attachment B).
- In emergency situations, seek guidance from the center's staff. Your only responsibility is to our cooperating teacher or the center's director (See Attachment B).
- In emergency situations, seek guidance from the center's staff. Your only responsibility is to report the situation to a staff member and follow guidance given by the staff.

POLICY 6

Students shall display at all times conduct which is professional for early childhood educators and which shall not jeopardize that physical safety or mental health of children, parents, teacher, or fellow students.

Procedure

- 6.1 All knowledge you gain about a child, family, or child development program as a result of your laboratory experiences should be considered confidential and not to be discussed outside the teacher-student relationship. When writing lab reports or sharing experiences with the class, omit names. Instead use letter or numbers or phrases such as "one child" or "in this program." Discussing such information outside the teacher-student relationship can seriously jeopardize the reputation of a child, family or program.
- 6.2 You should show courtesy and respect to the employees of the field-sites that you may visit. Remember that you are a guest and that the needs of the children must be met first.
- 6.3 Arrive and depart from the field-site on the days and at the times you have scheduled. If you are going to be absent or late, call the field-site and inform them. Students are strongly discouraged from changing assigned lab hours as this is disruptive to the children and cooperating teachers. You must obtain permission from the center director before arranging a different or make-up laboratory period.
- 6.4 You should not display behaviors which jeopardize the physical safety or mental health of the children, parents, teachers, or fellow students at the laboratory sites. Behavior considered unprofessional and unethical for early childhood educators include but are not limited to:
- Behavior which may constitute any form of child abuse or neglect.
 - Failure to report suspected child abuse or neglect to the proper authorities.
 - Physically harming a child through spanking, hitting, pinching, slapping, shaking, or such behaviors or encouraging such behaviors among the children.

- Discussing confidential information about a child, family, teacher, program or fellow student outside the student-teacher relationship.
- Sharing information with parents about their child or the child development center without the express permission of the cooperating teacher or discussing such information in the presence of the child.
- Frequently speaking to children or adults in a harsh or loud voice, using aggressive language, or speaking to the child in a way which damages self-esteem.
- Leaving a group of children unsupervised or failing to abide by his/her instructions in regards to classroom management.
- Undermining the authority of the cooperating teacher or failure to abide by his/her instructions in regards to classroom management.
- Failure to report to the center director unsafe or dangerous conduct, or events that you may observe.
- Taking or using material and equipment from the child development center or other adults that do not belong to the student without proper authorization.
- Failing to follow procedures or instructions given by your course instructor or cooperating teacher which endangers the physical safety or mental health of the children.
- Engaging in behavior while working with children that could be interpreted as socially unacceptable or bizarre.
- Smoking in the presence of children.
- Being under the influence of behavior-altering drugs or alcohol while at the child development center.

POLICY 7

Students who engage in unprofessional or unethical conduct shall not be permitted to continue laboratory work in the SWTJC Child Development Department or other field-sites.

Procedures

- 7.1 Each time that is verified that you have behaved in an unprofessional or unethical manner, jeopardizing the physical safety or mental health of a child, parent, teacher, or fellow student an “Unprofessional Conduct Report” will be completed by the course instructor (See Attachment H). The particular incident will be documented on this form. The student, together with the course instructor, director of the child development center, department head, and other appropriate persons will meet to review the incident. All persons present will sign the report. A copy of this report will be kept in the student’s folder.
- 7.2 Upon receipt of a second “Unprofessional Conduct Report” you would no longer be allowed to conduct laboratory experiences at the SWTJC Child Development Center or other field-sites. At this time you would be advised to withdraw from the child development program. Students who are unable to conduct lab experiences will have significantly lower course grades.

7.3 Under certain circumstances, students may not be permitted to conduct laboratory work after receiving one “Unprofessional Conduct Report” if the particular incident was of a very serious nature.

7.4 The following procedures will be followed regarding the dismissal or suspension of any student from the SWTJC Child Development program:

1. A written request, from the instructor or division chairperson initiating the action, must be submitted to the Dean of Instructional Services.
2. The reason for the request must be listed. Excessive absenteeism and unethical behavior are to be considered reasons for immediate dismissal. Failure to achieve and maintain the scholastic probation policy each semester will also be considered a reason for immediate dismissal.
3. The students should be informed that procedures are pending and advised of the available options:
 - a. Students can voluntarily accept the recommendations of the instructor and division chairperson, or;
 - b. Students can request a decision from the appropriate dean which they can accept, or;
 - c. The decision of the dean can be appealed to the Disciplinary Committee or the Admissions Committee (scholastic). The recommendation of the committee can be accepted, or;
 - d. The committee’s decision can be appealed to the President of the college. The President’s decision can be accepted, or;
 - e. The final decision can be requested from the Southwest Texas Junior College Board of Trustees.

If during any step of the grievance procedures the decision of the Child Development Department is overruled, the student’s “Unprofessional Conduct Report” will be withdrawn and the student will be re-instated to the laboratory program.

POLICY 8

Students under investigation, convicted of, or having been convicted of any felony, or misdemeanor classified as an offense against the person or family, or classified as public indecency, or a felony violation of any law pertaining to controlled substances may not be at a child development center according to the Texas Department of Human Services Day-Care Licensing Minimum Standards.

Procedures

8.1 All students will provide the information on the “Student Information Sheet” which will

enable the field-site center to submit the student's name to the Texas Department of Protective and Regulatory Services for a criminal background check. If the check reveals any of the above convictions, the student will not be allowed to work with young children in circumstances, the student would be advised to select another major.

8.2 If a student comes under investigation for any of the above offenses, e/she must notify the course instructor, director of the lab-site, and the child development coordinator. Until such time as the student is cleared of all charges, he/she will not be able to conduct lab experiences.

POLICY 9

Students will be evaluated each semester by their lab supervisor and cooperating teacher(s).

Procedures

9.1 The laboratory experience of each student will be evaluated mid-term and at the end of each semester.

9.2 The evaluation report will be used by the course instructor in calculation of the student's grade.

I have read the SWTJC Child Development Policies and Procedures Handbook for Laboratory Experiences. I agree to follow the guidelines set forth in this handbook.

Student Signature

Date

Received by

on

Date

TALKING TO PRESCHOOLERS

Often people who work with preschoolers use their voices and words to each and keep trouble from occurring. Listed below are suggested methods for making one's verbal guidance more effective by speaking brief, firm, and positive.

SAY

- Sit down when you slide.
- Dig in the sand.
- Sit in the swing.
- Use both hands when you climb.
- Climb down the ladder.
- Throw the stick over the fence.
- Keep the puzzle on the table.
- Turn the pages carefully.
- Talk in a quiet voice.
- Wipe your hands on the paper towel.
- Be sure the ladder is safe.
- Sit on your chair.
- Move back on your rug.
- Walk around the swing.
- Wipe your brush on the jar.
- Put an apron on.
- Time to go outside.
- Wash your hands.
- Drink your milk.
- Drink out of your own glass.

DO NOT SAY

- Don't stand up when you slide.
- Don't throw the sand.
- Don't stand in the swing.
- You'll fall if you don't watch out.
- Don't jump off the box.
- Don't play with the stick. You'll hurt someone.
- Don't dump the puzzle pieces on the floor.
- Don't tear the book.
- Don't shout.
- Don't put your hand on anything.
- Be careful, you might fall.
- Don't rock on your chair.
- Don't lean forward so the other children can't see.
- Be careful, the swing might hit you.
- Don't drip paint on the floor.
- Don't you want to put an apron on?
- Shall we go outside?
- Don't you want to wash your hands?
- Don't you want your milk?
- Don't bother the other children.

DO

- Speak in a calm, kind voice.
- Speak directly to the child' do not call to him across the playroom.
- Speak in short, meaningful sentences which the child can understand.
- Trying to express your request in a positive way. This will help the child to learn a better more acceptable way of doing things.

- Get down on the child’s physical level if possible. This is, stoop or sit on a low chair so that he can see your face. Answer the child’s questions, but not monopolize his conversation; he needs to associate with his peers.
- Keep your voice and facial expression pleasant.

DO NOT

- Make fun of the child.
- Give the child a choice if he cannot have one.
- Compare the children with another child by saying, “See how clean Jim’s hands are.” (This might make him dislike both Jim and you.)

PHYSICAL AND BEHAVIORAL INDICATIONS OF CHILD ABUSE AND NEGLECT

Types of Child Abuse/Neglect	Physical Indicators	Behavioral Indicators
Physical Abuse	<p>Unexplained Bruises and Welts:</p> <ul style="list-style-type: none"> • on face, lips, and mouth • on torso, back, buttocks, and thighs • in various stages of healing • clustered, forming regular patterns • reflecting shape of article used to inflict (e.g. electrical cord, belt buckle) • on several different surface areas • regularly appear after absence, weekend or vacation <p>Unexplained Burns:</p> <ul style="list-style-type: none"> • cigar, cigarette burns, especially on soles, palms, back or buttocks • immersion burns (e.g. sock-like, glove-like, doughnut shaped on buttocks or genitalia) • patterned-like (e.g. electric burner, iron, etc.) • rope burns on arms, legs, neck or torso <p>Unexplained Fractures:</p> <ul style="list-style-type: none"> • to skull, nose or facial structure • in various stages of healing • multiple or spiral fractures <p>Unexplained Lacerations or Abrasions:</p> <ul style="list-style-type: none"> • to mouth lips, gums, or eyes • to external genitalia 	<ul style="list-style-type: none"> • Wary of Adult Contacts • Apprehensive when other children cry <p>Behavioral Extremes</p> <ul style="list-style-type: none"> • aggressiveness, or • withdrawal <ul style="list-style-type: none"> • Frightened of Parents • Afraid to go Home • Reports Injury by Parents • Exhibits anxiety about normal activity (e.g. napping)
Physical Neglect	<ul style="list-style-type: none"> • Consistent Hunger • Poor Hygiene • Inappropriate Dress • Consistent Lack of Supervision, especially in dangerous activities or long periods • Unattended Physical Problem or Medical Needs • Abandonment 	<ul style="list-style-type: none"> • Begging and Stealing Food • Constant Fatigue, Listlessness or Falling Asleep • States there is no Caretaker at Home

Sexual Abuse	<ul style="list-style-type: none"> • Difficult in Walking or Sitting • Torn, Stained, or Bloody Underclothing • Pain or Itching in Genital Area • Bruises or Bleeding in External Genitalia, Vaginal or Anal Areas • Venereal Disease 	<ul style="list-style-type: none"> • Unwilling to Participate in Certain Physical Activities • Withdrawal, Fantasy, or Unusually Infantile Behavior • Bizarre, Sophisticated, or Unusual Sexual Behavior or Knowledge • Poor Relationships • Reports Sexual Assault by Caretaker
Emotional Maltreatment	<ul style="list-style-type: none"> • Speech Disorder • Lags in Physical Development • Failure-to-Thrive 	<ul style="list-style-type: none"> • Habit Disorders (e.g. sucking, biting, rocking, etc.) • Conduct Disorders (e.g. antisocial, destructive, etc.) • Neurotic Traits (e.g. sleep disorders, inhibition of play) • Psychoneurotic Reactions (e.g. hysteria, obsession, compulsion, phobias, hypochondria) • Behavioral Extremes (e.g. complaint, passive aggressive, demanding) • Overly Adaptive Behavior (e.g. inappropriately adult, inappropriately infant) • Developmental Lags (e.g. mental, emotional)

ATTACHMENT B

UNPROFESSIONAL CONDUCT REPORT

STUDENT NAME: _____ DATE: _____

SUMMARY OF INCIDENT: (include specific dates, times, person, present, etc. Attach copy of relevant documentation from persons involved.)

SUMMARY OF REVIEW MEETING WITH STUDENT: (include specific date of meeting, person present, comments made by students to others present, etc.)

RECOMMENDATIONS:

SIGNATURES OF ALL PARTIES CONCERNED

