



# **EARLY CHILDHOOD EDUCATION PROGRAM**

**Education Department**

## **EARLY CHILDHOOD EDUCATION STUDENT HANDBOOK**

**2005-2006**

## INTRODUCTION

This handbook has been compiled to serve as a guide for students in the Early Childhood Education program. The Early Childhood Education faculty welcomes you. We hope the coming months in which we work together will be meaningful and productive. We look forward to assisting you in attaining your educational goals.

The Early Childhood Education program has been developed in accordance with criteria established by the National Association for the Education of Young Children as set forth in *Guidelines for Early Childhood Programs in Associate Degree Granting Institutions*, Position Statement of the National Association for the Education of Young Children, 1995, and *Early Childhood Teacher Education Guidelines*, Basic and Advanced Position Statement of the National Association for the Education of Young Children, 1991. The Early Childhood Education program also meets the Subject Area, Child Development Associate (CDA) Credential Competency Goals and Functional Areas of the Council for Early Childhood Professional Recognition.

Individual classes meet State Guidelines/Competencies for the Early Childhood Special Education Credential issued by the Idaho State Department of Education. Classes may also be used for credential recertification.

The educational program takes place in the classroom and in seminars as well as in supervised placement in community programs for young children, infancy through age 8.

**COLLEGE OF SOUTHERN IDAHO**  
**EARLY CHILDHOOD EDUCATION PROGRAM**

**STUDENT PLANNING SHEET AND RECORD OF COURSES TAKEN**

This sheet is designed for you to keep as an unofficial record of your progress in the Early Childhood Education Program.

	Class	Credits	Grade	
1st Semester:	_____			Year _____

_____
_____
_____
_____
_____
_____

2nd Semester:	_____			Year _____
---------------	-------	--	--	------------

_____
_____
_____
_____
_____
_____

3rd Semester	_____			Year _____
--------------	-------	--	--	------------

_____
_____
_____
_____
_____
_____

4th Semester	_____			Year _____
--------------	-------	--	--	------------

_____
_____
_____
_____
_____
_____

Summer Schedule  
Year

_____
_____
_____
_____

**COLLEGE OF SOUTHERN IDAHO  
EARLY CHILDHOOD EDUCATION PROGRAM**

**BASIC PROFESSIONAL ETHICS  
IN EARLY CHILDHOOD EDUCATION**

Part of developing competency in working with young children is learning about and conforming to accepted professional standards of conduct. Your personal behavior in relationship to the early childhood education profession must be ethical. Many daily decisions required of those who work with young children are of a moral and ethical nature. The following principles and guidelines are excerpt from the *Code of Ethical Conduct*, National Association for the Education of Young Children, 1834 Connecticut Avenue N.W., Washington, DC 20009, 1990, followed by CSI Early Childhood Education Program guidelines.

Material in each of the CSI Early Childhood Education courses includes principles, concepts, and recommended practices based on this publication. Study and commitment to the values of early childhood education are also a part of preparation for assessment for the Child Development Associate Credential.

The statements and guidelines below were developed to guide you in your field placement experience in the CSI Early Childhood Education program. Each CSI Early Childhood Education student is expected to learn to behave in the following ways:

**NAEYC Statement: Ethical Responsibilities to Children**

"Childhood is a unique and valuable stage in the life cycle. Our paramount responsibility is to provide safe, healthy nurturing, and responsive settings for children. We are committed to supporting children's development by cherishing individual differences, by helping them learn to live and work cooperatively, and by promoting their self-esteem." (p. 4)

**The Basic NAEYC Principle is:**

"...P-1.1—Above all, we shall not harm children. We shall not participate in practices that are disrespectful, degrading, dangerous, exploitative, intimidating, psychologically damaging, or physically harmful to children. **This principle has precedence over all others....**" (p. 5)

**1. When in doubt about the value of a decision, put the child's welfare first.**

It is not always easy to figure out what is *best*, but honestly try to do what is best for the child rather than what is merely convenient or *the rule*. Your basic goals are to protect and extend each child's physical well-being, emotional stability, mental capacities, and social acceptability.

**2. Value and respect each child as a person.**

The teacher who truly respects and values the child listens with full attention whenever this is possible. Remember that each child is a unique person. Relish him or her for his differences from other children and allow him or her to generate ideas of his own. Use each child's name often. If lifting or moving a young child, use his or her name and explain your actions.

**3. Do not talk about children in their presence.**

One important way teachers demonstrate basic respect for children is by not discussing children in their presence unless the child is included directly in the conversation. Sometimes teachers thoughtlessly talk over children's heads, assuming that the youngsters are unaware of what is being said. If you have had the experience of eavesdropping while people were discussing you, you will no doubt remember the potency of that overheard comment. Anything said about a child in his or her presence needs to be said with the child included. Thus, it is more desirable to say, "David, I can see you're feeling pretty tired and hungry," than to cock an eyebrow in his direction and remark to another teacher, "Brother, we sure are in a nasty temper today!"

While it is valuable to children for you to identify their emotions, give them expectations for a future change in feelings. "Donny is unhappy because he just got here, but soon he'll be having fun working with the other children."

**4. Be fair to all the children.**

All children deserve a fair chance and a reasonable amount of concern from each teacher. Every child is important and is entitled to be valued by his or her teacher.

**5. Be healthy when you go to your placement site.**

You put both yourself and the children at risk for more illness when you are ill. When you are ill you are also less able to work effectively with other adults.

### **Ethical Responsibilities to Families:**

#### **NAEYC Statement**

"Families are of primary importance in children's development. (The term *family* may include others, besides parents, who are responsibly involved with the child.) Because the family and the early childhood educator have a common interest in the child's welfare, we acknowledge a primary responsibility to bring about collaboration between the home and school in ways that enhance the child's development." (p. 6)

#### **6. Maintain confidentiality.**

Do not discuss with those outside your program the strengths, weaknesses, and idiosyncrasies you perceive in the families of the children in your program. Only information that has a direct bearing on the child's day in your program need be shared with other staff. Maintain respect for each child's parents and family members.

### **Ethical Responsibilities to Colleagues:**

#### **NAEYC Statement**

"In a caring, cooperative workplace human dignity is respected, professional satisfaction is promoted, and positive relationships are modeled. Our primary responsibility in this arena is to establish and maintain settings and relationships that support productive work and meet professional needs." (p. 8)

#### **7. Do not visit with other staff while you are working with children.**

Personnel should not discuss their personal problems or emotional difficulties with the parents; nor should they discuss them with other staff while they are working with the children. The time at school belongs to the children. The discussion of personal matters should take place after the children have gone home, or during breaks and lunch hour. People discover that shutting troubles out during the day can provide interludes of relief and happiness that can make otherwise difficult personal situations bearable.

#### **8. Do communicate with your co-workers about the children's needs and activities, the schedule, and the program.**

Learn to respond to verbal and nonverbal cues from other adults in order to carry the planned program for the children forward. If you need to share information or confer with a staff member, go directly to them instead of calling from a distance.

**9. Work as a team member with other staff.**

Inform and coordinate with the staff members who will be affected by your learning activities. Obtain permission when it is needed. Be willing to share ideas and learning materials. Sit or stand where you can see the largest number of children. Help and cooperate with fellow workers as much as possible in order to provide a good program for the children.

**10. Follow the rules and procedures of your program.**

Learn the rules and procedures of the program in which you are working and follow them. If you disagree with the program, raise questions with your instructor who can help you evaluate the situation, your placement, and steps you may be able to take. Do not complain to fellow workers about problems that they have no power to solve.

**11. Assume responsibility for scheduled days and times you are to work in a program.**

Inform your program and practicum instructor(s) as far in advance as possible if you must be absent or if you must change your hours or days.

**Ethical Responsibilities to Community and Society:**

**NAEYC Statement**

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

**12. Maintain pride in your profession.**

Early childhood education can be an exciting, challenging, deeply satisfying experience. Research has repeatedly shown that good programs for young children make a difference for them, for their families, and for our communities. Be proud of your role in early childhood education and interpret it positively to the community.

## EARLY CHILDHOOD EDUCATION PROGRAM POLICIES

The Early Childhood Education instructors want to see each student succeed. These policies were developed to clarify options for students and to provide for consistency and fairness in grading.

### Attendance Policy

*The college recognizes that regular attendance is the student's responsibility. The instructor may evaluate the lack of attendance in terms of the course requirements and take a reasonable course of action.*

*A class missed due to required participation in a verified school activity will not be considered an absence. Students who miss class or are absent for any reason are still responsible for completing all course requirements. When the number of class hours absent exceeds the number of course credits (e.g. 3 hours for a 3 credit class), the instructor has the power and authority to send a **deficiency** notice to the student as a warning and/or refer the student to his/her adviser. When the number of class hours absent exceeds twice the number of course credits (e.g. 6 hours for a 3 credit class), the instructor has the power and authority to **drop** the student from the course.*

*A student who has been dropped from a course for "lack of attendance" has the right to appeal. Information regarding this process is available from the Registrar. (p. 12, 2003-2004 CSI Catalog)*

**If it is necessary for a student to miss a class the following must be done:**

- 1. Contact the instructor(s) as soon as possible.**
- 2. Obtain missed notes and other classroom materials.**
- 3. Make up the required reading.**
- 4. Make up written and oral assignments.**
- 5. Make arrangements to view a film or video if one was shown.**

**Instructors may assign additional reading and reports for missed classes.**

### Practicum Absences/Grading

It is the responsibility of the Early Childhood Education student to attend a minimum of 7 hours a week in approved placement sites—a total of 105 each semester. The practicum experience is intended to simulate a work setting. If you were employed by an early childhood program, tardiness and absences could be cause for dismissal. Your co-workers and supervisors would be affected if you are late or do not come to work. **THIS IS TRUE IN YOUR PRACTICUM SETTINGS ALSO!** Students are responsible for keeping a log of their practicum site hours on the forms provided in the handbook. Hours recorded will be verified by practicum supervisors in the lab settings and by cooperating teachers in the community sites.

Students who miss more than 4 hours in their assigned practicum sites will be given a deficiency notice. Students who miss more than 8 hours in their assigned practicum sites will be dropped from practicum. These hours are calculated **across** practicum sites and include tardiness. For example, if you are 30 minutes late for toddler lab, 30 minutes late for preschool lab, and 30 minutes late for your community site, you have accumulated 1.5 hours of absence!!

If you must be absent from practicum settings, you should notify your practicum supervisor or cooperating teacher 24 hours in advance if possible. Up to 8 hours of practicum time may be made up, with permission and arrangement of practicum supervisors and cooperating teachers.

## **Grade of Incomplete**

It is CSI policy that a grade of "incomplete" (I) can be given if a student has been doing satisfactory work up to the final week but has not been able to take the final examination because of a personal illness or emergency. It is the responsibility of the student to notify the instructor.

Incomplete grades may threaten or stop students from receiving financial aid. Also, students may not enroll in certain advanced Early Childhood Education classes if they have received incompletes in prerequisite classes.

## **Assignment Timelines**

It is the responsibility of each student to turn in and/or present Early Childhood Education course assignments at the times required by instructors. Late work will be accepted up to two (2) weeks past the due date and not beyond; however, a grade reduction will occur. When work is turned in late, one point per school day will be deducted from the possible points for each assignment. Made-up written assignments can be left in the instructors' mail boxes at the Social Science/Education office in the Aspen Building from 7:30 a.m. to 4:30 p.m. Written assignments may also be mailed to the instructors. The day they are received will be the date used for calculating points to be deducted. Missed presentations must be video-taped for the instructor to view within two weeks of the assigned presentation date.

Because of college deadlines, grades must be turned in to the Records Office immediately upon the close of each semester. Work must be turned in to the course instructor no later than three days after the semester end of a class or earlier designated date.

## **Making Up Tests**

If you are unable to take a test due to personal or family illness or emergency, you must call the instructor prior to the test. If you do not reach an instructor, leave a message as soon as possible. After the illness or emergency has ended and the student has resumed class attendance, it is preferable that the tests be made up before the next class period, unless other arrangements have been made with the instructor.

## **Deficiency Policy**

When the faculty identifies that a student's practicum work and/or classroom performance is less than satisfactory, efforts will be made to help the student remedy the deficiencies. If problems in student performance occur, the following steps will be taken. An oral notice of problems will be given; oral notices may be followed by a written deficiency notice

.Deficiency notices:

1. inform students of their status in class and in practicum performance if a problem exists; and
2. open an official avenue of communication between the student and faculty.

A deficiency notice may be sent when (but not limited to):

1. assignments have not been turned in to the instructor;
2. there have been excessive absences, either in class or in practicum.
3. there has been unsatisfactory class or practicum performance or behaviors.
4. a code of ethics is reviewed with students each semester. Breach of ethics will also be cause for a deficiency notice.

## **Remediation of Deficiencies**

Upon receiving a written deficiency notice the student must contact and meet with the instructor to plan for correction and remediation.

### **Problem Resolution/Grievance Procedures**

If a student believes she/he has been treated unfairly, the following steps need to be followed to resolve the situation. Examples of a problem, complaint, or grievance may include, but not be limited to: a situation in which the student believes she/he has received prejudicial treatment; where there is serious incompatibility in her/his placement; and when the student believes she/he has received an inaccurate evaluation, or there has been a breach of confidence, etc.

1. An attempt to resolve the issue verbally with the party or parties concerned must be made. Keep dated notes from the conversation(s).
2. Within ten (10) school days of the incident, the student presents the situation in writing to the person who has direct supervision of him/her in the situation/condition in question—for example, cooperating teacher or instructor. Documentation, if any, should be enclosed. The student keeps a copy of each written item and of any documentation.
3. A copy of the above should be sent to other involved person(s). For example, if the problem situation involves issues in practicum placement, a copy of materials should be sent to the practicum instructor at the same time it is presented to the cooperating teacher in placement.
4. The instructor or cooperating teacher must respond, in writing, to the student within ten (10) school days.
5. If the problem is not resolved at this level, the student should present an appeal in writing to the Early Childhood Education Program Manager within ten (10) school days.
6. Further levels of appeal are available to the student through CSI if the problem has not been resolved at an earlier level.
7. If a student is employed by the program in which she/he is doing practicum, the grievance procedures of the program must also be followed. It is the responsibility of the employed student to find out and follow those procedures.
8. Dated notes must be kept of any conversations, meetings, or conferences (including telephone conversations) which take place in an attempt to resolve a problem after the problem has been presented in writing. These notes should be kept with the complaint/ grievance and copies made for other involved person(s).
9. A complaint/grievance can be resolved at any level.
10. If a grievance has been made in writing, the resolution must also be in writing and be dated and signed by each of the parties.
11. The student waives the right of appeal if she/he fails to follow the steps or timelines outlined.

## Learning Contract

A student who is demonstrating continuing lack of success may develop a written learning contract with the Early Childhood Education Program, under the supervision of the Program Manager, to identify areas of strengths and weaknesses. The contract may require, but may not be limited to one or more of the following:

1. Study skills classes
2. Peer tutoring
3. Reviewing audio-visual material
4. Learning time with instructor(s)
5. Physical and mental health assessment
6. Utilization of college or community resources
7. Improved attendance

Learning contracts must be approved both by the Early Childhood Education Program Manager and the Chairperson of the Social Science and Education Department, and when needed by the financial support agency.

## CSI Policies

The Early Childhood Education program policies are in accordance with "Students' Rights and Responsibilities" set forth in the *CSI Student Handbook* and "Behavioral Policies" set forth in the *CSI Catalog*. It is the right and responsibility of each student to review these policies in full and also the CSI discipline procedures and the discipline appeal process.

Policies stated in the *CSI Catalog* include:

1. Alcoholic Beverage, Narcotics, and Drugs
2. Campus Disruptions and Violence
3. Clothing
4. Firearms and Fireworks
5. Discipline Appeal
6. Harassment
7. Gambling
8. Honesty including Cheating and Plagiarism

## Dismissal from the Early Childhood Education Program

A student can be dismissed from the program at any time for the following reasons:  
These criteria apply to both Early Childhood classes and Practicum placement.

1. *Academic & Practicum deficiency*
  - a. A grade average below "C" in required Early Childhood Education courses
  - a. Inability to apply classroom learning to course assignments or practicum sites
  - b. Inability to carry out assigned activities in practicum placement
  - c. Inability to determine capabilities and limitations of self and/or children
  - d. Inability to follow written or oral instruction or directions
  - e. Inability to perform congruently with course and practicum objectives
  - f. Inability to provide safety
  - g. Consistently coming to class or to placement site poorly prepared, with contagious illness or other condition that makes it impossible to participate effectively (including fatigue, which interferes with performance)

- h. Breach of confidentiality
  - i. Under the influence of alcohol, narcotics, or drugs
  - j. Indifference to own performance, staff, and children
  - k. Continuing family/personal crisis which interferes with performance
  - l. Inappropriate grooming, attire, appearance
  - m. Continuing physical inability to participate in activities
3. *Honesty policy* — Integrity, honesty, dependability, and trustworthiness are important characteristics of the early childhood educator. Proven dishonesty and cheating in any form (in any area) shows the lack of these characteristics. A determination that the student has demonstrated dishonesty/cheating will warrant dismissal from the Early Childhood Education program.

### **Dismissal Procedures**

When a student is identified as having a problem serious enough to warrant dismissal, the following steps will be taken:

1. The student's problem is identified by the instructor(s), discussed with the student, and documented in the student's file.
  - a. Deficiency notice is sent
2. The instructor discusses the situation with the Program Manager of the Early Childhood Education Program.
3. The Program Manager of the Early Childhood Education Program discusses the situation with the chairperson of the Social Science and Education Department.
4. The Program Manager and the instructor(s) discuss the problem with the student.
5. The student is notified of faculty decisions for dismissal and given an opportunity to meet with the Program Manager and instructor. A copy of the dismissal summary is kept in the student's file.

### **Appeal Process**

If a student is dissatisfied with the decision of the Early Childhood Education Department faculty, he/she may appeal. The appeal process is outlined in the *CSI Catalog*.

### **Readmission**

A student to be considered for readmission to the Early Childhood Education program will meet the following requirements:

1. Complete the readmission form by midterm of the preceding fall or spring semester for which the student is applying.
2. A student may be readmitted conditionally or unconditionally.
3. Following readmission on conditional status, specific criteria will be formulated, as identified in a contractual agreement.

**COLLEGE OF SOUTHERN IDAHO**

**REQUEST FOR TIME EXTENSION  
OF WRITTEN WORK**

STUDENT: \_\_\_\_\_

COURSE: \_\_\_\_\_

INSTRUCTOR: \_\_\_\_\_

Assignment and date originally due:

Reason for Request:

GRANTED: \_\_\_\_\_

DENIED: \_\_\_\_\_

NEW DUE DATE: \_\_\_\_\_





**COLLEGE OF SOUTHERN IDAHO**  
**EARLY CHILDHOOD EDUCATION PROGRAM**

**Cooperative Learning Agreement**  
**between CSI, Early Childhood Education Program, and Student**

The Early Childhood Education Program Responsibilities

1. Provide a variety of training experiences for you, which include
  - a. providing courses and workshops on topics in child development and early childhood education
  - b. assigning you to a placement site
  - c. assisting you in the preparation of a resource file for Child Development Associate assessment
  - d. offering assistance in preparation for your Child Development Associate Credential
2. Provide a practicum instructor who will:
  - a. establish a working relationship with you, your cooperating teacher, and/or your placement site director;
  - b. observe you as you work with children; and
  - c. assess your skills in an educational environment or classroom and provide you with written feedback on strengths and areas to improve.

Student Responsibilities

The student must take an active role in the entire educational process. It is expected that the student will assume the following responsibilities:

1. Be actively involved with young children in an approved placement site for a minimum of 10 hours a week for 150 hours each semester.
2. Document the number of hours you participate in writing. The lab instructor and your cooperating teacher must initial or sign your log each day you participate.
3. Keep your practicum instructor and cooperating teacher informed and involved in the training process.

4. Complete and return all required forms or information in a timely fashion.
5. Keep all scheduled appointments with your instructors or, if cancellation is absolutely necessary, inform the instructor 24 hours in advance.
6. Cooperate and participate in the practicum process: observations, conferences, and recommendations. Prepare plans for self-improvement when you have areas that need improvement.
7. Actively participate in educational and training activities, including regular class/workshop/ seminar attendance, completion of written work, and fulfillment of course requirements.
8. Make written notification to the manager of the program and the instructor(s) of your intention to withdraw from the program or a course.

**COLLEGE OF SOUTHERN IDAHO**  
**EARLY CHILDHOOD EDUCATION PROGRAM**

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

I have read the Cooperative Learning Agreement and Early Childhood Education Program policies and understand both the College of Southern Idaho's role and my responsibility as a student.

Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Work Phone \_\_\_\_\_

Home Phone \_\_\_\_\_

Tear out and give to:

Alice Anderson, Manager  
Early Childhood Education Program  
College of Southern Idaho  
P.O. Box 1238  
Twin Falls, ID 83303-1238