Rationale

Your education and training in Child Development Department at Central Texas College is composed of two basic components for some of your courses: (1) classroom instruction and (2) laboratory experiences. Classroom Instruction refers to time spent each week in a classroom or online setting with your course instructor and fellow students. Laboratory or Field Experiences refers to the hours you spend each week observing and working directly with young children in the on-campus Child Development Center or other appropriate field-sites. A Field-site is an approved child development program that meets certain guidelines and is willing to accept Central Texas College Child Development students. Department Coordinator or instructor must approve all laboratory/field-site locations prior to conducting and completing observations and lab/field hours. If student does not get prior written approval of field-site, all observations and lab/field hours will be invalid. Student must obtain verification and observation forms for those hours to be valid and turn the forms into the department coordinator and instructor for hours to be credited. A Student/Supervisor Agreement Form must be completed and submitted to get your field-site approved. The field-site must be university/college lab school, NAEYC accredited facility, or Department of the Defense child development center. If these types of programs are not within an 30 mile radius, other field-sites might be considered.

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 department coordinator or your cooperating teacher in the classroom or field site. A Cooperating teacher is the person in charge of the group or class of children at the CTC Child Development Center or other field-sites where you will be conducting your lab/field hours. 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. Site Supervisor is someone who observes you working directly with children in the classroom and will complete the Student Evaluation that will be submitted to CTC Department Coordinator at the end of the course or when lab or field hours are completed.

Central Texas College Child Development Program adheres to the course guidelines outlined in the Workforce Education Course Manual, and structures course lab requirements accordingly. CTC Child Development Center/Lab School is accredited by the National Association for the Education of Young Children (NAEYC) organization and adheres to their guidelines plus the Texas Department of Family and Protective Services (DFPS).

Certain policies are set to help make the laboratory experience a positive experience for you, the student, and for the supervisors and teachers who agree to host you.

Policy 1

Students may have a variety of lab/field experiences in addition to laboratory or field experiences in the Central Texas College Child Development Center/Lab School or at another approved field lab site.
PROCEDURES

1.1 You will follow the paperwork requirements.
1.2 Follow the lab requirements for the course pertaining to the amount of hours. For example, TECA 1311 has 16 hours and CDEC 1413 has 32 hours. Please see the table listed below under policy 2 for the total number of lab hours for each course.
1.3 Lab or field experience assignments should be scheduled prior to the courses starting to ensure that a criminal background check has been submitted and cleared by the first week of classes. You will need to start your lab visits the first week of classes if your criminal background check is clear.

Your center must meet certain basic guidelines for field-sites and be willing for you to participate in our program. Your center must be willing to have CTC instructors and/or department coordinator observe you at their facility; if applicable. The student will be given a form to present to their director at their place of employment. The CTC 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 experiences of the instructor and student, the field-site will not be approved. For CDEC 2388, all of your 144 hours and assignments can be completed at your place of employment. For the remainder of the courses the lab would be conducted like the following below:

- The student will be given ½ credit towards required lab hours for working full time directly with children ages 0-8.
  - Students working full time will complete ½ (16/8 hours) of lab hours and lab requirements externally in the defined setting. The additional 16/8 hours and lab requirements may be completed internally at student’s workplace.
- Approved lab/field sites are University/College Lab School, NAEYC Accredited (go to www.naeyc.org to locate a facility), or Department of Defense Center.

If you have any questions, please contact the main CTC Child Development Department office at 254-526-1900/1682 or 1-800-792-3348, Ext. 1682.

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.

PROCEDURES

2.1 For all students the following minimum number of hours will apply to the course listed below.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Lab Hours per Week</th>
<th>Semester Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 1301  Introduction to the Teaching Professions</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>TECA 1303  Families, School and the Community</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>TECA 1311  Educating Young Children</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>TECA 1318  Wellness of the Young Child</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>CDEC 1321  The Infant and Toddler</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>TECA 1354  Child Growth and Development</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CDEC 1356  Emergent Literacy for Early Childhood</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>CDEC 1358  Creative Arts for Early Childhood</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>CDEC 1359  Child with Special Needs</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>CDEC 1413</td>
<td>Curriculum Resources</td>
<td>4</td>
</tr>
<tr>
<td>CDEC 1417</td>
<td>Child Dev. Associate Training I</td>
<td>4</td>
</tr>
<tr>
<td>CDEC 1419</td>
<td>Child Guidance</td>
<td>4</td>
</tr>
<tr>
<td>CDEC 2288</td>
<td>Internship Child Care Provider/Assistant</td>
<td>9</td>
</tr>
<tr>
<td>EDUC 2301</td>
<td>Introduction to Special Populations</td>
<td>2</td>
</tr>
<tr>
<td>CDEC 2307</td>
<td>Math &amp; Science for Early Childhood</td>
<td>2</td>
</tr>
<tr>
<td>CDEC 2341</td>
<td>The School-Age Child</td>
<td>2</td>
</tr>
<tr>
<td>CDEC 2422</td>
<td>Child Dev. Associate Training II</td>
<td>4</td>
</tr>
<tr>
<td>CDEC 2424</td>
<td>Child Dev. Associate Training III</td>
<td>4</td>
</tr>
<tr>
<td>CDEC 2426</td>
<td>Administration of Programs for Children I</td>
<td>4</td>
</tr>
</tbody>
</table>

*EDUC 1301 and EDUC 2301: require 4 hours elementary, 4 hours middle school, 4 hours high school and 4 hours student’s choice for a total of 16 hours in a public school setting. TECA 1303, Families, School, and Community lab field experiences hours are to be conducted in the community with NON-Profit organization; such as, food banks, homeless shelters, soup kitchen, etc…. a portion of TECA 1303 hours may also be done attending parent classes or professional development relating to families.

2.2 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. It is the student’s responsibility to contact the department coordinator or field-site director if you will miss your scheduled lab either by phone, email or in person. It is part of your overall lab grade for the course under professionalism and attitude.

2.3 All lab hours must be completed by the end of the course. The student who does not complete lab by the end of the semester will receive an incomplete as a lab grade and that grade will be given to the course instructor to be added into the overall grade for the course which would be an incomplete (no grade) or F (failing). Please review your course syllabus and deadline dates in each of your courses.

**POLICY 3**

Students must document laboratory hours.

**PROCEDURES**

3.1 You must keep a record of lab/field experience hours. The form “Verification Signature Form” will be provided to you at the beginning of the semester.

3.2 The Verification Form will be placed in the classroom or at the field-site where you will be conducting your lab/field experiences. This sheet must remain in the classroom or field-site. The student at each visit to the classroom must sign in and out. The Student must have their cooperating teacher initials/signature after signing in and out for each visit to verify that they were present. Continuously total the number of lab/field hours to be sure you are meeting the requirements. The Verification Form is checked each day, and lab hours are recorded by the Department Coordinator, if conducting your hours at CTC CDC/Lab School. You will need to submit to the Department Coordinator and to your instructor an updated progress for your lab/field hours and also at the end of the course or whenever requested.

3.3 All students must wash their hands before entering the classroom, when leaving the center and after bathroom use or another situation where hands should be washed.

3.4 **Dress Code:** You should follow the dress code set forth by CTC CDC/ Lab School facility or field-site. Remember to look clean and avoid any inappropriate clothing (shirts that are too low or
tight, short shorts, offensive t-shirts, hip huggers or other inappropriate pants.) Remember, you are working with children, and you are a professional. At CTC CDC/Lab School, the student is required to wear their student ID on a lanyard plus blue medical scrub top and appropriate pants or skirt.

3.5 **Participation:** You will usually be assigned to one room for the whole semester. Your duties will include supervising small groups, supervising an entire group for short periods of time, planning and implementing activities, and supervising an entire day—including clean up. The cooperating teachers will provide opportunities to develop your professional skills by working in a wide variety of curriculum areas with the children. **It is important to be engaged and interact with the children in the classroom and on the playground—be active.** These will include but not necessarily be limited to:

a. Story telling-language experiences, motor activities, art experiences, block play, music and rhythmic activities, dramatic play, role-playing, cooking, science, math concepts, and manipulative activities.

b. Field trips, teacher-related items; such as room arrangement, bulletin boards, assisting in prepping the classroom for the next day or week, special events; such as, fall festival, Thanksgiving, Easter egg hunt, book fairs, and family fun nights.

c. Personal care, clothing, food, rest, toileting, cleaning up, etc.

1. **Sanitation procedures:**
   - Step 1: Wash with hot soapy water
   - Step 2: Rinse with hot clear water
   - Step 3: Spray with disinfectant
   - Step 4: Let air dry

3.6 Students who are doing lab/field hours during mealtimes are required to sit at the table with the children and participate in the meal at CTC Child Development Center/Lab School site. Each student must bring a toothbrush if they are staying for lunch at CTC CDC/Lab School, because the children brush their teeth after the lunch meal. Adhere to the policies at the other lab/field-site if conducting your lab hours outside of CTC CDC/Lab School. Because childcare requires more than just working with the children, you may occasionally be asked to assume housekeeping tasks in the classroom; such as sweeping the floor, cleaning off tables, cleaning toys, etc…. Your alternate field-site will assign appropriate tasks for you.

3.7 **Phone:** The office phone is not for public use. Student may not receive any calls; important messages may be left with the office personnel who will relay them to the student. The main office phone number to CTC CDC/Lab School is 254-526-1900. If it is an emergency, we will come and inform you of the call. An emergency is not “where is the peanut butter.” You are here to learn and interact with the children so your lab/field times are important for you to be here and not taking a lot of phone calls. **Personal cell phone usage** should be kept to a minimum and **NOT allowed in the classroom** at any time while working directly with the children. No cell phone usage in the classroom is Texas Child Care licensing policy. If you need to take a phone call, notify the cooperating teachers in the classroom and make your phone call brief. If your phone call takes longer than expected, you will have to sign out of the classroom and then sign back into the classroom upon your return.

3.8 **Nap-Time:** Lab or field experiences are generally not scheduled during naptime. If conducting your lab hours at another field-site, please adhere to their policies.

3.9 All visitors are to use the observation room to view the classroom activities. Students are not to bring young children to the CTC CDC/Lab School to be cared for in the observation room. Friends or relatives of students working in the center should not visit. If a friend or relative is
here to visit the student for a brief period of time, the CTC or Child Development staff will notify the student first of whom the visitor is before allowing the visitor to stay. All personal must show a form an ID before being allowed into the CTC CDC/Lab School facility. This is for safety reasons. If conducting your la/field hours at another field-site, please adhere to their policies.

3.10 Lab students who have any limitations should consult with the department coordinator and director of the center so that they will be able to accommodate you as much as they can.

3.11 Personal information about children, the families, and staff members must not be discussed outside the center/lab school because of confidentiality. In classroom discussions in your college courses, the child’s name will not be used to maintain confidentiality. **CTC CDC and Department WILL NOT TOLERATE gossiping.** Please adhere to your field-site program for their policies.

3.12 Students will be introduced as Mr., Mrs., Miss, or Ms. ________.

3.13 Students are not to leave the classroom or playground area without notifying the department coordinator or the cooperating teachers in the classroom.

**POLICY 4**

Students will conduct both observation and participation laboratory experiences.

**PROCEDURES**

4.1 Your course instructors may assign specific laboratory experiences or assignments and give you specific guidelines. Laboratory experiences vary according to the course you are enrolled in. **All courses will give you opportunities to both observe and participate in the care and education of young children.** Some laboratory experiences require students to keep a weekly log, weekly observations, weekly lesson plans, etc. Please give a copy of your assignments to the field-site director and cooperating teachers prior to going into the facility to make sure the facility can meet the course requirements.

4.2 When you have an observation assignment, sign in as usual, and go into the classroom to observe. Be sure you have brought your lab or field experience assignments, writing materials, and notebook paper to conduct your observation. If the children are curious about you, answer their questions simply. Let them know you are “writing a story about their play” and that if they return to play you can write. Please let the cooperating teacher know that you are doing as observation type assignment. When writing an observation, make sure that your observation is detailed, descriptive and stating just the facts. It is important that the observation be objective and not to add your own thoughts and opinions unless it is required in the assignment. **Confidentiality is important so do not use the child or teacher’s real names in your observation assignments. Do not sit in the classroom without your notebook not doing anything.**

4.3 When you are assigned to do an activity with the children or some other form of direct participation, the student MUST submit their assignments through the cooperating teachers in the classroom **three weeks in advance** for approval, if possible. This is to ensure the student will be able to conduct that activity in the assigned classroom and that the student’s activity is developmentally appropriate for the age group that they are assigned. The student’s activity will be placed on the classroom lesson plan. The student is responsible for looking ahead at their laboratory or field experience assignments to anticipate these times and also coordinate their activities to correspond with the lesson plan.
4.4 It should be easy for you to conduct lab or field experiences that involve direct interaction with the children. You should be able to complete all lab or field experience requirements that are assigned from your instructor by simply incorporating your assignments into your schedule. The best time to observe is during learning centers or independent activities period.

4.5 Students will be observed by the course instructor, cooperating teachers, center or facility director, and/or department coordinator while they are working directly with young children.

4.6 Students must know developmentally stages of the children in the classroom they are assigned to conducting their lab hours. For example, if you are working with infants they are oral and sensory learners. They will put everything in their mouth and that is normal. That is how they learn.

**POLICY 5**

Students shall meet the minimum day-care licensing requirements for staff as set forth by the Texas Department of Family and Protective Services, *if conducting their lab hours in the state of Texas*. If you are conducting your lab/field experiences outside the state of Texas, please adhere to the facilities policies and requirements for their state or country.

**PROCEDURES**

5.1 Students are responsible for reading through and abiding by the Minimum Standards for Day-Care Centers. The student can obtain own copy going online to [www.dfps.state.tx.us](http://www.dfps.state.tx.us) and download the information. If outside of Texas, please review the standards for the facility where you will be conducting your lab or field experience hours.

5.2 Students must complete the required lab/field forms before starting lab and be oriented to the Minimum Standards and Regulations of the CTC CDC/Lab School and classroom. You may pick up the required lab/field forms from the CTC Child Development Department Coordinator or if online outside of the CTC area, the necessary lab/field forms will be located in your course. You will receive an orientation to the facility and an orientation the classroom(s) that you are assigned to. If conducting lab hours at an alternate site, please adhere to their policies.

5.3 While conducting laboratory experiences: (unless you are an employee)

   A. You may not release a child to anyone. Only the CTC Child Development Center staff or staff at your field-site may release children.

   B. You may not apply discipline to children except under supervision of your cooperating teacher. *No form of corporal punishment or humiliating forms of punishment* may be used at any time.

      a. Use positive guidance techniques like I-messages, redirection, substitution, active listening skills, etc.…

      b. Use Problem-Solving Skills/Steps

         1. Approach calmly, stopping any harmful actions.
         2. Acknowledge children’s feelings.
         3. Gather Information.
         4. Restate Information.
         5. Ask for ideas for solutions and choose one together.
         6. Be prepared to give follow-up support.

   C. Be alert to signs of possible child abuse or neglect. Report these immediately to your cooperating teacher or the center director.
D. 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.

5.4 Students will need to obtain a parking permit from campus police to park in the CTC Child Development Center/Lab School parking lot and for main campus. Campus police do occasionally check for parking permits and they will issue tickets. Campus police is located behind Building 119. **YOU cannot park in RESERVE parking at any time unless after normal business hours and weekends.** You will get a ticket.

5.5 **BAD WEATHER NUMBER /CTC EMERGENCY ALERT:** 501-3100 or 913.

*Texas Campuses Only CTC Emergency Alert*

CTC Emergency Alert Procedures

When an emergency occurs, our Emergency Alert system, powered by e2Campus, can send email, text messages and voice messages to students and employees in as little as 90 seconds.

**Applicable Situations**

Emergency alerts will be sent in situations that require unscheduled closure or evacuation of a campus or campus facility. This includes but is not limited to weather closures, power outages, police emergencies, lockdowns, catastrophes and/or hazardous exposures. The system may also be used in the event of significant road construction or traffic congestion. The alert system will not be used for promotional purposes or for scheduled closures, such as holidays.

**How to subscribe**

To receive CTC Emergency Alerts, students and employees must subscribe to the system online and enter their preferences. Changes can be made at any time. The subscription is free but standard text message charges from your cell phone provider will apply. You will be able to choose an opt-out date, and 30 days prior to that date you will be notified that your subscription is about to expire. To subscribe:

Log in to [Webadvisor](#) and click the “CTC Emergency Alert” icon.

5.6 **Lockdown Procedures/Shelter In Place:**

a. Immediately upon receiving notice to lockdown, stop whatever you are doing and assist teachers to get into the lockdown mode. Close and lock yourselves in a room, behind heavy furniture, or a barrier away from windows and doors.

b. Barricade doors and windows if necessary.

c. Turn off lights, close blinds, silence radios, etc. Ensure all cell phones are on silent mode and everyone remains quite and calm.

d. If able to do so safely, quietly call 911 to report campus, building or classroom violence. State your name and give the location of where the incident is occurring, state what the incident involves, if anyone is injured, and any additional information requested.

e. While in lockdown mode, do not respond to fire alarms unless you know for certain there is an actual fire.

f. If you are outside move away from the location of the threat, if not with children. If you can immediately and safely leave campus, do so.
Otherwise seek shelter by immediately going in a building before it is locked down, or by seeking refuge behind a car, tree, building or other secure object.

g. If you are outside on the playground, move the children inside the child development center classroom to the designated lockdown area as quickly as possible, while remaining calm.

When the lockdown order is given and the area/building secure, no one will leave or enter the secure area or building without first receiving the ‘all clear’ signal from CTCD or local police, or an appropriate college official.

5.7 Fire Drills/Tornado Drill:

**Fire Drill**

a. Immediately upon hearing the alarm, stop whatever you are doing.
b. Assist teachers in the classroom with evacuation of the children in the classroom.
c. Turn off lights, radios, etc. Close doors and windows to minimize the spread of smoke and fire in your office or classroom as you exit, if it is safe to take the time to do so. **DO NOT LOCK DOORS.**
d. Remain calm and move swiftly to exits. **Walk, don’t run.**
e. Evacuate the building and proceed to the designated department meeting place.
f. In the event of an actual emergency, once outside call 911. State your name and give the location of where the incident is occurring, state what the incident involves and any additional information requested.
g. Do not attempt to re-enter the building until advised by the Building Coordinator, fire department, Campus Police, or Campus Administrator that it is safe to re-enter.

**Tornado Drill**

a. Immediately upon hearing the alarm, stop whatever you are doing.
b. Assist teachers in the classroom with evacuation of the children in the classroom to the designated area inside a safe area in the classroom.
c. Remain calm and move swiftly to designated areas. **Walk, don’t run**
d. In the event of a weather emergency (i.e. tornado), seek shelter in an interior room with no windows.

All evacuation routes are posted in each room for fire and tornado evacuations at CTC CDC/Lab School. Please check and adhere with your facility on what procedures they have in place when you receive you orientation, if not conducting your lab or field experiences with CTC CDC/Lab School.

**POLICY 6**

Students shall display at all times conduct which is professional for child development educators and which shall not jeopardize the physical safety or mental health of children, parents, teachers, or fellow students.
PROCEDURES

6.1 You should show courtesy and respect to the employees of the CTC Child Development Center/Lab School or other field-sites that you may visit. Remember that you are a guest and that the needs of the children must be met first.

6.2 Arrive and depart from the CTC Child Development Center or field-site on the days and at the times that you have been scheduled. If you are going to be absent or late, call the Department Coordinator, center secretary, center director or supervisor of the field-site and inform them. Students are strongly discouraged from changing assigned lab/field hours, as this is disruptive to the children and cooperating teachers. You must obtain permission from the coordinator/supervisor before arranging a different or make-up laboratory period. If you do not call when you are going to be absent or late, your lab grade will be reduced. It is part of being a professional i.e. you would not show up at your job without calling because if you did you might not have a job to go back to.

6.3 You should not display behaviors, which jeopardize the physical safety or mental health of the children, parents, teachers, or fellow students at your laboratory sites. Behavior considered unprofessional and unethical for early childhood educators include but are not limited to:
   a. Behavior that may constitute any form of child abuse or neglect.
   b. Failure to report suspected child abuse or neglect to the proper authorities.
   c. Physically harming a child through spanking, hitting, pinching, slapping, shaking, grabbing or other such behaviors or encouraging such behaviors among the children.
   d. Discussing confidential information about a child, family, teacher, program or fellow student outside the student-teacher relationship.
   e. Sharing information with the parents about their child, another child or the child development center without the express permission of the cooperating teacher or center director/staff or discussing such information in the presence of the child.
   f. Frequently speaking to the children or adults in a harsh or loud voice, using aggressive language, or speaking to the child in a way that damages self-esteem i.e. you are a bad child.
   g. Leaving a group of children unsupervised or failing to abide by the cooperating teachers instructions in regard to classroom management.
   h. Undermining the authority of the cooperating teacher or failure to abide by the instructions.
   i. Failure to report to the center director or supervisor unsafe or dangerous conduct, or events that you may observe.
   j. Taking or using material and equipment from the child development center or field site or from other adults that do not belong to the student without proper authorization.
   k. Failing to follow procedures or instructions given by your course instructor or cooperating teacher that endangers the physical safety or mental health of the children.
   l. Engaging in behaviors while working with children that could be interpreted as socially unacceptable or bizarre.
   m. Smoking in the presence of children or within 50 feet of the CTC Child Development Center building or in the CTC CDC parking lot. Campus is a smoke free environment. You can only smoke in your vehicle and ashes must stay in your vehicle or smoke off campus.
n. Being under the influence of behavior-altering drugs or alcohol while at the child development center.

o. Falsifying lab hours or initials of the cooperating teachers or other CTC Child Development Center staff or Child Development Department instructor or field-site director or supervisor.

p. Releasing a child from the center to an adult not authorized to pick up the child.

q. Eating or drinking outside food in the classroom during lab experiences while the children are awake. You can bring in WATER only into the classroom.

r. Interrupting the cooperative teacher or center staff in the classroom during circle or small group activity.

s. Not taking pride in your work by not respecting the children’s work. Example: taking artwork off the walls and not removing tape and the artwork sticking to each other and ruining the children’s creations.

**POLICY 7**

Students who engage in unprofessional or unethical conduct will not be permitted to continue laboratory work in the CTC Child Development Center or other field-sites.

**PROCEDURES**

7.1 Spot Report can be written for something that you, as a student, do that is outstanding or something that you need improvement on or something that was not done correctly. It can be written by the teachers in the classroom, department coordinator, course instructor, or center director. This report is kept in your lab file. The report will be used to determine part of your lab grade.

7.2 The course instructor, or cooperating teachers, or center director, or department coordinator will complete each time that it 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”. The particular incident will be documented on this form. The student, together with the course instructor, director of the child development center, department chair, department coordinator 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 lab file.

7.3 Upon the receipt of a second “Unprofessional Conduct Report”, the student would no longer be allowed to conduct laboratory experiences at the CTC Child Development Center or other field-sites. At that time, the student will be advised to withdraw from the Child Development Program, since laboratory experiences is an integral part of some of the child development courses. Students who are unable to conduct lab experiences will receive an incomplete as a laboratory grade and an incomplete for the whole course or F (failing). 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 Grievance procedures for students will be handled by the Department Chair as shown in the CTC Student Handbook.

**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 or other field-sites.

PROCEDURES

8.1 All students will fill out a background check form which will enable the CTC Child Development Center or another field-site to submit the student’s name 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 a licensed childcare facility, registered family day home or other field-sites.

8.2 In some cases, CTC CDC will have to perform a “Risk Evaluation” on the student if a violation is found. If a “Risk Evaluation” is performed, the student will have to submit additional paperwork that is requested. If additional paperwork is not submitted, the student will NOT be able to perform their lab/field hours or complete the course.

8.3 If a student comes under investigation for any of the above offenses during the course, she/he must notify the department coordinator immediately, if conducting lab/field experiences at CTC CDC/Lab School. If completing lab/field hours at an outside field-site, the student must notify the center director or supervisor immediately. Until such time as the student is cleared of all charges, she/he will not be able to conduct lab/field experiences.

POLICY 9
Student will be evaluated each semester by the department coordinator, cooperating teachers, or field-site director or supervisor.

PROCEDURES

9.1 Cooperating teacher’s evaluation will be used in conjunction with the department coordinator’s evaluation grade to obtain a grade for each deadline date, if completing your lab/field hours at CTC CDC/Lab School. If outside of CTC CDC/Lab School, the cooperating teachers and center director or site supervisor will evaluate the student.

9.2 The lab grade, from the department coordinator, is going to be based on the following items but not limited to completing your lab/field hours, interacting with the children, how well you get along with staff and peers, assignments the staff may give you to complete in the classroom with the children or for the children, professionalism, and attitude.

9.3 The student’s lab grade will be based on five major areas:
- **Professionalism:** appearance, demeanor, attitude, overall
- **Attitude:** responsive in learning to teach, willingness to experiment, tries new ideas, applies feedback and suggestions and be positive
- **Foster and model pro-social interactions:** consideration, cooperation, problem-solving, and helping behaviors
- **Use of materials:** props, blocks, games, manipulative, books, and other learning extension materials appropriately
- **Demonstrate basic safety skills:** when with children and staff

9.4 Your completed lab/field hours, lab grade and student evaluation will be sent to your online or lecture instructor. The department coordinator will maintain a copy of Student/Supervisor Agreement form, Lab/Field Hours, and Student Evaluation.
9.5 Some courses in our program may have more items that will be evaluated depending on the course and what is on the Student Evaluation form.


**Standard 1: Relationships**

The program promotes positive relationships among all children and adults. It encourages each child’s sense of individual worth and belonging as part of a community and fosters each child’s ability to contribute as a responsible community member. Warm, sensitive, and responsive relationships help children feel secure. The safe and secure environments built by positive relationships help children thrive physically, benefit from learning experiences, and cooperate and get along with others. What to look for in a program: Children and adults feel welcome when they visit the program. Teachers help new children adjust to the program environment and make friends with other children. Teaching staff engage in warm, friendly conversations with the children and encourage and recognize children’s work and accomplishments. Children are encouraged to play and work together. Teachers help children resolve conflicts by identifying feelings, describing problems, and trying alternative solutions. Teaching staff never physically punish children.

**Standard 2: Curriculum**

The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive. A well-planned written curriculum provides a guide for teachers and administrators. It helps them work together and balance different activities and approaches to maximize children’s learning and development. The curriculum includes goals for the content that children are learning, planned activities linked to these goals, daily schedules and routines, and materials to be used. NAEYC and the NAEYC Accreditation system do not prescribe a specific curriculum; programs can design their own or choose a commercially available curriculum that meets NAEYC’s guidelines. What to look for in a program: Ask about the program’s curriculum and how it addresses all aspects of child development. The curriculum should not focus on just one area of development. Children are given opportunities to learn and develop through exploration and play, and teachers have opportunities to work with individual children and small groups on specific skills. Materials and equipment spark children’s interest and encourage them to experiment and learn. Activities are designed to help children get better at reasoning, solving problems, getting along with others, using language, and developing other skills. Infants and toddlers play with toys and art materials that “do something” based on children’s actions, such as jack-in-the-box, cups that fit inside one another, and play dough.

**Standard 3: Teaching**

The program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child’s learning and development in the context of the curriculum goals. Children have different learning styles, needs, capacities, interests, and backgrounds. By recognizing these differences and using instructional approaches that are appropriate for each child, teachers and staff help all children learn. What to look for in a program: Teachers carefully supervise all children. Teachers provide time each day for indoor and outdoor activities (weather permitting) and organize time and space so that children have opportunities to work or play individually and in groups. Children’s recent work (for example, art and emergent writing) is displayed in the classroom to help children reflect on and extend their learning. Teachers modify strategies and materials to respond to the needs and interests of individual children, engaging each child and enhancing learning.
Standard 4: Assessment of Child Progress

The program is informed by ongoing systematic, formal, and informal assessment approaches to provide information on children’s learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop. Assessment results benefit children by informing sound decisions, teaching, and program improvement. Assessments help teachers plan appropriately challenging curriculum and tailor instruction that responds to each child’s strengths and needs. Assessments can also help teachers identify children with disabilities and ensuring that they receive needed services. What to look for in a program: The program supports children’s learning using a variety of assessment methods, such as observations, checklists, and rating scales. Assessment methods are appropriate for each child’s age and level of development and encompass all areas of development, including math, science, and other cognitive skills; language; social-emotional; and physical. Teachers use assessment methods and information to design goals for individual children and monitor their progress, as well as to improve the program and its teaching strategies. Families receive information about their child’s development and learning on a regular basis, including through meetings or conferences.

Standard 5: Health

The program promotes the nutrition and health of children and protects children and staff from illness and injury. Children must be healthy and safe in order to learn and grow. Programs must be healthy and safe to support children’s healthy development. What to look for in a program: Teaching staff have training in pediatric first aid. Infants are placed on their backs to sleep. The program has policies regarding regular hand washing and routinely cleans and sanitizes all surfaces in the facility. There is a clear plan for responding to illness, including how to decide whether a child needs to go home and how families will be notified. Snacks and meals are nutritious, and food is prepared and stored safely.

Standard 6: Teachers

The program employs and supports a teaching staff with the educational qualifications, knowledge, and professional commitment necessary to promote children’s learning and development and to support families’ diverse needs and interests. Teachers who have specific preparation, knowledge, and skills in child development and early childhood education are more likely to provide positive interactions, richer language experiences, and quality learning environments. What to look for in a program: Teaching staff have educational qualifications and specialized knowledge about young children and early childhood development. Ask, for example, how many teachers have Child Development Associate (CDA) credentials, associate’s degrees, or higher degrees. The program makes provisions for ongoing staff development, including orientations for new staff and opportunities for continuing education. Teaching staff have training in the program’s curriculum and work as a teaching team.

Standard 7: Families

The program establishes and maintains collaborative relationships with each child’s family to foster children’s development in all settings. These relationships are sensitive to family composition, language, and culture. To support children’s optimal learning and development, programs need to establish relationships with families based on mutual trust and respect, involve families in their children’s educational growth, and encourage families to fully participate in the program. What to look for in a program: All families are welcome and encouraged to be involved in all aspects of the program. Teachers and staff talk with families about their family structure and their views on childrearing and use that information to adapt the curriculum and teaching methods to the families served. The program uses a
variety of strategies to communicate with families, including family conferences, new family orientations, and individual conversations. Program information—including policies and operating procedures—is provided in a language that families can understand.

**Standard 8: Community Relationships**

The program establishes relationships with and uses the resources of the children’s communities to support the achievement of program goals. Relationships with agencies and institutions in the community can help a program achieve its goals and connect families with resources that support children’s healthy development and learning. What to look for in a program: The program connects with and uses museums, parks, libraries, zoos, and other resources in the community. Representatives from community programs, such as musical performers and local artists, are invited to share their interests and talents with the children. The staff develops professional relationships with community agencies and organizations that further the program’s capacity to meet the needs and interests of children and families.

**Standard 9: Physical Environment**

The program has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment, and materials to facilitate child and staff learning and development. An organized, properly equipped, and well-maintained program environment facilitates the learning, comfort, health, and safety of the children and adults who use the program. What to look for in a program: The facility is designed so that staff can supervise all children by sight and sound. The program has necessary furnishings, such as hand-washing sinks, child-size chairs and tables, and cots, cribs, beds, or sleeping pads. A variety of materials and equipment appropriate for children’s ages and stages of development is available and kept clean, safe, and in good repair. Outdoor play areas have fences or natural barriers that prevent access to streets and other hazards. First-aid kits, fire extinguishers, fire alarms, and other safety equipment are installed and available.

**Standard 10: Leadership and Management**

The program effectively implements policies, procedures, and systems that support stable staff and strong personnel, and fiscal, and program management so all children, families, and staff have high-quality experiences. Effective management and operations, knowledgeable leaders, and sensible policies and procedures are essential to building a quality program and maintaining the quality over time. What to look for in a program: The program administrator has the necessary educational qualifications, including a degree from a four-year college and specialized courses in early childhood education, child development, or related fields. The program is licensed and/or regulated by the applicable state agency. The program’s written policies and procedures are shared with families and address issues such as the program’s philosophy and curriculum goals, policies on guidance and discipline, and health and safety procedures. Appropriate group sizes and ratios of teaching staff to children are maintained (for example, infants—no more than 8 children in a group, with 2 teaching staff; toddlers—no more than 12 children in a group, with 2 teaching staff; and 4-year-olds—no more than 20 children in a group, with 2 teaching staff).