EARLY CHILDHOOD EDUCATION

Ivy Tech Community College
January 2009

THERE IS A PLACE FOR YOU IN IVY TECH’S EARLY CHILDHOOD EDUCATION PROGRAM!

CDA and AAS Classes
SCHOOL OF EDUCATION
1907 Liberty Drive
Bloomington, IN 47404
(812) 330-6109

- LEARNING IS FUN
- CLASS DISCUSSIONS
- HANDS ON ACTIVITIES
- REWARDING CAREER AS A CHILD CARE PROFESSIONAL
The Early Childhood Program Mission Statement: The Region 14 Early Childhood Program enhances the lives of children and families by providing well-educated, reflective and nurturing critical thinkers, who will fill positions as providers of quality care and education in a variety of early childhood occupations.

INTRODUCTION

Ivy Tech Community College (region 14) would like to welcome you to our Early Childhood Education Program (ECED). ECED enables you to attain a CDA certificate, Technical Certificate, or an Associate’s in Applied Science.

A CDA requires you to take four classes (12 credit hours). A CDA is geared toward individuals who are already employed at a daycare. These classes can be applied to the Technical Certificate or Associate’s degree.

A Technical Certificate requires individuals to take 30 credit hours. Six of the credit hours will be in general education courses, and the other 24 credit hours will be in ECED. These classes can be applied to the Associates degree.

To acquire an Associate’s in Applied Science, students will be required to take 68 credit hours. Twenty of the credit hours will be in general education courses and 6 credits will involve practicum. Ivy Tech offers the AAS in ECED via the Distance Education program also, or a combination of in person and online courses.

If the ECED program appeals to you, please feel free to call us at 812-330-6109.

Our SCHOOL OF EDUCATION recently moved to 1907 Liberty Drive. Program advisors are located there for the early childhood education program and the elementary education program.

Fulltime Faculty:

Marjie Risen
812-330-6109

Vicki Gusse
812-330-6263
Thank you for choosing Ivy Tech Community College as the place to continue your education. The first step to enroll as a student is the completion of the admissions process. All of the information, which you will need, is available online or on campus in the admissions packet and the checklist below describes the basic steps that are involved. We hope this information is helpful to you as you begin your academic career at Ivy Tech Community College. If we can provide any further information or assistance, please call the Admissions Office or visit online at www.ivytech.edu

**To apply for admission to ITCC**

1) Submit a completed Application for Admission to Ivy Tech Community College - Bloomington.
2) Take the COMPASS ASSESSMENT test. The assessment is free and is used to assess basic reading, writing, and math abilities. It is required for all students in degree programs. Stop by the testing center to take the test. A free study guide is available online. Counselors will review your assessment scores and assist you in selecting classes.
3) Request an official copy of your high school transcript or G.E.D. scores to be sent to Ivy Tech Community College. A form is available in the admissions packet.
4) Complete the Free Application for Federal Student Aid (FAFSA) if you wish to be considered for financial aid. Contact the financial aid counselor if you need assistance. (Complete other financial scholarship information i.e. TEACH)
5) Register for classes online or by contacting your program chair or an enrollment advisor.

_CDA and AAS Classes_  
**SCHOOL OF EDUCATION**  
1907 Liberty Drive  
Bloomington  
Bloomington, IN 47404  
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Early Childhood Education Program Philosophy

The primary function of the Early Childhood Education Program at Ivy Tech Community College is to provide meaningful education within a multidisciplinary framework for students interested in providing services to children and families. This program of study is offered to those who wish to enter the workforce for the first time as well as the unemployed, underemployed and those who seek to enhance their technical skills. Some Early Childhood Education students will have had contact with early care and education settings, either as consumers or as volunteers, leaders of the community or current providers of service.

The Early Childhood Education Program of study has a common core of courses to provide students with a specific body of knowledge, vocational guidance and technical skills necessary to obtain and function on a job. Students may also use this curriculum to upgrade their employment in early care and education settings. The curriculum may also be seen as a base for future professional development and continued professional education. There are 20 credits of general education, and 48 credits of professional/technical core classes (six hours are practicum in the community).

Primary Goals of the Early Childhood Education Program include:

1. To provide information about various career opportunities within the child development field leading to employment in such jobs as teaching in child development sites, family day care providers, nannies, family service workers, Head Start, school age care sites and resource and referral programs.

2. To acquaint students with organizations that serve children and families, and resources designed to meet the needs of children and families.

3. To help students identify the knowledge, performances and dispositions necessary for providing developmentally appropriate services to young children and their families emphasizing the development of beginning skills in each of the above areas.

4. To help student identify and learn historical and current policies at the local, state and national levels that impact on children and families.

5. To explore with students their career interest and develop their skills through practical and closely supervised direct work experiences.

6. To advise and help students complete a well-rounded educational experience by identifying and differentiating among required and elective courses.

The program, as supported by administration and faculty, will continue to conduct needs assessments in order to provide relevant training. The program will strive to improve instructional support (media) and provide a schedule and variety of classes that best suit the needs of the student/community/child development teacher population.
Early Childhood Education Program Catalog Description

The Early Childhood Education Program is a multidisciplinary, competency-based program. The program offers students the opportunity to become an Early Childhood Education teacher in a variety of settings and specialty areas including public schools, service agencies, resource and referral agencies, private businesses, as well as Early Childhood Education centers.

Program objectives include training the entry-level worker as well as providing development and enhancement for those currently in the field. Throughout the program students examine their values and attitudes, which reflect in their interactions with others. All students admitted to the degree program take a core of courses.

The Early Childhood Education Program at Ivy Tech Community College offers the following degrees and certificates.

- Associate of Applied Science (degree) 68 credits
- Technical Certificate (degree) 30 credits
- Child Development Associate Preparation 12 credits

All associate degree-seeking students in Early Childhood Education must participate in two (2) supervised practicum experiences. Students completing the Technical Certificate degree program must complete one (1) practicum. These practicums are completed at organizations that are approved by the Early Childhood Education Program and have signed Agreements of Affiliation and are usually volunteer in nature. Practicums consist of 144 hours of non paid participation at a sight.

Students have the option of pursuing a one-year Technical Certificate (TC) degree in Early Childhood Education (30 credit hours) or an Associate of Applied Science (AAS) in Early Childhood Education (68 credit hours). The Early Childhood Education faculty and staff believe that in most instances it is in the student's best interest to seek the AAS degree because of increased employment opportunities.
Graduate Competencies

Students completing the Associate of Applied Science degree in Early Childhood Education at Ivy Tech Community College are expected to develop a minimum level of mastery in each of the areas listed below, through tests, essays, critiques, research papers, videotaping assignments, case studies, and development of learning materials, and will measure these levels by successful completion of the practicums, while a student in the Early Childhood Education Program.

Knowledge

1. **Child Development** – Use knowledge of how children develop and learn from birth through age eight to provide comprehensive opportunities for growth and development; use knowledge of how children differ in their growth and development to meet individual needs of children; use knowledge of cultural and linguistic diversity to promote anti-bias approaches that respect, affirm and value diverse home environments.

2. **Curriculum Development and Implementation** – prepare students to plan and implement developmentally appropriate curriculum based on knowledge of individual children, the community and program goals; prepare students to use individual and group guidance techniques that promote positive interaction, conflict resolution, problem solving and positive self esteem; prepare students to establish and maintain a safe and healthy learning environment; prepare students to observe, record, and assess children for the purpose of planning to provide for individual and group growth.

3. **Family and Community Relationships** – Prepare students to establish and maintain collaborative relationships with families through articulated respect for family choices, communication, and family involvement with the program; prepare students to establish and maintain collaborative relationships with agencies and organizations that support children and families.

4. **Professionalism** – Prepare students to be thoughtful practitioners who articulate philosophy and rationale for decisions and continually assess and evaluate the effects of their decisions on children and families; prepare students to be knowledgeable about changing trends and legislation and advocate for the needs of children and families prepare students who demonstrate and understanding of the historical foundation of the field and its influence on current practice; prepare students to be life long learners who seek out opportunities for continuous professional growth and development.

5. **Field Experiences** – Prepare students to observe and participate under the supervision of qualified professionals in a variety of settings, with children of diverse ages and abilities ad from diverse family systems; prepare students to work successfully in a supervised practical experience. These hours will be divided into three different practicum classes. Some additional hours are required for observations/participation in other courses.
EARLY CHILDHOOD EDUCATION

GRADING SCALE:

<table>
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<tr>
<th>Grade</th>
<th>Range</th>
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<tr>
<td>A</td>
<td>100-93</td>
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<tr>
<td>B</td>
<td>92-86</td>
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<tr>
<td>C</td>
<td>85-75</td>
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<tr>
<td>D</td>
<td>74-70</td>
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<tr>
<td>F</td>
<td>below 70</td>
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GRADE REPORTS

Official grade reports will be issued at the end of each semester. Any student in danger of failing a required course will be notified through a Student Status Report and/or a conference with the instructor. It is the responsibility of the student to follow advisor procedures recommended during the conference, or on the Student Status Report.

ABSENCES

Attendance and Participation is needed to complete objectives and will be graded. All absences must be discussed with instructor. Individual situations will be dealt with on an emergency basis.

LATE ASSIGNMENTS

Assignments for classes are due on the dates indicated by instructor. Late assignments will be docked.

MAKE-UP POLICY:

An incomplete will only be given if a student has done 70% of the class work completed and has a passing grade. This is at the discretion of the instructor.
GRADUATION PORTFOLIO DEVELOPMENT

All degree-seeking students will present a portfolio of their work while in their final seminar experience. A portfolio is a concrete demonstration for the student, future employees and the College, or the competencies mastered during the college experience. The portfolio is expected to be collected throughout the student's college experience. Each required course will offer the student recommendations of work that would be appropriated for the portfolio collection. Portfolio entries may include, but are not limited to the following: critiques of journal articles, videotapes and feedback, research papers, activity cards, observations, lesson plans, parent packs, etc. Students will utilize their final seminar course to polish and perfect their portfolio and to present their portfolio to a group composed of professionals and instructors in the spring semester they take their portfolio course, ECED 260 The Early Childhood Professional.

All students will be expected to present examples of course work that they deem suitable for a portfolio presentation at the end of each course. A portfolio is a concrete demonstration for the student, future employers, and the college of work mastered. Students should select from the starred assignments, but are free to confer with their instructor about alternate choices of material. Degree seeking students should retain these materials for the development of a cumulative portfolio that will be reviewed prior to graduation.

I. The purpose of the Early Childhood Education Portfolio:

   A. Outcome assessment tool;
   B. Tool for helping students evaluate their employment goals;
   C. Prepare students for the employment search and interview process;
   D. Empower students to be responsible for their own learning.

II. The Early Childhood Education Portfolio is:

   A. Representative of your skills, abilities and knowledge;
   B. Helpful in assessing your growth;
   C. Helpful in planning future goals.

III. The Early Childhood Education Portfolio should include:

   A. Table of Contents;
   B. Introduction-tell the purpose of your portfolio;
   C. Your philosophies and goals in your profession;
   D. Your resume;
   E. Evidence of your competencies (a list of required assignments to be included in this area follows) organized by standards 1-5 as indicated on checklist.
IV. Mechanics

A. Label items and explain why you include them (what is significant about the item and what competency does this assignment address);  
B. Make it self-explanatory;  
C. Make it neat, organized and free from typographical errors;  
D. Place it in a 3-ring binder and use page protectors for each entry. (All pages should be visible.)

V. When and how the portfolio developed:

A. It is developed throughout your college career;  
B. Each Early Childhood Education Core and Elective class will indicate assignment(s) to be included in the portfolio;  
C. Compiled and completed the semester you are enrolled in the Capstone Course, ECE 260.

VI. Presentation of the Portfolio:

A. Purpose of the presentation is for you to get practice interviewing and presenting what you have accomplished;  
B. It is a culminating activity of your professional development;  
C. Presentation is not graded but the portfolio is; you will receive feedback on both the presentation and the portfolio;  
D. Presentation will be made during enrollment in the Capstone class;  
E. Your portfolio will be presented before a jury committee (3-5 members);  
F. You will have 10 minutes to introduce yourself and present your portfolio;  
G. There will be a 10-minute period following your presentation for the jury committee to ask questions.  
H. The committee will give you written feedback of your presentation and portfolio within a week of your presentation.

VII. When Presenting:

A. Describe growth;  
B. Discuss your practical experience and how this ties into the competencies in working with children and families;  
C. Discuss what makes you unique;  
D. Relate your philosophy to practice;  
E. Highlight skills and experiences that are marketable;  
F. Make sure your presentation and appearance are professional;  
G. DO NOT READ YOUR PRESENTATION.
EARLY CHILDHOOD EDUCATION PROGRAM
CHILD DEVELOPMENT ASSOCIATE (CDA)

What Is the CDA?

Because of the growing need for professionalism in childcare, there has been an increased demand for child care workers with a Child Development Associate (CDA) credential. Currently, more than 1,900 individuals statewide have received the CDA, a nationally recognized credential awarded by the Council for Early Childhood Professional Recognition. It is awarded to persons who successfully complete a variety of tasks demonstrating competency in childcare. To be eligible to earn the CDA, candidates must complete 480 hours of experience working with children and 120 hours of formal child care related training.

At the end of these courses, a CDA candidate must demonstrate competency according to the guideline established by the Council for Early Childhood Professional Recognition. The criteria include:

- Preparation of the professional resource file
- Parent opinion questionnaires
- Observations of the candidate by a CDA advisor
- Oral and written assessment by a representative from the Council for Early Childhood Professional Recognition

The CDA credential must be renewed after three years and then every five years. Renewal requires a three-credit course, which can be taken at Ivy Tech Community College.

CDA COURSES - 12 CREDITS

Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE100</td>
<td>Introduction to Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ECE101</td>
<td>Health, Safety and Nutrition for Young Children</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE103</td>
<td>Curriculum in the Early Childhood Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ECE105</td>
<td>The CDA Process *</td>
<td>3</td>
</tr>
</tbody>
</table>

* Resource File & Field Observations for CDA are completed in this course. It is the student’s responsibility to complete and send in application materials and finance CDA Assessment

**TEACH scholarship available
Ethics Statement

CODE OF ETHICAL CONDUCT AND STATEMENT OF COMMITMENT FOR THE EARLY CHILDHOOD EDUCATION PROGRAM

In addition to the core knowledge described above, the Early Childhood Education student must abide by the following:

1) **Statement of Commitment** – taken from the Statement of Commitment of the National Association for the Education of Young Children (NAEYC)

Each Student will agree to:

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

2) **Code of Ethical Conduct**

"The NAEC standards for ethical conduct are based on the following core values.
Appreciating childhood as a unique and valuable stage of the human life cycle
Basing our work with children on knowledge of child development
Appreciating and supporting the close ties between the child and family.
Recognizing that children are best understood in the context of family, culture and society.
Respecting the dignity, worth and uniqueness of each individual (child, family member and colleague)
Helping children and adults achieve their full potential in the context of relationships that are based on trust, respect and positive regard."
National Association for the Education of Young Children

The Code of Ethical conduct covers ideals and principles to support practitioners facing dilemmas in the following areas:

Section 1 – Ethical Responsibilities to Children
Section 2 – Ethical Responsibilities to Families
Section 3 – Ethical Responsibilities to Colleagues
Section 4 – Ethical Responsibilities to Community and Society

Our program is based on the early childhood professional standards from NAEYC, which are summarized below:

**STANDARDS FOR EARLY CHILDHOOD EDUCATION NAEYC 2005**

1. **Promoting child development and learning**
   Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

2. **Building family and community relationships**
   Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

3. **Observing, documenting, and assessing to support young children and families**
   Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.

4. **Teaching and Learning**
   Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines, to design, implement, and evaluate experiences that promote positive development and learning for all children.

   4a. **Connecting with children and families**
   Candidates know, understand and use positive relationships and supportive interactions as the foundation for their work with young children.

   4b. **Using developmentally effective approaches**
Candidates know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence children’s development and learning.

4c. Understanding content knowledge in early education

Candidates understand the importance of each content area in young children’s learning. They know the essential concepts, inquiry tools, and the structure of content areas including academic subjects and can identify resources to deepen their understanding.

4d. Building meaningful curriculum

Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.

5. Becoming a professional

Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Practicum Experiences

The Early Childhood Education Practicum experiences are designed to give students practical experiences in working with young children and their families. Students are encouraged to vary their experiences to include some or all of the following.

Early Childhood Education Practicums

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ECE 205 Early Care</td>
<td>3</td>
</tr>
<tr>
<td>ECE 225 Infant Toddler</td>
<td>3</td>
</tr>
<tr>
<td>ECE 235 Preschool</td>
<td>3</td>
</tr>
<tr>
<td>ECE 245 School Age</td>
<td>3</td>
</tr>
<tr>
<td>ECE 255 Generalist</td>
<td>3</td>
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</tbody>
</table>

Practicum Procedures

Practicum experiences are located in facilities licensed by the state of Indiana. Students must conform with state licensing requirements for personnel. Students must have on file PRIOR to registering for their first practicum experience the following documentation.

- Physical examination form signed by doctor approving student to work in a setting with children
- Criminal History Check that confirms that the student has no felony convictions (may have to be updated between practicums)
- Current TB test (within 12 months prior to the first day at practicum site)
- Current CPR and First Aid card – if required by site
- Documented review of Universal Precautions video– if required by site
- Drug test – if required by site
Practicum Sites

Practicum sites are identified by the Early Childhood Education program and must be licensed/registered by the state of Indiana.

Practicum Requirements

A. Overview

- Students must complete ALL hours to complete the course
- Students are expected to conduct themselves professionally and in accordance with the NAEYC Code of ethics.
- Students are expected to wear identifying name badges as requested by program and/or center.
- Attendance is an expectation. Students unable to complete identified hours must notify their site supervisor and instructor. All hours must be documented by supervisor.
- Appropriate dress and personal hygiene is an expectation of the Child Development Program. In addition, individual sites may have dress codes or other policies regarding jewelry, perfume, etc.
- Students must complete all assignments for the specific practicum in a timely manner after first consulting with the on-site supervisor. On-site supervisors will not give permission to complete required activities without sufficient notice.

B. Responsibilities of the Practicum Site

Once it is decided that a student will be placed with a particular organization, it is that organization's responsibility to provide the student with:

1) An orientation to the organization. This will include some information about the history, philosophy and goals of the organization, as well as its services and clientele.

2) Information about and experience in, specific methods of organization functions, personnel, rules and policies, description of duties and a mutually agreed upon set of tasks which will meet both the needs of the organization and that of the student. Supervising teacher at this time completes learning contracts.
3) A regular period of supervision, as determined by the supervisor and the student, with a supervisor who is agreeable to working with a student and who is accessible and interested in the student's progress.

4) An evaluation made on a form supplied by the school (Appendix B), during the final week of the internship and a suggested grade for the student.

5) Opportunity for face-to-face contact with children and families

6) Opportunity to be involved in conferences and staffing and to contribute to them when appropriate.

7) Reading lists and/or reading material relevant to the work the student is doing as identified by the practicum site.

8) Opportunities for the student to experience as much as possible.

C. Responsibilities of the practicum Student

The student should provide the organization with:

1) A schedule of regular hours, which will be devoted to practicum activities a total of 144 hours minimum for the semester (this is approximately 9 hours a week for the regular 16-week semester and 18 hours per week in the 8 week summer semester).

2) A rough draft and then a finalized version of a learning contract for the semester which will include a list of learning objectives and a list of desired work activities which will help the student accomplish his/her objectives.

3) Assurance that he/she will abide by the organization's personnel policies and in every way endeavor to be an asset to the organization, its program and a credit to the college.

4) Cooperation with the practicum by appearing regularly as scheduled, completing assignments and activities and actively participating in supervisory discussion.

5) Notification of any circumstances preventing his/her carrying out expected tasks at the agency as soon as it is possible.

6) Communication of any difficulty, concerns or questions, directly to the practicum supervisor and/or to the seminar instructor.
D. Responsibilities of the Seminar Instructor

1) Meeting with all practicum students on a regular basis through the seminar class and individual appointments.

2) Helping the student secure a practicum site if the student has not already done so.

3) Making initial contact with an agency/organization and the supervisor unless the student has already done so. In all cases, contact at the beginning of the semester should establish communication between the college and the practicum site.

4) Providing the practicum supervisor and student with information on procedures and expectations for the practicum and with a phone number for the practicum supervisor to be used to contact the seminar instructor.

5) Providing the student with course expectations, assignments and grading procedures.

6) Contacting and/or visiting each organization a minimum of two times during the semester.

7) Providing the practicum supervisor with a format for evaluation of the students at the mid-point and end of the semester.

8) Providing the student with an opportunity to evaluate his/her experience.

9) Submitting the final grade.

E. Contacts between the College and Practicum Supervisor

The student is our most important linkage between the practicum supervisor and the college. Early Childhood Education faculty members want to help whenever needed, though we prefer not to interfere in a supervisor-student relationship unless there are good reasons for it.

We encourage continuous contact between student, supervisor and child Development instructor to keep the communication channels open for questions, concerns, gains successes and any other pertinent information.
F. Mutually Enriching Experience

Gains for Supervisor

1) Assistance with your children
2) Challenge in answering student questions and be a role model
3) Chance to find out what is being taught in Child Development at the community college level and give feedback to the school on the practicality of material presented
4) Opportunities to stimulate the interest of potential members of your profession
5) Chance to teach a beginner the skills and attitudes you think should be taught to people entering your profession
6) Influence recruitment into Child Development profession

Gains for Student

1) Opportunity for classroom experience
2) Opportunity to get answers to practical work related questions
3) Chance to share with an agency the skills he/she acquired and knowledge learned from class interaction.
4) Opportunity to discover how he/she feels when working with children of varying ages
5) Chance to have a close-up look at an agency and a professional whose work may be of special interest to them
6) Test student interest in this professional art

G. Goals of Practicums

Practicums are intended to help students steadily develop their skills and knowledge as they progress through the practicum sequence.

Practicums are intended to develop the student’s knowledge of children through observation and interaction. Students are at the same time learning the introductory phases of planning and developing activities to support optimal development of children. Students will be asked to prepare and implement activities under supervision. Students are expected to have minimal interactions with families. Students are not expected to supervise children without support from site staff.

A student’s final practicum is an opportunity for students to demonstrate their ability to plan for and manage groups of children within a controlled environment. It is hoped that by the end of this practicum, sites will allow students to assume "lead teacher" functions while being observed by site staff. Interaction with families will be at the discretion of the site and limited to planned activities.
H. The Learning Contract

Each student is expected to work with his/her site supervisor in the development of a learning contract for the practicum experiences. The contract is intended to give the student and supervisor a sense of direction for the practicum experience. It should include a job description and a list of concrete learning objectives.

The practicum supervisor should approve a draft of the contract before it is typed. Both the student and the internship supervisor should sign the final copy. The students, the practicum supervisor and the seminar instructor should retain copies. The contract should be used as a basis for evaluating a student's progress at the end of the semester. (An example of a Learning Contract is included in this handbook)

I. The Practicum Journal

Each practicum student will be asked to keep a journal of practicum experiences. Confidential information should not be included. The content should include information about what the student is doing, and how he or she feels about doing it. Questions, concerns, notes on progress should be included. The journal can be a good record of progress throughout the semester.

The journal is also intended to keep the seminar instructor or college representative aware of what is happening in a student's internship. Normally, only the student's instructor reads the journal. If a practicum supervisor would like to read the journal, he/she may do so with the permission of the student.

What Should Go In A Journal?

A journal is a diary of events at your practicum site. Your clients need to remain confidential, therefore, do not use their full names. A journal should include a summary of what you have done that day. Other ideas regarding journal entries include the interactions with others, questions for your practicum faculty advisor, interactions with your supervisor, agency policy questions, etc.

J. Required Paperwork for Practicum

Students will be required to turn in the following materials:

1) Completed practicum application packet – physical, criminal history check, verification of TB test, First Aid and CPR;

2) Completed learning contract form;

3) Completed midterm evaluation by instructor.

4) Completed final evaluations form done by supervising teacher and instructor.

5) Completed time verification forms and program information;
6) Daily journal entries during the practicum/internship experience; and,

7) Assignments as listed for each practicum. (see syllabi)

Student Name________________________________ Phone(H)________________

Address________________________________ Phone(W)____________

Practicum Site________________________________ Phone __________________

(Name and address)

Practicum Supervisor________________________________ Phone _____________

Scheduled Hours____________________________________________________

Please check when completed and in file

☐ Physical

☐ TB Test

☐ Criminal History

☐ Current Resume/Job Application

☐ Code of Conduct Statement NAEYC

☐ Interview/Contact with practicum site
   (Include a statement of date of contact and person contacted)

☐ Program/Center Information

Completion Checklist

☐ Midterm Evaluation

☐ Final Evaluations

☐ Learning Contract

☐ Journal

☐ Case Study
## Adult

### Physical Examination Health Record Form

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<thead>
<tr>
<th>Name</th>
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</tbody>
</table>

### Medical History

#### I. List Past Hospitalizations/Operations/Accidents

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

#### II. Communicable Diseases

<table>
<thead>
<tr>
<th>Disease</th>
<th>Month/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measles</td>
<td></td>
</tr>
<tr>
<td>Rubella (German Measles)</td>
<td></td>
</tr>
<tr>
<td>Chicken Pox</td>
<td></td>
</tr>
<tr>
<td>Mumps</td>
<td></td>
</tr>
<tr>
<td>Scarlet Fever</td>
<td></td>
</tr>
<tr>
<td>Whooping Cough</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

#### III. Conditions (Please Explain if Present)

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allergies</td>
<td></td>
</tr>
<tr>
<td>Chronic Health Conditions</td>
<td></td>
</tr>
<tr>
<td>Use of any drugs/medication</td>
<td></td>
</tr>
<tr>
<td>Why</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
# Physical Examination

<table>
<thead>
<tr>
<th>Date of Exam</th>
<th>Age</th>
</tr>
</thead>
</table>

## I. Skin  
Heart  
Lymph nodes  
Blood Pressure  
Eyes  
Lungs  
Vision [R, L]  
Abdomen  
Ears  
Genitalia  
Hearing [R, L]  
Skeleton  
Nose & Throat  
Other  
Teeth & Mouth  

* Please not any unusual findings: ____________________________

## II. * Mantoux TB skin test  
Chest X-ray if above skin test is positive  

<table>
<thead>
<tr>
<th>Date</th>
<th>Result</th>
</tr>
</thead>
</table>

Other Laboratory test as ordered by physician: ____________________________

## III. Does this person have any health condition that would be hazardous either to them or to children in a group setting as a result of participation in normal activities (including sports)?  
No ____  Yes ____  If yes, what modification of normal activities is necessary? ____________________________

## IV. Have you prescribed any medications and/or special routines (such as diet), which should be included in planning this person's activities?  
No ____  Yes ____  Explain ____________________________

---

*Annual testing for tuberculosis is required*
HANDBOOK RECEIPT AND ACKNOWLEDGEMENT

I have received a copy of the Early Childhood Education Program handbook. I understand that these policies are designed to acquaint me with the current policies and procedures. I also understand that the ECE program/Ivy Tech reserves the right to interpret, modify, or eliminate any of these policies and procedures at any time.
As a receipt of it, I understand that I am responsible for knowing its contents and updates and for safeguarding it.

__________________________________________
Advisor Signature

This tear sheet must be signed by the student and advisor.