

# STUDENT HANDBOOK

Early Childhood Education Technology



COPIAH ~ LINCOLN  
COMMUNITY COLLEGE

Wesson Campus

2024-2025

## MEET THE LEADERS

### **Program Coordinator/Instructor**

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# **EARLY CHILDHOOD EDUCATION TECHNOLOGY STUDENT HANDBOOK**

## **WELCOME**

The Copiah-Lincoln Community College Early Childhood Education Technology faculty and staff feels it is a privilege to have each student in the department and hopes each student feels privileged to be here. The environment of Early Childhood Education Technology is designed to ensure faculty and staff make sure the teaching experiences for students are professional and meaningful.

Please study the following printed suggestions and guidelines. This book will aid students in the participation of the Early Childhood Education Technology program and preschool laboratories.

## **PHILOSOPHY**

The Copiah-Lincoln Community College Early Childhood Education Center is to create an environment of trust where instructors, staff students, and children can grow emotionally intellectually, socially, and physically. Each person is a learner, each a teacher, and a valued individual.

What a young child and student experience is what they will learn. The Center is a learning place, a place where an individual's feelings are accepted and valued. The Center is a place of wonder that provides the opportunity to question, to explore, to succeed and to celebrate. It is a sharing environment based on the premise that each has a unique gift to share – the gift of self, a commitment to support ethnic, economic and social similarities and differences.

Each is here to experience, to learn, to support one another in the experience of life. Each person has a right to experience himself as a person of worth who participates in determining one's own destiny as much as they are able. Each person has the obligation to recognize, respect, and support the rights of others. Each person has the right to move at his own pace honoring his individual developmental rate. The Copiah-Lincoln Community College Child Development Center is designed to support the search for direction of children adults who participate in the program and to permit each person to set the design of his own becoming.

## EARLY CHILDHOOD EDUCATION TECHNOLOGY

Felisha Hampton, Advisor

The program provides preparation for a professional career in the field of early childhood education spanning a variety of career options. Instructional programs include classrooms instruction and supervised laboratory/collaborative center or work experience. Students should develop competencies that enable them to provide services, to teach, and to guide young children as related to various early childhood professions.

### Freshman Year

<i>1<sup>st</sup> Semester</i>	<i>Sem. Hrs.</i>	<i>2<sup>nd</sup> Semester</i>	<i>Sem. Hrs.</i>
CDT 1113 Early Childhood Profession	3	CDT 1224 Preschool & Primary Dev.	4
CDT 1214 Infant & Toddler Dev.	4	CDT 1713 Language & Literacy Dev. for Young Children	3
CDT 1313 Creative Arts for Young Children	3	CDT 2513 Family Dynamics & Community Involvement	3
CDT 1343 Child Health, Safety & Nutrition	3	Approved Humanities/Fine Arts Elective	<u>3</u>
ENG 1113 English Composition I	<u>3</u>		13
	16		

### Sophomore Year

<i>1<sup>st</sup> Semester</i>	<i>Sem. Hrs.</i>	<i>2<sup>nd</sup> Semester</i>	<i>Sem. Hrs.</i>
CDT 2233 Guiding Social & Emotional Behavior	3	CDT 2714 Social Studies, Math & Science for Young Children	4
CDT 2413 Dev. of the Exceptional Child	3	CDT 2813 Adm. of Programs for Young Children	3
CDT 2613 Methods, Materials & Measurements	3	CDT 2934 Preschool Practicum Experience	4
CDT 2914 Initial Practicum	4	SPT 1113 Public Speaking	3
Approved Math/Science with Lab Elective	<u>3/4</u>	Approved Social/Behavioral Science Elective	<u>3</u>
	16/17		17

## **EARLY CHILDHOOD EDUCATION TECHNOLOGY PROGRAM DESCRIPTION**

The Early Childhood Education Technology curriculum is a two-year program of study which requires a minimum of 15 semester hours of general education and 47 semester hours of Early Childhood Education suggested levels are optional. Successful completion of the of the Early Childhood Education Technology curriculum results in the student's being awarded an Associate in Applied Science Degree.

The program provides preparation for paid employment in occupations in childcare and guidance at entry, assistant, and management levels. Instructional program includes classroom instruction and supervised laboratory or work experience. Students should develop competencies which enable them to provide services, to teach, and to guide preschool children as related to various childcare occupations.

- child growth and development (birth-12 years)
- learning experiences for children
- behavior guidance
- cultural diversity
- health/nutrition and safety
- program planning and management
- parent/child/center relationships
- child abuse and neglect
- regulations and policies relating to childcare services
- interpersonal relationships and laws
- physical motor development/activity
- early intervention

Jobs are available for workers in public, private, or parochial childcare programs, including those in:

- industrial/institutional centers
- other childcare facilities which serve children of all social-economic levels and abilities
- recreational centers

Job titles include, but are not limited to:

- child care services manager
- preschool teacher
- family daycare provider
- nanny professional
- home visitor/educator
- foster care parent
- school age caregiver
- activity director for elder care center
- activity director of cruise ship

## **BUILDING SECURITY SYSTEM & RULES**

Security at the facility is one of the utmost importance. All guidelines written below must be followed in maintaining a secure environment for all you must take them seriously.

1. The security system works on your student ID. The first 5 digits then pound sign will be your code for the building.
2. Do not give your code to anyone else.
3. Do not bring anyone in this building with you, unless approved by Ms. Hampton or one of the preschool teachers.
4. All students must come in and out of the front entrance of the building.
5. Consequences of breaking the rules: written up and immediately sent to the Dean of Career & Technical Education with recommendation that you be terminated from the program.

## **COMPUTER LAB RULES**

The computer lab is available to all CDT students.

1. No food or drink is allowed in the computer lab.
2. Please make sure you keep the computer lab clean from clutter and debris.
3. You are not to be on social media or watching videos in computer lab.
4. No talking... treat it like the library.
5. No saving computers for "your friend" to sit by you.
6. If you are not using a computer to do school work, then you should not be hanging out in the computer lab.....meaning NO LOITERING!!!!

## POLICIES

**ATTENDANCE** - Due to the special design of the Early Childhood Education Technology Program, students are **EXPECTED TO ATTEND CLASSES AND LABS** unless necessary to be absent. If students miss class, they will not be able to attend lab unless they have a doctor's excuse or an official student absence from class. Students are **EXPECTED TO MAKEUP ALL WORK AND LABS MISSED** due to absences. NOTE: Makeup work will be at the discretion of the instructors. Makeup labs will be on Friday afternoon. If the student does not make up work at this point or does not provide a **JUSTIFIABLE REASON FOR EACH ABSENCE** a grade of "0" will be given for that work and/or lab. If you miss makeup lab on Friday, the hours you missed will double. If for any foreseen reason the teacher is absent, you are still expected to complete your labs. If you miss it will be doubled.

Students must complete 144 lab hours in order to complete the freshman year and 360 lab hours to successfully complete the sophomore year. When a student has an attendance problem, the instructor will give written notice to the student. The student will NOT be allowed to return to class without authorization from the Dean of Career & Technical Education. NOTE: Two hours of laboratory counts as one (1) class meeting.

**OFFICIAL ABSENCES** - "Official" absences from class do not count against total "allowable" absences; however, the number must be limited, and ALL WORK AND LABS MISSED MUST BE MADE UP prior to absence or within one week after returning to class.

**TARDIES** - A tardy will be defined as being up to 10 minutes late for class. Two tardies will constitute an absence. A student is counted as being absent if the student is more than 10 minutes late to a class. A student who is ABSENT or TARDY more than 10 minutes from a daily lab period will be counted as absent for that lab period.

**CONDUCT** - As stated in the Co-Lin catalog/student handbook, students are "expected to conform to the ordinary rules of a polite society." Refer to Co-Lin catalog/student handbook for detailed matters of conduct. Upon dismissal from a class, a student will be sent directly to the Dean of Student Services. The administrator will deal with the dismissal. In the case of probation or immediate physical altercation with another student, you will automatically be written up and sent to the Dean. The consequences will be either probation or immediate dismissal from the program.

**LABORATORY ATTENDANCE** - Students are to be available for labs from 7:30 a.m. until 4:00 p.m. Monday – Thursday and 7:30 until 12:00 p.m. on Friday unless students have make-up lab. Students will be assigned by the instructor a specific laboratory time. If a student has no class preceding or no class following lab, early arrival and late departure will help us during the interval when classes are changing.

If a student has a class, the student needs to leave on time. Students are not to leave lab early unless they have a valid reason. Please let the teacher know ahead of time that you are leaving the lab early so a replacement can be available. Do not hesitate to tell the teacher the student must go, but always call the teacher's attention to this fact so no group of children will be left



unsupervised. **NEVER LEAVE THE CHILDREN ALONE!!** A 10-minute interval is allotted between classes.

Students are responsible for notifying the instructor of their absence. The students are to call the preschool teacher that they are reporting to for lab. There is a five-minute grace period for coming into the lab. If you are over five minutes late without an excuse, you will not be allowed into the lab and will have to make up the lab. Do not call the teachers at home. Call at 7:30 a.m. to the number listed.

<b>Infant Lab</b>	<b>601-643-8402</b>
<b>Toddler Lab</b>	<b>601-643-8399</b>
<b>Two's Lab</b>	<b>601-643-8457</b>
<b>Preschool Lab</b>	<b>601-643-8393</b>
<b>Felisha Hampton (office)</b>	<b>601-643-8451</b>

The student will be required to complete an absence form that includes the date, reason of absence and the specific date for the makeup lab. No absences are excused, all time missed must be made up before a grade will be given. All makeup labs are scheduled according to program needs. Students who need to swap lab hours should have it authorized with the instructor.

**SIGN IN-** It is the student's responsibility to sign in and out of the laboratory. A student who fails to do so will be counted absent. In the event a student is caught cheating on their time sheet, they will automatically receive a grade of "0" for that day's lab.

**ILLNESS-** We do not expect a student to come to lab with a fever or any other illnesses. In such cases, please notify the center as soon as possible so that other arrangements can be made. These absences must be made up and will apply as a cut.

**EVALUATION-** Students will receive a laboratory grade. Students will be rated by instructors and the laboratory teachers. (See evaluation sheet).

Freshman students must pass the Student Handbook quiz before going into labs.

When a student's performance is marginal or unsatisfactory, he or she will be formally evaluated by the preschool teacher and instructors. If any area of performance is so offensive that the instructor is considering terminating the student, then the instructor will in writing:

- Specify exactly what the offensive area consist of.
- Specify exactly what the student must do to improve the performance to an acceptable level.
- Specify a reasonable period of time to improve his or her performance.
- (Probation period 14 – 30 days)

If it is determined that the student's performance is still unsatisfactory upon completion of the given time period, the student will be notified to appear before the Dean of Career & Technical Education. A decision will be made as to termination from the laboratory or continued probation.

**LOITERING-** The laboratory is a classroom. Students are not permitted in the laboratory except during assigned times. Please do not use the laboratory as a work room or lounge. It is the lab school teacher's responsibility to converse with the children. Do not take up her time talking.

**OFFICE HOURS-** Office hours for faculty will be posted on the office window and classroom door. Office hours of two hours per day, five days a week, are to advise students and to meet other appointments as needed. Preschool teachers will post one hour per day, five days a week, to assist in planning and preparing for their class lab assignments.

Students are not permitted in the office area. We ask that you request a conference during office hours. Do not expect to confer with the teachers during lab time. A conference time and location will be arranged. (The lab does not provide space or privacy for conferences.) Office hours are very limited. Please do not hang around the office to chat.

**VISITORS-** Visitors are welcome in the CDT program. They are encouraged to first go to the CDT instructor's office for any type of assistance they need. Visitors are not allowed to visit instructional classes or lab areas. This includes children and other relatives of students enrolled in such classes or labs.

**PERSONAL CALLS AND VISITORS-** Personal calls are not permitted in the Child Care laboratory unless they are of an emergency nature. Absolutely no cell phones are to be out while you are in lab!

All personal visitors should be cleared with the instructor in advance. Students are not permitted to bring visitors (friends or children) into the laboratory. **NO EXCEPTIONS!!!**

**SMOKING-** Smoking is not permitted on the Co-Lin campus.

**CLEAN UP-** Students are expected to clean up and return resources and materials to their proper place after use. A student's abuse of materials may result in the student being fined for the cost of replacement of the item. (Ex. Brush dried in paint)

Students and instructors are responsible for the maintenance of this department. Students will be assigned housekeeping tasks such as vacuuming the floor. (See Job Assignment Sheet.)

**FOOD-** No food or drink will be allowed in the Early Childhood Technology Department. Students will not be allowed to drink or eat food (other on the menu) in front of the children. Students may not take food from the kitchen without permission from the instructor.

**DRESS CODE-** Each student is required to wear scrubs while on duty in the designated lab. The scrubs must be matching tops and bottoms. **IF STUDENTS DO NOT HAVE ON SCRUBS, THEY ARE NOT ALLOWED IN LAB. NO EXCEPTIONS!!!** Maintain a well-groomed appearance and wear scrubs appropriate for working with children. (Scrubs should be clean, no holes or stains) Please wear comfortable shoes while working with children. Avoid

uncombed hair, rollers, excessive make-up, high heels and excessive perfume or jewelry. No caps, head scarves or head gear are allowed while working in the childcare labs.

**CLEANINESS-** Proper grooming habits are essential for workers of younger children. Always wash your hands before interacting with the children.

**LANGUAGE-** The language you use is considered very important when directing children. Body language and spoken words are equally important. Use a soft, low, but firm voice. Say please and thank you. Remember that children learn by imitation. Give positive directions – avoid the use of don't and give a choice only when willing to abide by the direction. Use correct grammar and avoid slang expressions. **CURSING AND SWEARING ARE NOT PERMITTED!** Never resort to name-calling. (Ex. - cry baby)

**ATTITUDE-** A good attitude is very important when working with young children. This includes a good attitude toward the children, the instructors, the preschool teachers, the parents, the other students and the entire program. The student should truly enjoy his/her work and be happy and relaxed in the laboratory. A student who has a good attitude and is motivated should be a success in the Early Childhood Technology Program.

**CONFERENCES-** Teachers are available for conferences with students during scheduled office hours. Conferences should be scheduled ahead of time when possible. Please do not expect to confer with the teacher when she is interacting with the children in the laboratory or supervising a student activity.

**GRIEVANCES-** Any student who wishes to make a formal complaint to the college regarding the CDT program, an employee of the CDT program, or any other individual or aspect of the college, should take the following steps:

- 1) Early Childhood Technology Program Director
- 2) Dean or Assistant Dean of Career & Technical Education
- 3) Vice President of the campus
- 4) President of the College

Express the nature of the complaint and pertinent information in writing to the coordinator. The coordinator will either handle the complaint personally or will refer it to the appropriate person for disposition. Students have a right to due process as outlined in the Copley-Lincoln Community College Student Handbook. Failure to follow this sequence will result in the appeal or complaint being dismissed.

**TEXT AND SUPPLIES-** Enrollment in an Early Childhood Technology course makes the student responsible for containing all the required text and supplies. A Cengage card is required for the program.

**ACTIVITY FILE-** All Early Childhood students are required to create a satisfactory activity file before successful completion of this program. (See activity file)

**OBSERVATION/RESOURCE ROOM-** For your protection, students are not permitted to run the laminator without the supervision of an instructor or preschool teacher. Books and supplies may **NOT** be taken out of this department. Teachers and students are accountable for all supplies and resources in this area.

**SUPPLY STORAGE-** Students must receive permission from instructors before using child development supplies. Misuse of any supplies will result in a student fine. Supplies are provided in the laboratory. Supplies (stapler, tape, scissors, etc.) in the office are for teacher use only. Please do not ask to use them.

Return all materials to their proper area. Do not place materials on teacher's desk to be put away.

**EMERGENCY PROCEDURES-** Students are to remain with instructors and/or preschool teachers during drills and emergencies.

**FIRE-** Fire drills are monthly. Refer to the preschool teachers for the proper procedures of each lab.

1. Instruct children to leave area in an orderly manner. Do not return for **ANYTHING!**
2. Close doors when leaving to slow down fire.
3. Break out windows if that is the only means of escape.
4. Assist the preschool teacher in roll call. Notify teacher if a child is missing. **NEVER GO BACK IN THE BUILDING FOR A CHILD.**
5. Maintain children in the designated area with songs, games, etc. to assist in keeping everyone calm. **DO NOT PANIC. STAY CALM!!**

**TORNADOES-** Drills are monthly. Refer to preschool teachers for proper procedures of each lab.

FOR A TORNADO WATCH-The siren will blow five (5) short blasts, pause for five (5) minutes, then five (5) short blasts.

FOR A TORNADO WARNING-The siren will blow two (2) long blasts.

1. Students will assist with preschoolers during drills and emergencies.
2. When a drill or warning of an impending emergency is identified, direct children to the hall/classroom of the Early Childhood Building.
3. Students are to remain with children until instructors release them.

**CHEMICAL/NUCLEAR DISASTER-** Refer to the preschool teachers for proper procedures of each lab.

**INJURY-** If a child takes a fall which results in apparent unconsciousness, the nearby adult is to wait to give the child a chance to “come to” and get up on their own. (This precaution relates to the possibility of fractures.) In case of an accident that appears to warrant medical attention, one of the instructors are to be sent for to take the child to the college nurse unless it appears unwise to move the child. The nurse will give an opinion as to whether the child needs to be taken to the Emergency Room. In that case, campus security will take the child, accompanied by the staff person.

Instructors will have undertaken notification of parent or emergency person. Minor injuries should be reported to parents (routinely) when children are picked up. These should be written on the TODAY CARD.

**OTHER TYPES OF EMERGENCIES-** Notify the instructors or preschool teachers immediately if any of the following emergencies occur. Follow the instructions given to provide safety for the children, students, faculty, and staff.

- A. Weather related
- B. Earthquakes
- C. Serious accidents
- D. Threats to children’s, students, faculty, staff, or oneself
- E. Serious accidents
- F. Civil disturbances
- G. Alcohol or drug symptoms
- H. Threatening or vulgar telephone calls
- I. Bomb threats
- J. Nuclear threats
- K. Firearms

**CONFIDENTIALITY-** The student is not allowed to discuss children, their conditions, and their families outside the classroom/laboratory setting. All discussions are to be limited to learning experience only. If a student is found guilty of discussing a child, his/her conditions, or the family, he/she will be terminated from the program.

The student will sometimes be asked to develop case studies for educational purposes. The student is not allowed to include a child’s name or any information that can be used to identify the child on the written report unless prior authorization approved by the parent to use their child’s name and/or “work.”

**CRIMINAL BACKGROUND CHECKS-** No student may begin labs in the center until a criminal record and child abuse registry check has been completed. Refer to State Regulations/Governing Licensure Book. There will be a \$50 charge plus a processing fee for fingerprints. You must have a fingerprint card turned in by the third week of class.

In all courses, instructors and students have responsibilities for learning. Instructors expect certain things from students, and students expect certain things from the instructors.

The instructors will:

- A. Be prepared for class lecture
- B. Provide information needed
- C. Assist any student who asks for extra help
- D. Serve as a facilitator for learning
- E. Administer pop quizzes and scheduled tests
- F. Evaluate students' oral and written performances (classrooms and labs)
- G. Provide guidance in lab work
- H. Assist student in all areas of need

The student will:

- A. Attend class
- B. Participate in class discussion
- C. Complete and turn in written assignments on given dates
- D. Take pop quizzes and scheduled tests
- E. Give individual and group reports
- F. Attend lab as scheduled
- G. Fulfill requirements of the courses

**BY WORKING TOGETHER, SHARING IDEAS WITH EACH OTHER, AND LEARNING TO WORK WITH CHILDREN BY WORKING (LEARNING TO DO BY DOING) WILL MAKE THIS A SUCCESSFUL AND REWARDING PROGRAM. DO YOUR PART IN THIS EACH DAY AND YOU WILL BENEFIT AS WILL EACH OF US.**

## **OBSERVATION POINTERS FOR STUDENTS OBSERVING IN EARLY CHILDHOOD EDUCATION TECHNOLOGY LABORATORIES**

1. Arrive in the lab at the scheduled time for your observation.
2. Enter quickly, leaving books and coats in your designated area.
3. Students will put their cell phones in the designated cell phone box in each classroom.
4. Come prepared to record observations as they are made. You will need a stiff – backed notebook or clipboard and pencil. Do not depend on your memory.
5. Identify each set of observation notes by date, time, group, teacher, activity, names and a description of the setting so that you can recall it later with ease.
6. Carefully separate facts from interpretations. Interpretations include what you think the behavior means and what questions arise in your mind about it. Evaluative words, e.g. good, bad, pretty, ugly, happy, sad, angry, are part of your interpretation.
7. Observations can be made in a corner of the laboratory classroom. If you are unable to see and/or hear the children, you may wish to move around the lab. However, the number of observations in the activity area should be limited to an appropriate number depending on the activity, space, and the number of adults present. Observations can be made indoors and outdoors. Field trips, special visitors and parties offer a variety of situations the children are experiencing.
8. Students are not allowed to huddle up together while observing. No group conversations while observing children.
9. When observing, keep in the background. Sit on a low chair within seeing and hearing distance and remain quite. Do not sit on the children's equipment.
10. When observing one specific child, you may have to follow him/her from one activity to another. Stay close enough to hear clearly and see facial expressions but not so close to interfere.
11. Avoid unnecessary conversation with other adults in the room or playground. No more than two students should be in one place at the same time. Do not talk to other observers. Do not ask questions or talk with the teacher unless it is indicated that the teacher has time to talk to you. A teacher is usually too busy to give students questions sufficient thought while attending to children. Make notations of questions you may have for later discussion in class.
12. Observe professional ethics. Instructors and students must be able to discuss children frankly, but children should never be quoted outside child development classes.

13. The safety of the child is always considered first. If a child's safety is questionable, step in quickly to relieve the situation. Report to the teacher what you have said or done.
14. You may help the teacher with any activity as requested.
15. Avoid anything that will detract children's attention. Do not laugh or appear amused at what children say or do. This reaction tends to encourage confusion and misbehavior.
16. Avoid initiating conversation with the children. If a child talks to you, answer briefly and courteously and return to your writing.
17. Bring with you a happy and pleasant face with a positive attitude. Enjoy children, and they will respond to you.

### **BEHAVIOR MANAGEMENT STRATEGY**

Copiah-Lincoln Community College Early Childhood Education Technology students will follow the basic strategy when dealing with behavioral problems in the laboratories.

1. Prevent misbehavior when possible. For example:
  - a) If children are having difficulty playing together, separate the children without drawing attention to the fact.
  - b) Distract the children when they are involved in a questionable activity by getting them involved in an acceptable activity. Such as, if they are using puppets to annoy others, select a book and invite them to read with you. It is not necessary to lecture them about the misbehavior. Distraction means stopping the misbehavior without paying attention to it.
  - c) Remove the object of misbehavior. If a child is hitting another child with the broom, simply say, "The broom is for sweeping. You may not hit with the broom." Then remove the broom.
  - d) Remove the child who is misbehaving. Such as if a child is destroying what others are building in the block area. Give the child one warning and say "You may tear down what you build. You may not tear down Jonny's or someone else's building. If you do it again, you will not be able to play with the blocks." If the child does it again, take the child to another learning center. Help the child select another play activity. Then return to the block area. The same strategy would apply to a child throwing sand in the sand area.
  - e) Carefully observe the children playing. Intervene before the misbehavior takes place. Such as, if the children are arguing over a toy and it appears someone is going to get hit. Intervene by offering suggestions to solve the problem. You might say, "Susan (who was there first), there is only one rocking chair. When you have finished rocking shortly, please let Penny know. She wants to rock too." Or "We have a problem. Ryan and Jeffery want to dig in the sand and there is only one shovel. What else can we use to dig in the sand? Hmmm, how about our hands? Our hands make good tools to dig with."



(Start digging in the sand.) It may be necessary to distract or remove one or both children from the problem. Note: If the children appear to be working the problem out by themselves, observe but do not interfere.

2. Withdraw child's attention from misbehavior when possible. Ignore the child who says ugly words, throw tantrums, shows out or misbehaves for attention. Go on with what you are doing or if necessary, take the other children and go to another center. Get the other children involved in another play activity. Give your attention to the children who are behaving appropriately. Ignoring means not looking at or talking to the child.
3. If it is impossible to ignore the behavior, or if a child, a piece of equipment, or the facility is in danger, go to the child and stop the behavior. Talk to the child about the behavior, identify the misbehavior and follow-up with the appropriate behavior (what he or she did wrong and what he or she may do instead). Do not humiliate the child by saying "You are so bad" or "You're just a big cry baby" etc... Give the child one warning. Say "if you do (state the misbehavior) again, you will be disciplined." Notify the preschool teacher of the problem. State actually what happened before and after the behavior. Do not tell the child that you are going to tell the teacher. The preschool teacher will observe the child and if the behavior reoccurs, she will determine what form of discipline to use. (Time-out, denial of a privilege, etc...)

Examples of behavior that cannot be ignored are hurting others, hitting, kicking, pinching, biting, tearing books, breaking toys, throwing sand, spitting, running indoors, shouting indoors, throwing objects, disrupting group or circle time, leaving the classroom or playground unsupervised, and wasting supplies (soap, toilet tissue, paint, etc.)

4. Reinforce the appropriate behavior by using redirection. After correcting a child, always watch for the appropriate behavior, and go to the child and praise him/her. Hug the child and let them know that you still care.

**Any student who reprimands a child through any type of physical or verbal abuse will be sent to the Dean of Career & Technical Education with the recommendation of termination from the program. Verbal abuse includes threatening or humiliating a child.**

## **GUIDELINES FOR STUDENT SUPERVISION FOR PRESCHOOL LAB**

Check to see if the room is in order and materials are on proper shelves.

### **ARRIVAL OF CHILDREN**

- ❖ Greet each child and parent.
- ❖ Help children locate their lockers.
- ❖ Help children initiate an activity.

**GROUP TIME** - This is a learning time where the children learn about the specific unit of the week.

- ❖ Assist restless children.
- ❖ Teacher of the day leads group time.
- ❖ Other teachers sit on the floor behind the children: especially those who are restless.
- ❖ All children come to their carpet squares and sit with legs folded. Each child should: Keep hands to self, use listening ears, raise hand and wait to be called upon before talking. "Remember the group time rules."
- ❖ Students sit behind the children in the circle. If it is necessary, you may need to move behind a child who needs help listening. A touch on the shoulder or a quiet reminder is usually sufficient. Avoid letting a child sit in your lap during the routine.
- ❖ If a child needs to be taken out of group time, the teacher will go with the child. If she is occupied, you will need to take the child to a quiet place. The teacher will talk to the child after group time.
- ❖ When the teacher is reading a book, be sure that the children can see the pictures.
- ❖ Give them opportunities to respond to the story and pictures.
- ❖ Sing along with the children softly, so that your voice does not over-shadow their voices.
- ❖ Should a visitor enter when the teacher is conducting group time, see if you can assist the visitor until the teacher is free. Should the teacher be called out, you should assume responsibility for the children to minimize the disruption.

### **MORNING SNACK**

- ❖ There should be one teacher at each table.
- ❖ Engage in pleasant conversation.
- ❖ Encourage self-help skills. Provide assistance if needed.
- ❖ Demonstrate good manners such as please and thank you.
- ❖ Help children observe table manners.
- ❖ Children should throw napkins in the trashcan.
- ❖ If spills occur, offer a sponge, help only if necessary.
- ❖ Quickly sponge or towel down the table.

**LEARNING CENTERS** - Art, block, dramatic play, manipulative materials, science, math, housekeeping, language arts, and sand or water play food experiences.

- ❖ Each area should be supervised.
- ❖ The children may choose the kind of activity in which they wish to engage. The number of children in each center may need to be limited due to available space and safety. You may need to direct several of the children to another activity until it is their turn at the table etc.
- ❖ Some children may need direction in choosing or initiating play. This can often be accomplished by giving a child several suggestions for play or by helping the children get started in an activity.
- ❖ Materials that are being used should be used in their specific center.
- ❖ The children need to put up materials in their proper place before going on to another activity. During clean up time every child helps. A simple explanation that can be given if necessary is “We’ll all clean so that our school will be pretty and fun to play in.”
- ❖ Observe an area (or areas) that you are needed to supervise in when you arrive at the center. If there is adequate supervision in the center, you may choose to sit down 1 to 1 with a child to read a book, work a puzzle, etc.
- ❖ Take the time to look through each center and become familiar with the materials in the learning center. This will help you in directing an activity.
- ❖ Inside voices and walking feet are used inside.

### **SMALL GROUP TIME FROM BEGINING TO END**

#### **BEGINNING – (PLAN)**

1. Have the necessary materials ready beforehand in individual units or on a tray. (you may have more of the same and/or different material ready as backup materials. See Middle point #9).
2. Get the entire group’s attention before beginning.
3. Make a brief statement about the activity or begin by sharing ideas.” Here are some things we found on our walk yesterday; let’s see what we can find out about them.”
4. After a few brief words, let the children start the activity.

#### **MIDDLE – (WORK)**

1. Watch and listen to see how the children use materials and approach the activity.
2. Each child will probably be doing something different with the materials. Be ready to support and work with these differences.
3. Physically move from child to child to observe and interact. This works best when the adult is at the child’s eye level.
4. Help children think about what they are doing and discovering by talking with them conversationally and by asking questions.

For example:

- “The bear must be a very good swimmer to be able to jump off the highest diving board.”
- “How could you make your paper strip stand up?”

5. Encourage children to talk and interact with each other. One way to do this is to refer children to each other when there are problems to solve. For example, "Why don't you ask her to tell you what she did?"
6. Draw the group's attention to what individual children are doing so that they can see new possibilities.
7. Talk with children about what they are doing, seeing first if they can describe their actions. If they cannot, describe what they are doing.
8. Give suggestions to children who have trouble getting started or who don't know what to do next (after trying to refer one child to another).
9. Consider adding back-up material once children have had time to try out things with the original material. For example, in addition to stretching rubber bands around the nails on the geoboards, children might also enjoy tying ponytail bands or pipe cleaners.
10. Use the materials yourself in order to try out and thus support children's ideas and suggestions.

#### END – (RECALL)

1. Give a warning of when the activity will end. For example, "You have two more minutes before we clean up, so finish up the one you are working on now."
2. Have each child show, demonstrate or describe what he or she had done: "Before we clean up, let's start with Marie and go around the table. Show one thing you found that would float on top of the water."
3. Make clean up time a part of ending. Have children sort materials into containers and return them to the area where they belong.
4. Make the transition clear about what children will do next. "After we put everything away, we can look at books in the circle until everyone is ready for circle time."
5. Encourage children to use the materials again at future work times.

## **GUIDELINES FOR STUDENT SUPERVISION FOR INFANTS, TODDLERS, AND TWOS**

### **ARRIVAL OF CHILDREN**

- ❖ Greet each child and parent.
- ❖ Place children's belongings (such as bottles, folders, coats, etc.) in the proper place.
- ❖ Help teacher with redirecting children to an activity.

### **FREEPLAY**

- ❖ Sit on floor with the children to interact and be alert to behavior and safety issues (climbing on furniture, hitting etc.) redirecting if necessary. Students should be involved with children, not chatting with other adults.
- ❖ Assist teacher with routine tasks (diaper changes, pottyng, etc.)

### **SNACKS**

- ❖ Assist teacher with preparation of snacks and clean up.
- ❖ In two's, sit at table with children engaging in quiet conversation with children, not other adults.

### **TEACHER DIRECTED** (INFANTS AND TODDLER)

- ❖ Observe, assist, and direct activities planned by the teacher or student.
- ❖ Supervision and routine care of all children as needed.

### **SMALL GROUP** (TWOS)

- ❖ Read over activity sheet prior to beginning. Ask teacher any questions you may have before beginning groups.
- ❖ Follow activity sheet procedures exactly.
- ❖ Use a calm, quiet voice.
- ❖ Clean up after activity.

### **LARGE GROUP** (TWOS)

- ❖ Sit behind children, sing softly.
- ❖ Allow children to answer any questions teacher asks.
- ❖ Children may sit in your lap, if restless.
- ❖ If a child is completely uninterested, take them to a different area and read a book or let them quietly put together a puzzle.

### **OUTDOOR PLAY**

- ❖ Supervise all areas of the playground, moving around the playground as needed.
- ❖ Interact with and assist children. Students should never stand in a group and talk.
- ❖ Infants will be indoors, following daily routine.

### **LUNCH**

- ❖ Assist with lunch preparations.
- ❖ Assist children with self-help skills (feeding self, lifting cup etc.)
- ❖ Encourage children to taste food and use good manners.
- ❖ Clean up after lunch.

#### **IN TWOS ALSO:**

- ❖ Sit at table with children. Engage in quiet conversation.
- ❖ Encourage children to use spoons, not hands.
- ❖ Encourage children to use appropriate voices and manners.
- ❖ Assist with tooth brushing, wiping faces and hands.

### **NAP**

- ❖ Sit beside children, gently patting until asleep.
- ❖ Supervise children as they sleep. Do not leave the room for any reason!
- ❖ Sit beside any restless children that may wake early.

## JOB ASSIGNMENTS

The cleanliness and maintenance of the laboratory is the responsibility of the staff and students. To facilitate a fair rotation of duties among the students and to ensure that all jobs are completed, it is necessary to have a job assignment chart.

### IF YOUR ASSIGNMENT IS...

### YOUR DUTIES ARE TO...

Clean a learning center

\*Straighten and clean shelves with a damp cloth

\*Replace toys and equipment to proper place

- Be sure all game pieces and toys are where they belong.
- Report any missing pieces.
- Check the cleanliness of all equipment.

To dust

\*Using furniture polish, dust the furniture.

To clean the glass

\*Using glass cleaner, clean all the mirrors, windows, and aquarium glass.

To clean the sinks

\*Using sponge and cleaner, clean all sinks. Rinse out sponges. Scrub the water fountain with warm, soapy water.

To replenish supplies

\*Replenish soap in the bathroom and kitchen. Place toilet tissue on roll dispensers and paper towels in hand dispenser.

To clean counter tops and cabinets

\*With warm, soapy water wash off tops and chair seats. Wipe tables and chairs in workroom.

To clean the cubbies

\*Straighten the cubbies. Take home papers and coats go in cubbies. The bottom shelf is for personal items. With a damp sponge, wipe off the inside and top of cubbies.

To clean the foyers

\*Sweep and wet mop tile foyers.

To clean the bathrooms

\*Clean toilets with cleaner and bowl brush. Sweep and mop floors. Wash off countertops and cabinets.

To replenish the art chest	*Replenish manila and manuscript paper, paste, colors, etc.
To straighten the indoor storage	*Straighten shelves. Return materials to proper place. Sweep floors. Place scrap paper in scrap box.
To straighten the outdoor storage	*Straighten storage area. Sweep storage and patio.
To pick up trash on the playground	*Pick up trash and dispose of properly.
To vacuum	*Vacuum carpet area. Vacuum under and around tables. Check vacuum bag. Replace if necessary.
To disinfect toys	*Spray toys with disinfectant or wash in warm, soapy water, rinse.
To disinfect mats	*Spray mats with disinfectant (both sides).

#### Additional Guidelines

1. **NEVER** leave cleaning supplies unsupervised.
2. Always return cleaning supplies to proper storage area.
3. **ASK** if you don't know what to do, where something is or belongs.

## NON-DISCRIMINATION STATEMENT

Copiah-Lincoln Community College does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or other factors prohibited by law in any of its educational programs, activities, admissions, or employment practices. The following offices have been designated to handle inquires and complaints regarding the non- discrimination policies of Copiah-Lincoln Community College.

Questions, complaints, or requests in regard to Title IX directives should be made to the Title IX Coordinator/Compliance Officer, Tiffany Perryman, Ewing Administration Building, 1001 Co-Lin Lane, Wesson, MS 39191, (601) 643-8411.

Questions, complaints, or requests in regard to Section 504 directives should be made to: Wesson Section 504 Coordinator, Amber Bowman, Henley Building, Lester R. Furr Dr., Wesson, MS 39191, (601) 643-8342; or Natchez Section 504 Coordinator, Rukiya Abston, Tom Reed Academic Building, 11 Co-Lin Circle, Natchez, MS 39120, (601) 446-1225; or Simpson Section 504 Coordinator, Nicole Cheramie, Sidney Parker Academic Building, 151 Co-Lin Dr., Mendenhall, MS 39114, (601) 849-0123

## DISABILITY STATEMENT

If you are a student that has a disability which qualifies under the *Americans with Disabilities Act (ADA)* and requires accommodations, you should contact the Office of Disability Support Services.

Disability Support Services contacts on all campuses:

Wesson Campus – Amber Bowman  
Phone: 601-643-8342  
Email: [Amber.Bowman@colin.edu](mailto:Amber.Bowman@colin.edu)

Natchez Campus – Rukiya Abston  
Phone: (601) 446-1225  
Email: [Rukiya.Abston@colin.edu](mailto:Rukiya.Abston@colin.edu)


Simpson County Center – Nicole Cheramie  
Phone: (601) 849-0123  
Email: [Nicole.Cheramie@colin.edu](mailto:Nicole.Cheramie@colin.edu)



THE ABOVE POLICIES FOR THE COPIAH-LINCOLN COMMUNITY COLLEGE EARLY CHILDHOOD EDUCATION TECHNOLOGY PROGRAM HAVE BEEN READ AND APPROVED BY:

  
\_\_\_\_\_  
Dr. Sharolyn Magee  
Dean of Career & Technical Education

7/23/24  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Mrs. Jackie Martin  
Vice President of the Wesson Campus

8/14/24  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Dr. Dewayne Middleton  
President  
Copiah-Lincoln Community College

8/14/24  
\_\_\_\_\_  
Date



**COPIAH - LINCOLN**  
**COMMUNITY COLLEGE**

I, \_\_\_\_\_ HAVE READ THE COPIAH – LINCOLN EARLY CHILDHOOD EDUCATION TECHNOLOGY STUDENT HANDBOOK AND AGREE TO ABIDE BY ITS POLICIES AND PROCEDURES. FAILURE TO DO SO WILL RESULT IN TERMINATION OF THE PROGRAM.

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Date

Received By:

\_\_\_\_\_  
Co-Lin Early Childhood Staff

\_\_\_\_\_  
Date