Confidentiality/Professional Ethics

All students will be provided with and will read the NAEYC Code of Ethical Conduct Standards pamphlet. Students will demonstrate confidentiality when discussing children, students, co-workers, etc. at all times. Students will refrain from using names when discussing observations/experiences in class.

All students must complete a Minnesota Bureau of Criminal Apprehension (BCA) report or will provide a CURRENT (less than one year old) copy of BCA. No students will be allowed to complete practicum without a blue form, not yellow, BCA on file.

Because students attending college are adults, it is expected that each student will be responsible for doing their own work. Students will do their own reading and writing assignments, and their own projects. Students may have their assignments proof read for spelling or grammar errors, but ultimately, the student will do THEIR OWN WORK. Occasionally students will be working on group projects; it is the responsibility of the group to make sure to proof-read each other’s work.

Class/Course Policies

Each early childhood instructor will determine their own grading policies to determine letter grades. Extra credit may be earned, see individual instructor for options.

Please remember that it can be very distracting and inconsiderate to carry on “side conversations” during classroom lecture. Please limit your “social conversations” to break time.

Eating is not allowed during class time and all beverages must be in closed containers (this does not include Styrofoam coffee/soda containers which are NOT ALLOWED). Closed container means a cap or top that screws on! It is also school policy that students are not allowed to bring children to class/lab.

Students are expected to attend class. It is the responsibility of each student to inform (phone/email) EACH of their instructors when they will be missing class.

Students should check D2L for daily assignments, handouts, etc. It is the student’s responsibility to find out what assignments, announcements, etc. were given and what was missed in class. Test and assignments may be made up but will be determined by each individual instructor. It is the responsibility of the student to make arrangements with the instructor(s) to set up make- up dates. Do not expect the instructor to contact you about making up work.

If you miss a test, and have contacted the instructor appropriately, you may have up to ONE WEEK to make up your test with an automatic deduction of one letter grade. The exception will be during finals week, where situations will be determined on a case-by-case basis. INCOMPLETE GRADES will not be given at the end of the semester unless the student provides a medical excuse (from doctor) or has evidence of extreme family or personal crisis/emergency.

All students must purchase required textbooks and lab supplies and bring them to class. Assignments will be made from textbooks so it is important that students have a textbook. While lab fees cover the cost of consumable supplies, students must provide their own lab supplies (see list provided in the latter part of this booklet)
Students may repeat courses in which they received a grade of “D”, “F”, “W”, or “No Credit”. A course may be repeated once and only the higher grade will be used in calculating the grade point average, but both grades will appear on the transcript.

**Bringing Your Children to School**
School policy prohibits bringing children to class or lab. If you are dropping off assignments it is ok to bring your children with you. **IF YOU DO BRING CHILDREN TO CLASS OR TO WORK IN THE LAB YOU WILL BE ASKED TO LEAVE.** School policy also prohibits leaving children in the cafeteria or otherwise unsupervised during class time.

**Usage of Classroom/Lab Outside of Class Time**
*Between classes and any other unscheduled time, the lab area, which includes the die cuts, laminating machine and computers, are CLOSED.* If you need to use a computer during break or between classes, please use the library or LTC.

**Student Portfolio’s**
All early childhood students, regardless of whether or not they intend to finish their certificate, diploma or degree, will be required to submit one project or assignment from each early childhood class taken for their professional portfolio. By collecting information for a portfolio, students will be able to better present themselves as child care professionals when interviewing for a job or for entrance into baccalaureate degree programs.

Students will also be required to develop an E-Folio (online portfolio) to compliment their regular portfolio. Students will begin this process in the ECYD 1100 Introduction to Early Childhood Careers and/or ECYD 1205 Professional Resources course, with guidance and instruction from their instructor.

In order to facilitate portfolio/eFolio development, students will need to provide the following: 3-ring binder, page protectors, 16 divider tabs. These items should be collected at the beginning of the program. This is an on-going assignment in all of the early childhood courses here at DCTC.

**Student Advising**
Student advising will be conducted throughout the year in order to help students achieve their educational, professional and personal goals. All early childhood students will be assigned either Jill or Dawn as their advisor. Students will be able to sign up for a formal advising time once each semester, if you wish to speak with your advisor at other times, you may schedule an appointment. If your assigned advisor is not available, please contact the other program advisor.

**Early Childhood Blog/Website/Newsletter**
Each month during the school year, the Early Childhood Department creates a newsletter to help keep adjunct faculty and both full and part-time students aware of important information, announcements, etc. **You can access the newsletter on our department blog** ([blogs.dctc.edu/ecyd](blogs.dctc.edu/ecyd)) A copy of the newsletter will also be available in the classroom.
Each month a guest speaker will be highlighted on the early childhood blog. Other information such as announcements, activity ideas, student opportunities, etc. will be posted daily. *We highly recommend all ECYD students to SUBSCRIBE to the blog at the beginning of the program.*

**Student Organizations**

**Dakota County Technical College Student Senate** provides student representation, coordinates student activities, creates community awareness and encourages involvement within the school, county and state. Each program is invited to have representation at meetings. If you are interested in participating in Student Senate, please contact Jill or Dawn.

**Phi Theta Kappa (PTK)** is a nationally recognized honor society for those college students demonstrating academic excellence. Information is available in Student Services.

**ECYD Student Club** is an opportunity to become involved on campus while promoting the program and bringing about awareness, etc. regarding early childhood. Meetings are generally twice a month during the school year. It’s also a fun way to create community within our program. Club advisors are Jill Behnke and Dawn Braa.

**Skills USA** Students need to show academic achievement and be nominated by an instructor to be in Skills USA. Once the student has accepted the nomination and filled out the paperwork, they are ready to prepare themselves for the state competition and perhaps Nationals. Skills USA advisor is Dawn Braa.

**Students With Varying Abilities**

Students who have any disability, either permanent or temporary, which might affect their ability to perform in class, are strongly encouraged to inform their instructor(s) at the start of the semester. *Reasonable accommodations can usually be made as long as course objectives are not altered and the instructor has been made aware of the situation in a timely manner.* It is the responsibility of the student to work with Support Services and the instructor(s) to see that accommodations are made, therefore, students with special needs need to be in contact with the Student Support Services Office.

**FORMAL Written Projects/Assignments**

Good written communication skills are critical in order to be successful in the program and in the field of early childhood. *The following guidelines should be considered when turning in written assignments/projects:*

- a. formal projects/assignments must be typed (word processed) in black ink
- b. work is double-spaced
- c. work needs to be free of spelling errors (deductions according to rubric or for every five (5) errors, one letter grade)
- d. multiple pages need to be stapled
- e. a title/cover sheet needs to be attached with the following information
  - a. student name
  - b. title of paper/assignment
  - c. date turned in
  - d. name of class
  - e. name of instructor
If you do not have a computer or access to one, the Library has computers for students to use and is open Monday-Friday. The ITC (Computer Lab) is located in room 2-103B and is open during the day. Hours for the Library and LTC are by the door to each.

Assignments may be uploaded into the D2L Drop Box by assigned due dates.

If you are using this method you need to:
- keep a master copy (saved) in the event that the technology fails
- keep your drop box receipt (in email)

Activity Cards

In many of early childhood class’s students will be required to complete activity cards (available through the ECYD blog). These cards are used to help students understand the importance of planning and in developing their curriculum file. Included in this packet of information is a hand-out that helps students to better understand how to determine goals for activities. Students may also view/listen the Activity Card 101 Presentation.

Lab Information

Many of the early childhood classes have lab credits as part of the course. Students are responsible for attending assigned lab section(s). There may be other lab times open during the week, check with your instructor(s).

There are many resource books, magazines, equipment and materials that are available to use during lab time. Your instructor will not make copies for you. Students need to provide their own lab supplies (included later in booklet) and BRING THEM TO CLASS! Your instructor will provide you with a list of additional items you need to supply. It is suggested that these items be kept in an easy to transport plastic tote. Many consumable supplies will be available for student use (construction paper, some felt, some tag board, etc). YOU MUST PROVIDE YOUR OWN SUPPLIES, AND ARE REQUIRED TO HAVE THESE ITEMS WITH YOU DURING LAB TIME. DO NOT EXPECT TO BE PROVIDED WITH SUPPLIES.

While some course projects may require students to make curriculum/enrichment items, it is up to the student to provide their own specialty materials such as felt, polyfoam, etc. The specialty supplies in the room are for instructors to use with students during lab time only. The specialty material cabinet will be locked.

Computer use during lab is for typing papers and creating learning materials, however, be advised that there is a limit! The printers are linked to student accounts with a set amount of money each year, but students do have the option to add to it if desired.

Be aware of the following when using the laminating machine:
- machine is available during assigned labs ONLY, no exceptions
- the laminator will only be on during portions of lab time. I.e – If lab is from 1-3pm, the laminator would be on from 1:30-2:30pm. The last student in the lab should turn the laminator off.
- only early childhood instructors are allowed to turn the laminator on
- be conservative with amount of laminating and try laminate many items at a time, ask a classmate and buddy up to get the most out of the laminate film
When using the Ellison machine:

a. **only pull the handle down ONCE** if you need to pull it down more than once, you either have too much thickness or you are not cutting in the middle of the pad

b. because of the high usage of dies, please be considerate by using only **one or two dies at a time**

c. **die cuts need to be returned to their appropriate spot with the title facing out**

d. use scrap paper under felt or fabric in order to keep material from sticking to the cutting pad

**When completing lab assignments that require posters, games or materials using student printing, students must use ZANER-BLOSER manuscript print.**

Most pre-schools and school districts use this print method. A copy of this writing style is included in this handbook. **Remember that children are not allowed in lab or class!**

Presenting An Appropriate Professional Image

When representing DCTC on field trips, interviews, off-campus labs, or when completing your practicum, it is important that students present an appropriate professional image in their style of dress. Students need to be aware of how they are perceived by the public.

Fashion trends do not necessarily represent what is appropriate in a work/professional setting. It is inappropriate for students to wear work clothes that show bra straps, underwear or bare midriffs. **(Spaghetti strap tank tops, halter-tops, low-rise pants, short, shorts and crop tops, dirty, ripped or frayed jeans would be examples of inappropriate dress).** Visible body piercings, such as navel and tongue may also be seen as unprofessional. It is important to check with your practicum site as to their dress code (many do have one). Some programs also have policies about tattoos so… when in doubt, ASK.

Early Childhood Staff

Dakota County Technical College employs two full-time and 2 adjunct instructors in order to offer day, evening and online courses. Full time staff who also serve as student advisors are: Jill Behnke 651.423.8398 or jill.behnke@dctc.edu and Dawn Braa 651.423.8315 or dawn.braa@dctc.edu Other adjunct staff that may be teaching on a course-by-course contract this year are: Cory Woosley and Sharon Bergen. Adjunct instructors will provide students with information on how to contact them.

The counselor assigned to the program is Alison Tauer who is located in Student Services. You can reach Alison at 651.423.8384 or alison.tauer@dctc.edu
Professional Portfolios: What are they? How do I get one?

Like other professionals, teachers need evidence of their growth and achievement over time. The professional portfolio is a vehicle for collecting and presenting that evidence.

Professional portfolios allow you to be reflective about the things you do and to document and preserve those practices. It’s more than a hodge-podge of lesson plans and lists of professional activities. It is a careful record of specific accomplishments attained over an extended period of time.

During an interview, you can bring your professional portfolio as an added asset. You can talk about something and immediately show documentation (proof). It’s a helpful tool to showcase what you’ve accomplished. Your interviewer will be impressed and he/she pages through your attractive and well-planned binder, learning more about you along the way. It sets you apart from the other applicants who might not have a professional portfolio.

An eFolio is a Web-based portfolio designed to help you create a living showcase of your education, career, and personal achievements. It’s easy to keep updated and to share electronically. Your eFolio is everything in your professional portfolio hardcopy, but uploaded and organized electronically. (You’ll learn how to develop an eFolio in ECYD1100)

Both a professional portfolio binder and eFolio are beneficial tools for you to create and use.

I bet you’re wondering how to start…first, you’ll want to purchase a three-ring binder and page protectors. It’s okay to use an old one because this is a temporary storage. Towards the end of the ECYD program, in Organizational Leadership, you’ll be putting together your actual binder and finalizing your eFolio. At that time, you’ll choose a style that represents you and purchase a new binder and page protectors, etc..

You’ll want page protectors right from the start though so that your items don’t get wrinkled, spilled on, etc. Once you have your binder and page protectors, you can begin collecting items. What should you collect? You’ll want to select items from each class: philosophies, certifications, awards, papers, projects, pictures, etc. (your best work).

If you start this process now, you’ll be set when it comes time to put your final portfolio together.
Name ________________________________________________________________

Date ___________ Name of Class/Course ___________________________________

Description of portfolio item ______________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Why do you feel this should be in your professional portfolio? How does it represent your ability/talents/skills as a child care professional?
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

• IMPORTANT! This information MUST also be entered into your E-folio account. Be sure to log in regularly to retain eFolio skills.
• Items may be projects, pictures, video tapes, reports, lab assignments, learning material, etc. Make sure your item is protected in a plastic sleeve and put into your binder or scanned into your eFolio.
• This form IS NOT A PART OF YOUR PORTFOLIO, it is for information only.
• Print off this page for each class/item that you want to include as a possibility for your professional portfolio. Include this sheet in with each item now while the thoughts/ reflections are fresh in your head.
Using Proper Netiquette

This guide is intended to be an overview of appropriate etiquette for interaction in this online environment. Keep in mind the following points:

Tone Down Your Language

Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.

Keep A Straight Face

In general, avoid humor and sarcasm. These frequently depend either on facial or tone of voice cues absent in text communication or on familiarity with the reader.

Be Forgiving

If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.

The Recorder Is On

Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them.

Test For Clarity

Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.

Netspeak

Although electronic communication is still young, many conventions have already been established. DO NOT TYPE IN ALL CAPS. This is regarded as shouting and is out of place in a classroom. Acronyms and emoticons are popular, but excessive use of them can make your message difficult to read. Some common ones include:

<table>
<thead>
<tr>
<th>Acronyms</th>
<th>Emoticons</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYI = for your information</td>
<td>:-) = smiley face: happiness, pleasure</td>
</tr>
<tr>
<td>B/C = because</td>
<td>:-( = frowning face: displeasure</td>
</tr>
</tbody>
</table>
Remember Your Place

A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your instructor and your fellow students with respect.

Brevity Is Best

Be as concise as possible when contributing to a discussion. Web-based courses require a lot of reading, and your points might be missed if hidden in a flood of text. If you have several points that you want to make, it might be a good idea to post them individually, in several more focused messages, rather than as a single, lengthy, all-encompassing message.

Stick To The Point

Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste others' time by going off on irrelevant tangents.

Read First, Write Later

Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.

(Source- http://online.uwc.edu/technology/onletiquette.asp)

Email

Use the EMAIL feature in D2L to email fellow classmates or the instructor. Be sure to include a brief subject for the email, as well as list your name, the course, and the specific assignment/project in question, etc..

Pager

Use the PAGER function in D2L to notify classmates of a short message. However, asking a specific question about an assignment to your instructor would be better in an email. We can easily file the emails but cannot with the pages received.
Cyber Bullying

People have been bullying each other for generations. The latest generation, however, has been able to utilize technology to expand their reach and the extent of their harm. This phenomenon is being called cyber bullying, defined as: “willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices.” Basically, we are referring to incidents where individuals use technology, usually computers or cell phones, to harass, threaten, humiliate, or otherwise hassle their peers or teachers.

There are many detrimental outcomes associated with cyber bullying that reach into the real world. First, many targets of cyber bullying report feeling depressed, sad, angry, and frustrated. As one victim stated: “It makes me hurt both physically and mentally. It scares me and takes away all my confidence. It makes me feel sick and worthless.” Victims who experience cyber bullying also reveal that they were afraid or embarrassed to go to school. In addition, research has revealed a link between cyber bullying and low self-esteem, family problems, academic problems, school violence, and delinquent behavior. Finally, cyber bullied individuals also report having suicidal thoughts, and there have been a number of examples in the United States where victims have taken their own lives.

While often similar in terms of form and technique, bullying and cyber bullying have many differences that can make the latter even more devastating. First, victims often do not know who the bully is, or why they are being targeted. The cyber bully can cloak his or her identity behind a computer or cell phone using anonymous email addresses or pseudonymous screen names. Second, the hurtful actions of a cyber bully are viral; that is, a large number of people (at school, in the neighborhood, in the city, in the world!) can be involved in a cyber-attack on a victim, or at least find out about the incident with a few keystrokes or clicks of the mouse. The perception, then, is that absolutely everyone knows about it.

Cyber bullying of classmates and instructors is unacceptable and will not be tolerated. Cyber bullies will face disciplinary action as determined by DCTC policy. The Dakota County Sheriff school liaison officer will be consulted to thoroughly investigate incidents, as needed, if the behaviors cross a certain threshold of severity.

(Source: Cyber bullying Research Center, Drs. Sameer Hinduja and Justin W. Patchin)
Mandatory Lab Supplies- Student Supplied

All early childhood students that are taking ANY ECYD lab class(es) are required to supply some of their own materials. It is important to bring these materials to class with you EACH WEEK. There is no storage space for you to keep these in the classroom.

The following materials are required:

- Large plastic tote (with cover & handle)
- Sharp, adult scissors
- Black ink pen
- Pencil/eraser
- Colored pencils
- Exacto knife
- Ruler
- Rubber cement, Glue Stick and TACKY brand glue (all three items)
- Scotch tape (regular and double stick)
- Large & small paper clips
- Black permanent markers (fine and wide tip)
- Crayons
- Washable colored markers (fine and wide tip)
- Zip-lock bags in a variety of sizes, especially sandwich, quart & gallon
- Hole punch (single)
- Stapler (w/staples)

Individual instructors may require additional items. Most paper, paint and some specialty supplies will be provided for lab assignments.

Students need to provide their own tagboard, felt, polyfoam, sponge paper, etc. for curriculum file/enrichment assignments and projects. Students may freely access construction paper.
Knowing “How” to Study is Important!

Important Tips

1. Have a special place to study. Find a quiet and comfortable place away from noise and distractions.

2. Plan a special time to study. Set aside a special time each day and try to always study during that time.

3. Make use of your planner/calendar. Write down your assignments for every class, every day so that you don’t forget. Write down due dates, reminders, test dates, etc.

4. Be ready to work. Have all your materials ready (books, paper, etc.) when you sit down to study.

5. Aim for success. Think positive and you will do better on your work.

6. Set reasonable goals. Don’t expect to be perfect. Do your best.

7. Manage your time. Keep up with your work so that you are not putting extra pressure on yourself at the end of the semester.

8. Get organized! Keep your books and materials in a consistent place and get prepared the night before for the next day.

9. Follow directions. Listen carefully in class, and write directions down. When in doubt ASK QUESTIONS (chances are if you have a question other class members have the same one!)

10. Be on time for class. You may miss important announcements or information.

11. Ask for help. Don’t be afraid to ask class members or teachers for help in proof reading, making suggestions, helping with ideas, etc.

12. Do your own work. Take responsibility for your own learning and in learning from your own mistakes. Asking for help is great, but having someone write, rewrite or do your assignment is dishonest. The grade you earn is a reflection of you and you alone.

13. Learn how to use reference materials. Carry a pocket dictionary with you. Learn how to locate information in the library.

14. Remember that school is a job. You earn a grade based on your skills and how hard you work. Not everyone student is an A student, and some students may find that college is not the right place for them. Accept your limitations, but always try your hardest.
Dakota County Technical College
Child Development Policies/Procedures Agreement

I have read and understand the policies and procedures outlined in the Early Childhood Handbook and agree to follow them. **(Initial for each page read)**

I have read and understand the Code of Ethical Conduct Standards set forth by the National Association for The Education of Young Children and agree to follow them.

I hereby grant permission to Dakota County Technical College to release information regarding my Background Check to lab, practicum sites.

I hereby grant permission to Dakota County Technical College to take pictures/videos (traditional or video) of me for marketing/training purposes that may also include the newsletter, online courses and promotional CD.

I hereby grant permission to Dakota County Technical College to take pictures of my work or use examples of my work for demonstration/training purposes or on the blog.

I hereby grant Dakota County Technical College permission to share my home/work/cell phone number with other students, staff, lab/OJT staff, potential employers or for other school/ professional reasons.

I hereby grant permission to Dakota County Technical College to share my attendance record and grades with potential employers.

I hereby grant permission to Dakota County Technical College to share my attendance record, grades, or other issues with my parent(s)/guardian.

I understand that failure to comply with the policies of the program may affect my grade(s).

I agree to provide my own lab supplies and textbooks for those classes that require them.

I would like my name, phone number and email address available on a student list so that students, instructors, etc. may contact me when necessary.

Name _______________________________ Phone (h) ____________ (c) ____________

Email Address ________________________________

Home Address _______________________________ City ____________ State _____ Zip _____

student signature ______________________ date ____________

Policies-doc.9/4/2012