



**LAKESHORE
COLLEGE**

**Child Care Services
&
Early Childhood Education
Student Handbook
2025-2026**

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CHILD CARE SERVICES (1-YEAR TECHNICAL DIPLOMA)

Students in this fast-growing field receive training in planning and implementing developmentally appropriate curriculum for specific age levels; using positive guidance techniques to manage an early childhood classroom; providing for the health, safety and physical needs of the children; and work with parents to provide a link between the center and the home.

EARLY CHILDHOOD EDUCATION (2-YEAR ASSOCIATE DEGREE)

The Early Childhood Education program prepares students to work as teacher-caregivers in early childhood settings. It combines hands-on fieldwork in area centers with related academic work at the college. Graduates become responsible for the care and education of children in the birth-to-eight-years age range. They create and maintain safe and healthy play environments, guide behavior, plan and implement learning activities, and work cooperatively with staff and parents.

ADMISSIONS REQUIREMENTS

Students can generally take courses WITHOUT official admittance into the Child Care Services or Early Childhood Education Program. However, admission to either program is required to enroll in Field Experiences and to obtain Financial Aid. It is highly recommended that new students meet with a Lakeshore College Recruiter and Academic Counselor BEFORE enrolling in any CCS/ECE program courses.

Admissions and First Semester Enrollment Steps:

- Submit online application.
- Complete the online Student Success Questionnaire.
- Complete Get Started at Lakeshore appointment
 - Application Check-in
 - College Orientation Overview
 - 1st Time Registration
- *Submit transcripts and test scores (optional, highly recommended): College transcripts, along with high school transcripts and test scores from within the last five years, used for course registration. Official transcripts required for transferring college credit(s) and for financial aid purposes.*

Academic Preparedness/Future Semester Enrollment Steps:

If applicable, complete program-specific academic preparedness requirements and enrollment steps prior to enrolling in occupational or core courses. View the college's program webpage for details. <https://gotoltc.edu/programs-and-courses/career-areas/education-training/early-childhood-education>

ECE Requirements

Honesty in all aspects (including but not limited to social interactions, assignments, assessments and academics) is required. Dishonesty of any sort will not be tolerated. While Lakeshore and your instructors will make accommodations for learning, attention or other disabilities, we do NOT accommodate or accept inappropriate, immature, or maladaptive behaviors. In the early childhood field, you will be working to teach young children respectful and socially appropriate behavior. You must also be prepared and able to lift a child weighing up to 50lbs and to interact at their level. You must have the mobility and endurance to retrieve children who wander or run from the group. If you are unable to model such behavior yourself, you should consider a different field of study and employment. All Lakeshore policies stated in your Student Handbook and the ECE Handbook apply.

Institutional Learning Outcomes

The institutional learning outcomes are common skills identified by local employers that are necessary for successful employment in the field (aka soft skills, employability skills, and college-wide outcomes). All students who graduate from any Lakeshore College program are expected to demonstrate the following five institutional learning outcomes throughout their Lakeshore College experience:

- Communicates effectively
- Demonstrates critical thinking
- Works collaboratively
- Exhibits respect of individuality
- Models professionalism

PROGRAM OUTCOMES

In addition to the core abilities listed above, each student will be successful and confident while demonstrating the following program outcomes through required course projects, discussions, quizzes, and the Technical Skills Attainment assessment (discussed later)...

CHILD CARE SERVICES TECHNICAL DIPLOMA (1-Year) Program Outcomes:

- CS 1 Relate knowledge of child development to practice
- CS 2 Create relationships with children, family, and the community
- CS 3 Apply observation, documentation, and assessment strategies
- CS 4 Implement developmentally appropriate teaching and learning activities
- CS 5 Demonstrate professionalism
- CS 6 Follow health, safety, and nutrition practices

EARLY CHILDHOOD EDUCATION ASSOCIATE DEGREE (2-Year) Program Outcomes:

- ECE 1 Apply child development theory to practice
- ECE 2 Cultivate relationships with children, family, and community
- ECE 3 Assess child growth and development
- ECE 4 Use best practices in teaching and learning
- ECE 5 Demonstrate professionalism
- ECE 6 Integrate health, safety, and nutrition practices

CREDIT FOR PRIOR LEARNING (CPL)

If you are currently working with children, you may qualify for credit for prior learning. To inquire about this option, please contact the ECE program counselor or the lead instructor of the Child Care Services and Early Childhood Education programs for specific details and requirements. Courses offered in CPL are:

- 10-307-167 Health, Safety & Nutrition
- 10-307-160 Field Experience 1

ECE Program Course Delivery

During the 2025-2026 academic year, the ECE program is transitioning to CBE course offerings. During this year, some ECE courses will be offered in the traditional in-person, and I Flex format and others will be offered in CBE online format. BE sure to review the course format when registering for courses.

Traditional or I-Flex courses will have a regularly scheduled class meeting day and time. Lecture recordings will be available for students who select to use the I Flex format. CBE courses will be taught entirely online. The course instructor will hold in-person student support or lab hours. You are welcome to drop in during these student support or open lab hours for help with assignments, to work collaboratively with other students and to get to know your instructor. If the scheduled Student Support hours or Open Lab hours do not fit in your schedule, reach out to the instructor to set up an appointment. Instructor contact information is in your course syllabus.

CCS/ECE PROGRAM COURSES – DUE DATES & BLACKBOARD

Due Date Information

Courses offered in CBE format will follow the CBE guidelines. Students must pass all competency assessments with a grade of Met or Superiorly Met in order to pass the course. Formative Assessments are offered to help the student prepare for the summative competency assessment. Formative assessments will be reviewed by the course instructor and feedback will be provided. These formative assessments and learning experiences will not count towards the final grade. All summative assessments will count towards the final grade. Students have 3 attempts to pass a summative assessment. If the assessment is not passed on the third attempt, the student fails the competency and fails the course. If a student fails a summative assessment on the initial attempt, the student is encouraged to reach out to the instructor for additional help and feedback prior to submitting the second attempt on the assessment.

All learning material and assessments are in Blackboard. All assessments and assignments must be submitted through Blackboard.

CCS/ECE PROGRAM COURSES – GRADING INFORMATION

Rationale: Grades serve as a powerful tool that communicates achievement status of course competencies. Grades provide information and feedback that students can use for self-evaluation and growth.

CBE Grading Scale:

Superiorly Met = 93%-100% Met = 86%-92% Not Met = 78% and below

A grade of Met or better in all program courses and a grade of C for traditional courses or Met for CBE courses in all general education courses is required to graduate from the Child Care Services and Early Childhood Education programs.

A student receiving a failing grade in any ECE course will need to successfully pass the ECE course or successfully pass another ECE course the following semester before the student continues enrolling in ECE courses. It will be at the discretion of the program instructor as to which ECE course the student will need to enroll in, attend weekly, and pass successfully with a grade of at least C (80%) or Met 86%.

A student who fails the same ECE course a second time will need to meet with the program counselor and petition to take the course a third time. The student, program counselor and program instructor will meet to discuss a mutual plan of action that the student will need to work on and show that they can be successful in a classroom setting.

CHILD CARE SERVICES/EARLY CHILDHOOD EDUCATION COURSES

ECE: Health, Safety & Nutrition (10-307-167)...examines the topics of health, safety, and nutrition within the context of the early childhood educational setting. Course competencies include: integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives; examine governmental regulations and professional standards as they apply to health, safety, and nutrition; plan a safe early childhood environment; plan a healthy early childhood environment; plan nutritionally sound menus; examine child abuse and neglect issues and mandates; describe Sudden Infant Death Syndrome (SIDS) risk reduction strategies, describe strategies to prevent the occurrence of Abusive Head Trauma (AHT) (formerly known as Shaken Baby Syndrome); incorporate health, safety, and nutrition concepts into the children's curriculum. *This course will prepare you by learning more about Wisconsin's Licensing Rules for Group Child Care Centers (DCF 251) and by receiving several trainings. The trainings are **mandatory**, and you must earn certificates of completion for each to pass this course! This course is a pre-requisite to the Field Experience 1 course.*

ECE: Foundations of Early Childhood Education (10-307-148) ...introduces you to the early childhood profession. Course competencies include: explore the concepts of diversity, cultural responsiveness, and anti-bias as it relates to early childhood education, investigate the history of early childhood education, examine regulatory requirements for early childhood education programs in WI, summarize types of early childhood education settings, identify the components of a quality early childhood education program, summarize responsibilities of early childhood education professionals, explore early childhood curriculum models and examine the critical role of play as it relates to developmentally appropriate practice.

ECE: Infant and Toddler Development (10-307-151) ... will study infant & toddler development as it applies to an early childhood education setting. Course competencies include: integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives; analyze development of infants & toddlers (conception to 36 months); correlate prenatal and postnatal conditions with development; summarize child development theories; analyze the role of heredity and the environment; examine culturally & developmentally appropriate environments for infants & toddlers, examine the role of brain development in early learning (conception through 36 months); examine caregiving routines as curriculum; and examine developmental & environmental assessment strategies for infants & toddlers. *This course also requires completion of the "Breastfeeding Friendly Child Care" training offered through the Wisconsin Breastfeeding Coalition. The Wisconsin Registry recognizes that this training is provided during this course, and therefore it is **mandatory**.*

ECE: Social Studies, Art, & Music (10-307-110) ...will focus on beginning level curriculum development in the specific integrated content areas of social studies, art, music, & movement (SSAMM). Course competencies include: integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives; examine the critical role of play-based learning as it relates to Social Studies, Art, Music, & Movement (SSAMM); establish a developmentally appropriate environment for SSAMM; develop SSAMM learning experience plans that promote child development and learning for children birth to age 8; plan an interdisciplinary unit of connected learning experiences; and incorporate all aspects of daily routines with SSAMM.

ECE: Child Development (10-307-179) ...examines child development within the context of the early childhood education setting. Course competencies include: integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives; analyze social, cultural, and economic influences on child development; summarize child development theories; analyze development of children ages three through five; analyze development of children ages five through eight; relate child development research findings to teaching practice; analyze the role of heredity and the environment; examine the role of brain development in early learning (ages 3-8); examine developmental and environmental assessment strategies for children ages 3-8.

ECE: Science, Technology, Engineering & Math (10-307-112) ...will focus on beginning level curriculum development in the specific integrated content areas of science, technology, engineering and mathematics (STEM). Course competencies include: integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives; examine the critical role of inquiry based learning as it relates to STEM; examine the philosophy of STEM as it relates to the development of successful future learning for children birth to age 8; establish a developmentally appropriate environment for STEM; develop STEM learning experience plans that promote child development and learning for children birth through age 8; plan an interdisciplinary unit of connected learning experiences; and incorporate all aspects of daily routines with STEM.

ECE: Guiding Children's Behavior (10-307-188)...examines positive strategies to guide children's behavior in the early childhood education setting. Course competencies include: integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives; analyze techniques for and effects of strong relationship-building with children and families; identify positive and proactive guidance principles and techniques to support children; analyze environmental influences on child behavior; identify strategies that support children's active engagement in the learning environment; identify strategies that proactively teach emotional literacy and regulation techniques; identify strategies that proactively teach friendship skills; identify strategies that proactively teach children calming, relaxation, and problem-solving techniques; utilize observation and assessment techniques to assess and interpret behavior; create a behavior support plan based on a functional behavior assessment; create a guidance philosophy. *This course meets the requirements of the "24-hour Wisconsin" Pyramid Model training. The Wisconsin Registry recognizes that this training is provided during this course, and therefore attendance is **mandatory**.*

ECE: Family and Community Relationships (10-307-195)...examine the role of relationships with family and community in early childhood education. Course competencies include: implement strategies that support diversity, cultural responsiveness, and anti-bias perspectives when working with families and community; analyze contemporary family patterns and trends; identify strategies to strengthen and support families; explore effective communication strategies; discover strategies for developing respectful and reciprocal relationships with families; analyze strategies to promote family engagement in early childhood education programs; explore a variety of formats for meeting with families in their contexts; advocate for children and families; and explore community resources that provide a range of services for children and families. *This course also provides a 3-hour "Strengthening Families in Early Care and Education" training. The Wisconsin Registry recognizes that this training is provided during this course, and therefore it is **mandatory**.*

ECE: Early Language & Literacy (10-307-108) ...explores strategies to encourage the development of early language and literacy knowledge and skill building in children birth to 8 yrs of age. Learners will investigate the components of literacy including; literacy and a source of enjoyment, vocabulary & oral language, phonological awareness, knowledge of print, letters & words, comprehension and an understanding of books and other texts. Theories and philosophies regarding children's language and literacy development will be addressed. Dual language learning will be examined within the context of developmentally appropriate practices. Assessment tools for early language and literacy acquisition will be reviewed.

ECE: Children with Differing Abilities (10-307-187) ...focuses on the child with differing abilities in an early childhood education setting. Course competencies include: integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives; promote inclusive programs for young children; apply legal and ethical requirements including, but not limited to, ADA and IDEA; examine the consultation process to embed intervention in natural based settings; differentiate between typical and exceptional development; analyze the differing abilities of children with physical, cognitive, health/ medical, communication, and/or behavioral/emotional disorders; identify community and professional resources; interpret an individual educational plan (IEP/IFSP) for children with developmental differences; adapt curriculum to meet the needs of children with developmental differences; examine strategies for cultivating partnerships with families who have children with developmental differences.

Field Experience Courses

Field Experience Placement Requirements

The Wisconsin Department of Children and Families (DCF) requires anyone working with children, including those volunteering in a child care setting or classroom, to have documentation of certain trainings. The following documentation is required to be on file before the student begins Field Experience:

- **Fingerprint-based Background Check:** Beginning October 1, 2018, any prospective employee (including student teachers/Field Experience students) must complete a fingerprint-based background check and be given the status of "Final Eligible" from DCF prior to enrolling in a Field Experience course to complete hours in an early childhood setting. Student teachers/field experience students are considered caregivers, and therefore require both the 5-year Livescan fingerprint-based check, and an annual name-based DOJ (Department of Justice) check.
 - Students are responsible for the cost of the fingerprint-based check (currently \$39) as well as the annual name-based DOJ check, which is currently \$10. The annual name-based DOJ check will be completed through Viewpoint.
 - Students will begin this process in the Health, Safety & Nutrition course to ensure eligibility is confirmed (Final Eligible) BEFORE enrolling in Field Experience 1
 - A student who receives CPL for Field Experience must provide proof of "Final Eligibility" along with other requirements listed under Credit for Prior Learning.
- **Infant & Child CPR/AED card:** Each student also needs to provide a current copy of their infant/child CPR/AED card in Viewpoint. Any student who has a CPR/AED card that is expired will not be permitted to complete any Field experience
- placement hours until this training has been updated. Students MUST have this before working with children!
- **Copy of SIDS prevention certificate** (received in ECE: HSN)

- **Copy of AHT (Abusive Head Trauma) prevention certificate** (received in ECE: HSN)
 - Shaken Baby Syndrome (SBS) prevention certificate is also acceptable.
- **Copy of Mandated Reporter certificate** (received in ECE: HSN)

Field Experience Courses (4)

ECE: Field Experience 1 (10-307-160) ...will learn about and apply the course competencies in an actual early childhood setting. You will explore the standards for quality early childhood education, demonstrate professional behaviors, and meet the requirements for training in the Wisconsin Model Early Learning Standards (WMELS). *The Wisconsin Registry recognizes that this 18- hour training is provided during this course, and therefore it is **mandatory**. **The student is required to attend ALL Field Experience Reflection forums.***

- Conditions for Enrollment:
 - 103071 Early Childhood Education Admission Requirements Met **OR** 313071 Child Care Services Admission Requirements Met
 - PREREQUISITE: 10307167 ECE: Health, Safety and Nutrition
 - Fingerprint-based background check completed with result of "Final Eligibility".
- Due to the required WMELS training, if a student misses any of the WMELS training hours, the student will need to create a plan with the instructor to complete the training content missed. It will be the student's responsibility to make up the training hours and any associated assessment BEFORE the next scheduled class time/training. All Field Experience assignments are directly associated with the WMELS trainings and cannot be completed without the training. A student who misses training hours and does not make them up before the next class will not receive the training certificate, will not be allowed to start and/or complete Field Experience hours, and will not pass the Field Experience course.

ECE: Field Experience 2 (10-307-170) ...In this 3 credit course the student will identify, document and assess children's growth and development; implement student and teacher developed activity plans; identify the elements of a developmentally appropriate environment; implement positive guidance strategies; demonstrate professional behaviors; utilize care giving routines as curriculum; utilize positive interpersonal skills with children and adults; and integrate strategies that support diversity and anti-bias perspectives.

ECE: Field Experience 3 (10-307-190)...In this 3 credit course the student will identify, document and assess children's growth and development; implement the standards for quality early childhood education; integrate strategies that support diversity and anti-bias perspectives; build meaningful curriculum through planning and implementing student and teacher developed activity plans; provide a developmentally appropriate environment; facilitate positive guidance strategies; evaluate one's own professional behaviors and practices; lead caregiving routines as curriculum; utilize positive interpersonal skills with children and adults.

ECE Field Experience 4 (10-307-210)...In this 3 credit course the student will document, identify and analyze children's growth and development, implement the standards for quality early childhood education; integrate strategies that support diversity and anti-bias perspectives; build meaningful curriculum through planning and implementing student and teacher developed activity plans; provide a developmentally appropriate environment; facilitate positive guidance strategies; evaluate one's own professional behaviors and practices; lead caregiving routines as curriculum; utilize positive interpersonal skills with children and adults.

Field Experience General Information

Each field experience course allows the student to practice teaching techniques and gain experience working with children under the skillful and knowledgeable guidance of a cooperating teacher/mentor in a licensed early childhood setting (childcare center, family childcare, Head Start, 4K classroom, etc.) In each of these Field Experience courses, students will spend a minimum of 72 hours interacting and engaging with children and center staff while working on the course competencies.

- Students enrolled in our Child Care Services (1-year technical diploma) program will complete two field experience courses: Field Experience 1 and Field Experience 2.
- Students enrolled in our Early Childhood Education (2-year associate degree) program will complete four field experience courses: Field Experience 1,2,3&4.
- Students will spend a minimum of 72 hours of field placement in each of these courses.
 - Fall & spring: 7-9 hours of field experience over 10-11 weeks.
 - Summer: 10-12 hours per week over 7-8 weeks.
- All field experience placements will be arranged by the instructor.
- To give each student the most unique and meaningful experience for each Field Experience, students will be placed in a variety of settings and with differing age groups.
- Each student will have a student badge created for them on campus before starting Field Experience 1. This badge should be worn while in the placement setting so staff and families know that you are an Lakeshore ECE student. This badge will be used for each field experience setting students are placed in, so keep it in a safe place.
- It is recommended to keep an extra set of clothes in the student's car or at the placement site. Accidents happen and it's best to be prepared so students can fulfill Field Experience hours in the most professional way.

Field Experience Placements

Field experiences are intended to give the student hands-on opportunities to build skills necessary to become a competent early childhood teacher. In addition to assisting the co-op teacher in planning and facilitating learning experiences, the student will be writing and implementing learning experiences of their own, according to the children's needs, interests, and the program's schedule. If Lakeshore students are reported to not *independently* initiate involvement in the daily activities of the Field Experience site, their grade will be significantly affected. Lakeshore ECE students should think of themselves as an assistant to the cooperating teacher. Throughout the placement, students are graded on their ability to demonstrate professional behaviors. Each student will be placed in a variety of settings and with differing age groups to give them well-rounded experiences in the early childhood field.

Below are the general placement guidelines followed, but placements will also depend on cooperating teacher availability:

- Field Experience 1 = Lakeshore Child Care Center
- Field Experience 2 = infant or toddler setting
- Field Experience 3 = Head Start, 4K, or other preschool setting
- Field Experience 4 = children with differing abilities or student's choice
 - ***Students may choose their work site for Field Experience, as long as the age fits the scope of our CCS and ECE programs (birth to age 8).***

Field Experience Placement Scheduling

Students will spend a minimum of 72 hours interacting and engaging with children and center staff while working on the course competencies. To meet the required 72 hours of field placement, students will provide a schedule that allows them to spend time with children. At the beginning of each semester field experience students will provide the instructor with a schedule of days and times they are available to complete field placement hours. The instructor will use the student's schedule to arrange field placements at child care centers, Head Start classrooms, public or private schools, etc. **Students need to be flexible and, in some cases, may be asked to adjust this schedule to better meet the needs of the co-op teacher, classroom routine and children.** The student may also be asked to meet with the cooperating teacher outside of the hours in which they are with children.

Additional Scheduling Notes:

- Once a weekly schedule is established and agreed upon by all (co-op teacher, instructor and student), the student will provide the instructor with a copy of the agreed upon schedule. The student is to abide by this schedule unless the instructor and cooperating teacher are notified and agree to any changes. All deviations from the schedule must be documented on the attendance sheet provided and shared with the instructor and the cooperating teacher at least 2 weeks in advance.
- Students will spend a minimum of 72 hours of field placement in each Field Experience course.
 - Fall & spring: 7-9 hours of field experience over 10-11 weeks.
 - Summer: 10-12 hours per week over 7-8 weeks.
- The student should plan at least 2 days per week at the site.
- If the student is placed in a childcare setting, most of the hours should be planned in the morning when children are awake, active, and participating in the regular scheduled routine (75% morning hours).
- If a student is placed in a Head Start or 4K setting, times should be planned all in the morning or all in the afternoon because of the separate morning/afternoon class sessions.
- Some students' schedules may allow for extra hours each week. It is highly encouraged but not required to complete more than 72 hours at your field placement site.
- Students who complete 72 hours early in the semester will continue to spend time at their field placement site through week 10 (fall/spring) or week 7 (summer). Doing so gives opportunities to spend time with the children further practicing teaching and classroom management skills.
- A student who reaches 72 hours before week 10 may reduce attendance hours at their field placement site if agreed upon by the cooperating teacher, the lead ECE instructor.

Field Experience Class/Reflection and Field Placement Attendance Policy

72 hours of field placement for each Field Experience course is also expected. However, it is understandable that unexpected life events happen, and plans may change. While this is true and many situations can be accommodated, students still need to be mindful of their responsibilities as a college student.

Students will need to adhere to the following policies regarding attendance:

If the student will be absent from placement due to illness or an emergency, it is her/his responsibility to call both the cooperating teacher AND ECE Instructor BEFORE the placement hours begin that day.

- If you are ill, (EX: running a fever, uncontrolled coughing, vomiting, etc.) you should not attend field placement hours. Normally if you just have a cold, you could field placement hours using appropriate precautions to stop the spread of your illness (coughing into elbow, washing hands often).
 - If this should happen, you will work with your instructor and co-op teacher to plan how field hours and assignments will be made up. *Students completing field placement hours will be required to adhere to the policies/guidelines set forth by the field placement site. An example may include wearing a face covering during periods of heightened illness cases.*
- Personal appointments (doctor, dental, etc.) must be planned around field placement hours.
- **ANY PLACEMENT HOURS MISSED, MUST BE MADE UP TO MEET THE 72-HOUR MINIMUM** (unless the situation is completely out of the student's control)
 - In the event that the placement site is closed or cancelled due to planned conferences or in-services, the student **is** required to make up the missed time. However, the placement site may invite the student to participate in in-service, conferences, etc. This is a privilege, and the student is encouraged to accept. The hours **will** count toward the student's total.
 - If the placement site is closed or cancelled due to emergencies or inclement weather, the student will be encouraged to make up the hours but **will not** be required to. If the placement site remains open and the student does not feel comfortable driving, the student may stay home, but the hours **will** need to be made up.
- **Spring & Fall Semesters:** Non-attendance at more than 1 scheduled field placement will result in failing a Field Experience course.
- **Summer Semester:** Non-attendance at more than 1 scheduled field placement will result in failing a Field Experience course.

Field Experience Professionalism

Professionalism in the field

This is defined as being on time, dressing appropriately, submitting work on time, demonstrating appropriate interactions and communications with children and adults, and being involved. Students will be assessed by the Cooperating Teacher during all Field Experience hours and by the ECE Instructor during site visits. Students will also be assessed during class time and via written course work and all interpersonal communications by the Instructor.

Professionalism Policy: Students who do not become involved in the site and/or do not demonstrate honesty, maturity, and professional behavior will NOT pass this course at the discretion of the Instructor.

Field Experience Technical Skills Attainment (TSA)

Technical Skills Attainment (TSA) Requirement

A Technical Skills Attainment (TSA) document will be utilized to measure each student's ability to APPLY the skills and practices into real-life settings working with children. The TSA summative assessment scoring guide will be used to determine if you have met the program outcomes at the end of the Child Care Services program (1- year), as well as the Early Childhood Education program (2-year). To meet the requirements on the scoring guide, you will be asked to draw upon the skills and concepts that have been developed throughout each program and are necessary for successful employment in your field. This TSA document was developed in conjunction with all state Technical Colleges. Your instructor will complete the TSA following the successful completion of your final semester in the ECE program.

Field Experience – Expectations of a Field Experience Student

Safe practices are expected on campus and at placement sites. Students are expected to:

- Function within the boundaries of the NAEYC Code of Ethical Conduct.
- Function according to Lakeshore's Student Code of Conduct.
- Adhere to all Wisconsin Department of Children and Families Child Care Licensing regulations.
- Demonstrate accountability for own behavior and practice including, but not limited to verbal and written communication and ability to make safe and healthy decisions at all times, especially in the presence of children.
- Demonstrate respect for diversity and all individuals, including children, families, classmates, on-site co-workers, Co-Op Teachers and Lakeshore faculty.

Unsafe practices are prohibited on campus and at placement sites. There are several unsafe practices that have occurred in the past that students should be aware of and mindful of. *Examples of such unsafe practices and/or misconduct include but are not limited to:*

- Not adequately preparing for Field Experience.
- Attending class or Field Experience under the influence of alcohol or drugs or carrying any type of weapon
- Behaving in a way that jeopardizes personal safety of anyone, including falling asleep during Field Experience hours.
- Talking in such a way that is unethical or abusive such as, but not limited to revealing confidential information inappropriately, being rude, using foul or abusive language, or engaging in violent or threatening behavior.

- Taking indecent liberties that could be construed as sexual harassment or overtones toward staff, instructors, classmates, or any inappropriate sexual talk or contact with children.
- Disregard for safety rules such as smoking, misusing medications, or handling materials or equipment in a way that can injure yourself or others.
- Disregard for Lakeshore College or Field Experience facility safety rules or other policies or procedures.
- Theft of or damage to college, Field Experience site or others' personal property.

- Unethical, inappropriate, or illegal use of audio and/or visual electronic communication including the posting of descriptions, photos or videos of any experience or confidential information that occurs on campus or at a Field Experience site without express written consent from all parties involved.
- Inappropriate attire or personal appearance (must adhere to site's rules about clothing, cleanliness, tattoos, piercings, etc.).
- Unsafe and/or negative care and teaching practices, including but not limited to leaving a child unattended, failing to supervise a child who causes harm to himself, others, or property, or using humiliation, corporal punishment or any forbidden behavior management strategy as stated in the Wisconsin Department of Children and Families Licensing regulations.
- Dishonesty, lying about or falsifying of any information.
- Acts of omission, such as failing to complete required Field Experience caregiving tasks or failing to comply with a reasonable request or directive from a Field Experience site employee or Lakeshore staff member.
- Inability to adapt to the classroom and/or childcare setting.
- Failure to function, thrive and progress in classroom and/or childcare setting.

Unsafe Practices Policy: Students may be discharged from the course or program if their performance or behavior places the student, the children, classmates, staff, or faculty in an unsafe situation. Any single event may result in immediate dismissal from a class or from the entire program.

Field Experience Overall Grades and Assessments

Receiving a failing overall grade in Field Experience Courses:

- A student receiving a failing or not met grade at the end of a Field Experience course will need to successfully pass an ECE course the following semester before the student can enroll in and retake that Field Experience course a second time. It will be at the discretion of the instructor as to which ECE course the student will need to enroll in, attend weekly and pass successfully in order for the student to retake a Field Experience course.
- A student who receives a failing or not met grade a second time will need to meet with the program advisor and petition to take the Field Experience course a third time. The student, advisor and program instructor will meet to discuss a mutual plan of action that the student will need to work on and show that he/she can be successful in a classroom and early childhood setting.
- **If a student is denied placement (before field hours begin or during placement) at a Field Experience site, the student will not be able to complete required placement hours and course assignments and will not be able to complete the Field Experience course.**

Lakeshore Technical College
Child Care Services and Early Childhood Education Program
Student Handbook Acknowledgement

As a student taking courses in the Child Care Services or Early Childhood Education Program, you are required to follow and abide by the requirements and expectations stated in this Child Care Services and Early Childhood Education Program Student Handbook.

It is required that the student sign, date and return this form no later than the second week of class, each semester, while enrolled in a Field Experience course.

Name of Student: _____
(Please print your name)

_____ (initials) I have read, understand, and have been given the opportunity to ask questions about the requirements and expectations of a student taking courses in the Child Care Services and/or Early Childhood Education Program.

_____ (initials) I understand that if I do not follow and abide by these requirements and expectations that I may be removed from the Child Care Services and/or Early Childhood Education Program.

_____ (initials) I understand that I must be prepared and able to lift a child weighing up to 50 lbs, interact at their level, and have the mobility and endurance to retrieve children who wander or run from the group.

_____ (initials) I am aware of my responsibility to pay the annual DOJ name-based background check fee that will appear on my Lakeshore Student Account.

Signature of Student : _____ Date:

_____ Student Identification Number:

<https://dynamicforms.ngwebsolutions.com/Submit/Start/7249a1e8-4a23-4360-8a2f-49ddcf18cd9b>