Welcome!

Whether you are new to the Child Development and Education Program or a returning student, we welcome you and want you to know that we are here to help you to make your classroom and lab experiences a valuable part of your education here at Collin College. This Lab Manual has been compiled to give you the information and the forms that you will need to be a successful student this semester.

Please take the time to read through the “Getting Started” section as well as all the areas of this Lab Manual that pertain to you. It is very important that you make sure you understand which forms you will need to turn in.
SECTION I
GETTING STARTED

First, find your course number in the chart below to determine whether your class requires that you do a Lab, Field Based Experience or Service Learning:

<table>
<thead>
<tr>
<th>Education Public Schools</th>
<th>Lab Required: 16 Hours</th>
<th>Service Learning Required</th>
<th>CDA Labs</th>
<th>Co-Op Work Experience</th>
<th>Lab Required: 112 Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 1301</td>
<td>CDEC 1313</td>
<td>CDEC 1392</td>
<td>CDEC 1340</td>
<td>CDEC 2340</td>
<td>CDEC 1317</td>
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<td>EDUC 2301</td>
<td>CDEC 1319</td>
<td>CDEC 1394</td>
<td>CDEC 1359</td>
<td>CDEC 1322</td>
<td>CDEC 2385</td>
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<td>CDEC 1321</td>
<td>CDEC 1396</td>
<td>CDEC 2304</td>
<td>CDEC 2322</td>
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<td>CDEC 2307</td>
<td>CDEC 2304</td>
<td>CDEC 2324</td>
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<td></td>
<td>CDEC 1330</td>
<td>CDEC 2315</td>
<td>CDEC 2304</td>
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<td>You will receive information in class about the requirements for this course.</td>
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<tr>
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<td>TECA 1318</td>
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</table>

Your professor will give you more information in class about the course requirements. This Lab Manual also has information about labs, Service Learning and Education Field Based Experiences. There is a section in the Lab Manual that provides the link to Service Learning information and contains the forms you will need. After you have determined whether your course requires a lab, service learning or field based experience, you now know what paperwork you will need to turn in.
The Paperwork

Different forms are required depending on whether you are doing Service Learning, Field Bases Experience for EDUC or a lab on campus at the Spring Creek Child Development Lab School, located at the Plano campus or at an approved lab site off campus.

PLEASE TURN IT IN AT YOUR MANDATORY LAB ORIENTATION. (IF SPECIAL CIRCUMSTANCES OCCUR, SEE YOUR PROFESSOR’S SYLLABUS.)

The following chart will let you know what paperwork you will need to complete:

<table>
<thead>
<tr>
<th>FORMS THAT ARE DUE AT MANDATORY LAB ORIENTATION</th>
<th>LAB Required: ON Campus</th>
<th>LAB Required: OFF Campus</th>
<th>LAB Required: On-Line Classes Doing off-campus labs only</th>
<th>SERVICE LEARNING Required: ALL Classes</th>
<th>CDA Labs: All CDA Classes</th>
<th>TECA1354</th>
<th>CDEC2166</th>
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<tr>
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<td>Criminal History Check at Collin College Form #2</td>
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<td>All EDUC 1301 &amp; 2301 Forms** Forms ED1, 2, 3&amp;5</td>
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</table>

*See the Service Learning section of this Lab Manual.
**See Education section of this Lab Manual.

All of the forms you need are contained in this Lab Manual.
**Frequently Asked Questions About the Paperwork:**

Q. When is the paperwork due?  
A. You have one week from your first class to turn in all of your paperwork (including the TB test results) to the Lab Instructor either directly or via your professor.

Q. I just filled all this paperwork out last semester. Do I need to do it again?  
A. No. Only the Student Information Record front & back – and you only need to turn in one per semester even if you have several CDEC/TECA/EDUC classes.

Q. Where can I get my Affidavit notarized?  
A. There are notaries at all banks. Most will do it at no charge if you have an account there. Many of the check cashing businesses have notaries, as do many of the larger grocery stores. The Lab Instructor, Glenda Strange, is a Notary and she is usually at the Spring Creek Lab School.

Q. I turned all this in last semester. Do I need to do it all again?  
A. No. You only have to complete the front and back of the Student Information Record, form 1. You might, however, need a new TB test if the last one is over a year old.

**TB Testing**

If the chart shows that you need to get a TB test, you will need to do so **as soon as possible during the first week of classes** unless you have had a negative TB test within the past year. You can have this done at a doctor’s office or a clinic. It is usually a skin test, but a few people need a chest X-ray. If you have the skin test, you will need to remember that you will have to return to the clinic that did the test to have the results read within 48-72 hours of having the test. (If pregnant or suspect pregnancy, please see Q & A below.)

**Frequently Asked Questions About the TB (Tuberculosis) Test:**

Q. Why is TB testing required?  
A. Adults can be carriers of TB (and test positive for it) without having any noticeable symptoms. Young children are more susceptible to TB and can catch it from adult carriers. The disease is much more serious in young children. The county health department recommends annual testing to protect the children.

Q. How often do I need to get a TB Test?  
A. ANNUALLY.

Q. My doctor gave me the little postcard and says for me to just circle my results and that I don’t have to go back in 2 days. Can I just bring you the card?  
A. No – we cannot accept that. We must have a document from your physician’s office that states they have seen your test and what the results are. We want a photocopy (NOT the original!) of this document. It is your responsibility to keep the original for future use. We will not provide you with photocopies of your TB test results at any time.

Q. I am pregnant and do not have a current TB test and my doctor will not do one now.  
A. Talk to your professor immediately. We can work with you in situations such as this.
Some Area TB Test Sites:

Remember that the clinic must be open so you
can go back to get the results read in 2 days.

*Your Personal Physicians office or a Private Facility*
usually no need to see the doctor, just a nurse visit

*Care Now – www.carenow.com*

Allen
1218 W McDermott Dr.
Allen, TX 75013
(McDermott Dr. & Alma)
972-390-9000

Plano
3821 W Spring Creek Pkwy.
Plano, TX 75023
(Coit & Spring Creek)
972-599-0077

Garland
7145 N George Bush Frwy.,Garland, TX 75044
(Shiloh & George Bush)
972-530-1900

*Plano Medical Center Clinic*
2105 West Spring Creek Parkway, Suite A300, Plano
Corner of West Spring Creek & Custer
972-208-2900
Open extended hours, walk-ins welcome. Please call ahead for waiting times.

*PrimaCare www.primacare.com*
3304 Alma Drive
at Parker Road, Plano
972-424-6581
7227 Preston Road at
972-377-7878

5076 W. Plano Parkway
at Preston Road, West Plano
972-733-0095
1920 W. Eldorado Parkway
469-952-3737

Stonebrook Parkway, Frisco
at Central Exp., McKinney

*Minute Clinics*
Inside CVS Pharmacy

2101 W. Spring Creek Parkway
2101 W. Spring Creek Parkway
Plano, TX  75023
6761 Preston Rd.
Plano, TX  75024

*Collin County Health Care Services*
Collin Co. Health Care Building
825 N. Mc Donald St, McKinney
972-548-5500, Metro 972-424-1460, ext. 5500
TB tests are administered daily from 8-11am and 1-4pm on every day except Thursday.
No appointment is needed. Patient must return to the clinic within 48-72 hours for test results.

THIS IS NOT AN ENDORSEMENT OF ANY OF THE ABOVE FACILITIES.
YOU MAY CHOOSE OTHER SITES.
Criminal History Check

If the chart indicates that you need a Criminal History check, then you will need to complete the Criminal History and Central Registry Check Form #4 in this Lab Manual and take it to the Child Development Lab School at SCC. Next to the form are instructions for completing it. Follow these carefully.

You must take the Criminal History and Central Registry Check Form in person to the Spring Creek campus Lab School and show your ID (either your drivers license or a state-issued ID) at that time. This must be done before the end of the second week of classes.

Nametags

If your course requires labs at the Spring Creek Lab School, you will need a nametag in order to be in the presence of the children. The nametag indicates that you have fulfilled the requirements of Child Care Licensing and the policies of the Lab School. When all of your required paperwork is correctly completed, has been received at the Spring Creek Campus, has been processed and your professor has notified you, you will be issued a nametag. You can pick it up at the Spring Creek Lab School. At the Spring Creek Child Development Lab School you will be given a code to the security door keypad at the time that your nametag is issued.
FREQUENTLY ASKED QUESTIONS ABOUT THE NAMETAGS:

Q. When can I do my labs in the classroom
A. If you have a nametag from the previous semester, you may begin your labs in the classroom now using that name tag. When you are issued a nametag indicating that all of your paperwork was correctly completed and turned in. Prior to receiving your name tag, you will observe from the observation room.

Q. When will the nametags be ready?
A. Usually the third week of classes – provided all paperwork has been turned in properly. The paperwork takes about a week to process after it is received in the lab school. Nametags will be at the lab school, and a sign will be posted that they are ready.

Q. I have my nametag from last semester. Can I start my labs now?
A. Yes, unless your T.B. test has expired.

Q. What happens if I lose my nametag during the semester?
A. There is a $5.00 replacement fee, and it may take up to a week to replace. During that time, you must do your labs in the observation rooms.

Q. Can I do my labs in the classroom without a nametag?
A. No. There will be no temporary nametags issued. Without a nametag, labs must be done from the observation rooms, or outside the fence if the children are on the playground.
### HELPFUL CONTACTS

<table>
<thead>
<tr>
<th>Role</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Creek Lab School</td>
<td>972-881-5945</td>
</tr>
<tr>
<td><a href="mailto:scclabschool@collin.edu">scclabschool@collin.edu</a></td>
<td></td>
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<tr>
<td>Social and Behavioral Science Division Office</td>
<td>972-881-5800</td>
</tr>
<tr>
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<tr>
<td>Lab School Instructor</td>
<td>972-881-5944</td>
</tr>
<tr>
<td>Glenda Strange</td>
<td></td>
</tr>
<tr>
<td>Fax: ATTN: Glenda</td>
<td>972-881-5700</td>
</tr>
<tr>
<td><a href="mailto:gstrange@collin.edu">gstrange@collin.edu</a></td>
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<tr>
<td>Child Development/Education Full Time Professors</td>
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</tr>
<tr>
<td>Dr. Leda Cott</td>
<td>972-881-5983</td>
</tr>
<tr>
<td><a href="mailto:lcott@collin.edu">lcott@collin.edu</a></td>
<td></td>
</tr>
<tr>
<td>Sharon Hirschy</td>
<td>972-377-1005</td>
</tr>
<tr>
<td><a href="mailto:shirschy@collin.edu">shirschy@collin.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Elaine Wilkinson</td>
<td>972-881-5967</td>
</tr>
<tr>
<td>Academic Chair of Child Development/Education Department</td>
<td></td>
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<tr>
<td><a href="mailto:ewilkinson@collin.edu">ewilkinson@collin.edu</a></td>
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<td>Collin County Association for the Education of Young Children (CCAEYC)</td>
<td><a href="http://www.ccaeyc.org">www.ccaeyc.org</a></td>
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<td>National Association for the Education of Young Children (NAEYC)</td>
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<td>Kappa Delta Pi—Education Honor Society</td>
<td><a href="http://www.kdp.org">www.kdp.org</a></td>
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<td>Texas Department of Family and Protective Services</td>
<td><a href="http://www.dfps.state.tx.us">http://www.dfps.state.tx.us</a></td>
</tr>
<tr>
<td>Child Abuse Hotline</td>
<td>1-800-252-5400</td>
</tr>
<tr>
<td>Poison Control</td>
<td>1-800-222-1222</td>
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SECTION II

LABS
Each class (except for TECA 1354) requires 16 hours of labs per semester. Plan for at least one to two hours per week throughout the semester. You should keep in mind that there are 16 weeks in the semester and you should begin your labs right away, preferably the first week of classes. If you are employed at an approved lab site, you must do your labs when you are not working or responsible for any of the children.

Please be aware that any and all lab observation hours and lab assignments or lab projects and activities MUST be conducted at an approved lab observation site. There are two types of sites that have been approved as lab sites:

- **Labs at the Collin College Child Development Lab School**
  Child Development students may complete their lab observation hours/activities at the Spring Creek Child Development Lab School site at the Plano campus. The Director is Janet Galantay and the Assistant Director is Barbara Batista (see helpful contacts).

  If you are doing your labs at the Spring Creek Lab School, you will need to sign up for your lab time. The time you sign up for will be your scheduled lab time for the remainder of the semester. Make sure it is a time that will fit into your schedule. Lab sign up takes place at each of the Mandatory Lab Orientations. Anyone who has not signed up during one of the lab orientations will need special permission from the Academic Chair in order to sign up late.

  The lab school is open from 7:30 – 5:30, Monday through Friday. The lab school is closed to lab students while the children are napping from 12:30 – 2:30. The Spring Creek Lab School in Plano has children from 3 months to 5 years of age. They have observation rooms where you can watch and listen without being in the presence of the children.

- **Labs at an Approved off-campus lab site**
  The second type of site where Child Development students may complete their lab observation hours/activities is typically at a NAEYC (National Association for the Education of Young Children) Accredited center or preschool. To find a list of these centers and preschools, you must log on to the NAEYC Website at: www.naeyc.org. After logging on to the NAEYC home page, you will find the subtitle “Quick Clicks.” Under that subtitle you will find “Accredited Program Search.” Click on that link. Once there, you will be asked to enter your Zip Code. Enter the Zip Code nearest to where you want to do your labs and look for NAEYC accredited programs there. A list of approved off-campus sites is available from the Lab Instructor.

  You will need to get the permission of the off-site director and turn in a completed and signed Off-Campus Agreement Form #OC2. There is also a letter of introduction you can use. It is Form #OC1. You will need to get your professor or lab instructor’s signature on it prior to giving it to the director.
Frequently Asked Questions About Labs:

Q. When should I start doing my labs?
A. RIGHT AWAY! You can begin by doing observations in the observation rooms until you get your nametag.

Q. When can I sign up for labs?
A. The sign up sheets will be at each of the Mandatory Lab Orientations. Anyone who has not signed up for labs during this time will need special permission from the Academic Chair to sign up later.

Q. How important are the labs?
A. You cannot pass the class without completing the 16 hour lab requirement.

Q. What if I lose my Lab Hour Record Sheet?
A. You will have to re-do those hours. That sheet is the only valid proof that you were there.

Q. What if I leave my Lab Hour Record Sheet at home – can I still do my lab?
A. Yes. There are extra sheets at each lab school. Just attach all sheets together to turn in. Make a photo copy from time to time for safety.

Q. I forgot to get my lab sheet signed. Can the teacher just sign it next time?
A. No. Our teachers see a lot of lab students in a week. They can only sign at the time of your lab. They are not allowed to sign for any other time. Please do not even ask them.

Q. Will extra lab hours get me a better grade?
A. Check with the individual instructors about their extra lab/work policies.

Q. Under what circumstances should I not come to lab?
A. We do not want you to come if you have a contagious illness, including fever of 100 degrees or more. If you are mildly ill, you may do your lab in the observation room. After you have been on antibiotics for at least 24 hours, you may come in.

Q. What happens if I do my labs/observations at a site that is not "approved" by the Child Development and Education Department?
A. Your lab/observations will not qualify for the requirements of our courses.

Q. I’ve never worked with children; can I just do my labs in the observation room?
A. No. You are expected to be in the classrooms with the children unless you are mildly ill or are doing a lab that requires that you do a lot of writing.

Missed Labs
Lab time is scheduled as if it was class or work time, and the only excusable absence is for verifiable illness or emergency. Vacation and doctor’s appointments are not excusable and are not valid reasons for missing lab time. If you miss a lab, you will need to get permission to make it up. You will need to fill out the Permission to Make up Lab Time (Form #9) and have it signed by the Lab Instructor prior to scheduling the make-up time.

Please note:
Failure to complete all 16 lab observation hours/activities at one of the approved sites will result in failure of the course. Your lab observation site must be approved by the Lab Instructor before beginning observations. In rare instances, there may be a site listed on the NAEC list that does not currently have an agreement with the Collin Child Development/Education Department, for various reasons. Please make sure you have chosen an approved site before beginning your observations.
STUDENT GUIDELINES – CHILD DEVELOPMENT LAB SCHOOL

The laboratory portion of your preparation to become an early childhood professional will be completed in partnership with your instructor and with the staff of the Child Development Lab School. The Collin College Child Development Lab School will provide you with opportunities to facilitate what you are learning in the classroom through observation and participation in a model child development program. Failure to attend and to meet the expectations as outlined below will result in a failing grade.

You are required to sign up during one of the Mandatory Lab Orientations for a regularly scheduled lab time.

WHEN YOU ENTER THE LAB SCHOOL:
• Arrive at the lab school a few minutes before your scheduled time.
• Lock your personal belongings, including backpacks, purses, & cell phones in the lab school lockers – bring your own lock.
• Sign in at the front.
• Wear your student nametag at all times.

WHEN YOU ENTER THE CLASSROOM:
• First, stand quietly at the door.
• Enter the room with as little interruption as possible. Make eye contact or verbal contact with the classroom teachers to make them aware of your presence.
• Wash your hands immediately upon entering the classroom.
• Follow Developmentally Appropriate Practice (DAP) as specified by NAEYC. Bend your knees and get down to the children’s eye level.
• Let the children notice your presence and gradually approach you at their own pace.
• If you are going to be in the infant room at the Spring Creek Campus: bring socks, clean slippers, or wear the provided shoe covers (located outside the classroom door) and wear the provided smock while in the room (hanging by the classroom door).

You are responsible for calling and leaving a message if you are unable to attend lab at your regularly scheduled time. Please state your name, your class number, your instructor’s name, the Lab School classroom where you do your lab, and your scheduled time.

Spring Creek Campus Lab School – 972-881-5945

You can request permission to make up the missed lab by completing the “Request for Permission to Make-up Lab Time” form and submitting it to the Lab School for approval prior to the make-up time.

ANY VIOLATION OF PROFESSIONAL ETHICS OR CONFIDENTIALITY WILL RESULT IN DISCIPLINARY ACTION, WHICH MAY BE GROUNDS FOR DISMISSAL FROM THE PROGRAM.
You are required to conduct yourself in a professional manner at all times.

You are expected to:

- Complete all paperwork on time
- Schedule your lab time
- Come prepared; be aware of and focused upon your specific laboratory assignment. Any questions regarding your assignment should be discussed with your professor or with the Lab Instructor.
- Be present during your scheduled lab time unless you are ill (over 100.6 fever)
- Call the Lab School if you are going to miss your scheduled lab time
- Read, understand, and act in accordance with the NAEYC Code of Ethical Conduct*
- Pay particular attention to the maintenance of confidentiality:
  - Never discuss a child within that child’s presence, when other children are present, or in a classroom with an observation window
  - Confine your discussions of observed behaviors and events to the college classroom only
  - Discussions involving children, staff, and families must be limited to professional conversations in your coursework classroom, in order to prevent reinforcement of certain behaviors in children. Again, respect your ethical obligations as an observer.
- Limit communication with the families. If asked a question by a parent, lab students should refer all questions from parents to the classroom teacher
- Remember that personal conversations should take place away from the lab school, and profanity is absolutely prohibited
- Be responsible for maintaining documentation of your lab hours
- Conduct yourself in a manner so as to limit any possible disruption to the classroom. This allows you and other students to obtain data that is more realistic and accurate
- Leave all food and drinks in your locker (except for water)
- Use Universal Precautions. Always put on gloves when dealing with any bodily fluids. Comply with the posted hand-washing instructions.
- Dress appropriately (see dress code).
- Act in accordance with The Texas Department of Family and Protective Services Minimum Standards for Day Care Centers at all times. See www.dfps.state.tx.us
- Pay particular attention to the center’s emergency procedures and evacuation plans
- Remain calm in emergency situations and seek appropriate assistance
- Never be alone with a child for any reason, not even for a second
- Display an attitude that promotes the lab school as a multicultural and anti-biased environment in which all children and their families and all students and staff are valued for their unique contributions to our school.

We are confident that your lab school experiences will provide you with the essential elements necessary to your development as an early childhood professional.

* NAEYC Code of Ethical Conduct can be downloaded from www.NAEYC.org under ‘Position Papers’
SECTION III

FORMS FOR ALL CDEC, TECA & EDUCATION COURSES
STUDENT INFORMATION RECORD
Collin College Child Development / Education Program

PLEASE PRINT LEGIBLY

Please check: Fall ___ Spring ___ Summer I ___ Summer II ___ Summer III ___ Year ______

Check all that apply:
Service Learning _____ Education Student _____ On-Line Student _____ New Lab Student _____
Returning Lab Student _____ Semester _____ Year _____
Approved Off-Campus Lab Student _____

Note: ALL Students enrolled in any CDEC/TECA/EDUC class must turn in this form to the lab instructor by the second week of each semester. You only need to complete one set of forms regardless of how many classes you are taking. If turning in several forms, please staple them together with this one on top.

PERSONAL INFORMATION:

NAME: __________________________ ADDRESS: __________________________ HOME PHONE: __________________________
EMAIL ADDRESS: __________________________ DATE OF BIRTH: __________________________ CWID#: __________________________
EMPLOYER: __________________________ POSITION: __________________________ WORK PHONE: __________________________

LIST ALL CDEC / TECA / EDUC COURSES YOU ARE TAKING THIS SEMESTER:

<table>
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<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Instructor’s Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</tbody>
</table>

PERSON TO CONTACT IN CASE OF EMERGENCY:

NAME: __________________________ RELATIONSHIP: __________________________
PHONE (HOME): __________________________ PHONE (WORK): __________________________

ACCOMMODATIONS OR CONCERNS:

Are there any accommodations or concerns that we need to be aware of?

OFFICE USE ONLY:

Date received: __________________________ Paperwork Complete _____ Yes _____ No Forms Missing: __________________________
FORM #2

NAME ______________________

DISCIPLINE AND GUIDANCE POLICY & CONFIDENTIALITY AGREEMENT FOR STUDENTS
Collin College Child Development/Education Program

CONFIDENTIALITY AGREEMENT
As a lab student working with children and/or families at the Collin College Child Development Lab School or approved off-campus site, I will respect the confidentiality and privacy of each family member. I will discuss children's behavior out of hearing distance of all children, and I will not talk about the families, children, or staff inside of classrooms with observation rooms or outside of the course work classroom. I know that this is an ethical obligation of the lab student, and it is a requirement for my participation at the lab school and in an approved off-campus site.
Signed _______________________________ Date _______________________

DISCIPLINE AND GUIDANCE POLICY

- Discipline must be:
  - Individualized and consistent for each child;
  - Appropriate to the child’s level of understanding; and
  - Directed toward teaching the child acceptable behavior and self-control.

- A caregiver may only use positive methods of discipline and guidance that encourage self-esteem, self-control, and self-direction, which include at least the following:
  - Using praise and encouragement of good behavior instead of focusing only upon unacceptable behavior;
  - Reminding a child of behavior expectations daily by using clear, positive statements;
  - Redirecting behavior using positive statements; and
  - Using brief supervised separation from the group, when appropriate for the child’s age and development to keep the child and others safe.

- There must be no harsh, cruel, or unusual treatment of any child. The following types of discipline and guidance are prohibited:
  - Corporal punishment or threats of corporal punishment;
  - Punishment associated with food, naps, or toilet training;
  - Pinching, shaking, or biting a child;
  - Hitting a child with a hand or instrument;
  - Putting anything in or on a child’s mouth;
  - Humiliating, ridiculing, rejecting, or yelling at a child;
  - Subjecting a child to harsh, abusing, or profane language;
  - Placing a child in a locked or dark room, bathroom, or closed with the door closed; and
  - Requiring a child to remain silent or inactive for inappropriately long periods of time for the child’s age.

Texas Administrative Code, Title 40, Chapters 746 and 747, Subchapters L, Discipline and Guidance

My signature verifies I have read and received a copy of this discipline and guidance policy.
Signed _______________________________ Date _______________________
Form #3

STUDENT CONTRACT
Collin College Child Development/Education

I, ____________________________________________, as a student enrolled in the
following Child Development and Education course/s ________________________
__________________________________________________________
(Print Student Name)
(Print Course Name/s)

confirm that I have read, understand, and agree to abide by all policies, guidelines, and
procedures contained in the Lab Manual.

Please initial on the designated line after reading each statement:

_____ I understand that I am enrolled in a course/courses that include a Lab Section
(with the exception of TECA 1354, “Child Growth and Development”), and that I am
responsible for completing 16 hours of outside Lab/Observation in approved lab locations
ONLY.

_____ I understand that failure to complete lab work in an approved site, as designated by
the Lab Instructor, will render the work unacceptable for the course.

_____ I understand that any forgery whatsoever, by myself or others on the Lab Hour
Record form will result in a failing grade for the course.

_____ I certify that what is represented on the Lab Hour Record is a true and accurate
account of my lab observation/participation hours and any other representation will result
in a failing grade for the course.

_____ I understand that failure to turn in the Lab Hour Record on the designated due date
may result in a failing grade for the course.

_____ I have read and agree to the Student Guidelines.

Student signature: ___________________________ Date: ______________________

Please note: Each student will complete two copies: one to turn in to the Lab
Instructor, either via the professor or directly, and one copy to keep.
SECTION IV

EDUCATION

AND

SERVICE LEARNING
# FORMS NEEDED FOR EDUCATION/SERVICE LEARNING

<table>
<thead>
<tr>
<th>Course</th>
<th>Service Learning Forms Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TECA 1303 Family, School and Community</strong></td>
<td>Forms SL1, SL2 page 1 &amp; 2, SL3 and SL4</td>
</tr>
<tr>
<td></td>
<td>Student Information Record Form #1; Discipline &amp; Guidance/Confidentiality Form #2 and Student Contract Form #3</td>
</tr>
<tr>
<td><strong>CDEC 2304, Child Abuse and Neglect</strong></td>
<td>Forms SL1, SL2 page 1 &amp; 2, SL3 and SL4</td>
</tr>
<tr>
<td></td>
<td>Student Information Record Form #1; Discipline &amp; Guidance/Confidentiality Form #2 and Student Contract Form #3</td>
</tr>
<tr>
<td><strong>CDEC1359 Children with Special Needs</strong></td>
<td>Forms SL1, SL2 page 1 &amp; 2, SL3, and SL4</td>
</tr>
<tr>
<td><strong>CDEC2340 Instructional Techniques—Children with Special Needs</strong></td>
<td>Student Information Record Form #1; Discipline &amp; Guidance/Confidentiality Form #2 and Student Contract Form #3</td>
</tr>
<tr>
<td><strong>EDUCATION</strong></td>
<td>Forms ED1, ED2 page 1 &amp; 2, ED3, and ED5</td>
</tr>
<tr>
<td><strong>EDUC1301</strong></td>
<td>Student Information Record Form #1; Discipline &amp; Guidance/Confidentiality Form #2 and Student Contract Form #3</td>
</tr>
<tr>
<td><strong>EDUC2301</strong></td>
<td></td>
</tr>
</tbody>
</table>
**SERVICE LEARNING FORMS**

<table>
<thead>
<tr>
<th>SL1</th>
<th>Approval Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL2, pg. 1 and 2</td>
<td>Service Learning Agreement</td>
</tr>
<tr>
<td>SL3</td>
<td>Service Learning Hour Record</td>
</tr>
<tr>
<td>SL4</td>
<td>Hourly Journal Summary/End of Course Summary</td>
</tr>
</tbody>
</table>

**About Service Learning**

Service-Learning is a method through which students learn by doing….and serving others. It is used in the Child Development and Education Courses as a 16 hour lab experience. Explore the Collin website on Service Learning for the entire college at:  
[http://www.ccccd.edu/servicelearning/](http://www.ccccd.edu/servicelearning/)

**Service Learning in the Child Development and Education Department of Collin College**

- You will complete a minimum of 16 hours of service for EACH course that requires Service learning.
- It requires involvement with organizations that work directly with children and families.
- Placements for Family and Community and Child Abuse and Neglect classes must involve working directly with families or neglected/abused children. Tutoring or working with children that are not neglected/abused is not allowed.
- Placements for Special Education classes must involve working directly with children with special needs.
- Placements for Education classes must involve working in public school settings only.
- The experiences must be on a voluntary basis and not part of an ongoing job or elected position.
## EDUCATION FORMS

<table>
<thead>
<tr>
<th>ED1</th>
<th>Approval Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED2, pg. 1 and 2</td>
<td>Education Learning Agreement</td>
</tr>
<tr>
<td>ED3</td>
<td>Education Learning Hour Record</td>
</tr>
<tr>
<td>ED5</td>
<td>Journal Instructions</td>
</tr>
</tbody>
</table>
Steps to Service Learning/Education Checklist

1. Complete Forms #1 and #2 and turn them in to your professor if you have not completed them for another class THIS SEMESTER.

2. Identify an organization that can provide an experience that will meet the course objectives for the course you are taking. For example, if the organization offers tutoring and you are taking Family and the Community, it will not be a good fit. However, if it is a shelter for the Homeless or a Parent Education program it would be appropriate.

3. Contact the organization and identify yourself as a Collin College Service Learning student. See if they have openings for you and if they require criminal background checks or other orientations. Remember to apply early.

4. Complete Form SL1/ED1 “Approval Form for Service Learning for Child Development and Education Courses” and turn in to your professor or if unsure, ask your professor or Lab Instructor).

5. Complete Form SL2/ED2 page 1 and 2, Service Learning Agreement, HAVE the agency or school contact sign it and turn in to Professor BEFORE beginning your service learning.

6. Fill out the date, activity and times on Form SL3/ED3, Time Log. Have the site supervisor/teacher sign your time log EVERY time you go. If they do not sign it when you go, you will be required to redo that hour. Make multiple copies of your log every couple of weeks in case you lose a copy.

7. Complete a minimum of one- half page lab summary for EACH hour of lab. If you do 3 hours of lab at one time, write a 1 ½ page summary. When you complete your 16 hour service learning experience or education field based experience, write a reflective summary. Follow the outline on Form SL4, Journal Summary or Form ED5, “Journal Instructions for Education courses”.

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FORMS
FOR
EDUCATION
AND
SERVICE LEARNING
Approval Form for Service Learning for Child Development and Education Courses
(Your professor may request that this information be supplied by e-mail)

Date_____________Name____________________________________

Course _________________________ Day/Time/Online __________

I have contacted the following organization and they are willing to allow my placement. I also agree to meet my obligations I have made on dates and times.

Organization: ___________________________ Beginning Date____

Days/Times I will volunteer____________________________

Contact Person:_________________________ Telephone: _______

E-mail: _________________________________________________

Student Signature: ________________________________________

I approve this placement:

Professor’s Signature

__________________________________

NOTE: Keep a copy of this signed form and turn in with your final time log.
SERVICE-LEARNING/EDUCATION AGREEMENT

(This form is to be filled out AFTER securing your APPROVED field Placement)

Each service-learner will develop a learning plan that includes learning objective(s).

Writing Learning Objectives:

A learning objective must be quantifiable, clearly stated, and action-oriented. And in your service-learning project, it must be related to your coursework, course objectives and/or your professor’s instructions.

Learning objectives are written using action verbs such as:

Global: LIST, DEFINE, RECOGNIZE, IDENTIFY, DEMONSTRATE, DRAW
Specific: ANALYZE, WRITE, CONSTRUCT, SYNTHESIZE, COMPARE, CONTRAST, OBTAIN, DEVELOP, SOLVE

Examples of Learning Objectives:

1. “IDENTIFY five methods of assisting families who abuse and neglect their children.
2. “DEVELOP a care plan for a family of six supported by an annual income of $32,000 and caring for a child who has AIDS that demonstrates the impact of a long-term illness on financial planning”.
3. “COMPARE and CONTRAST the treatment and behavior of boys and girls in the classroom as it relates to gender equity”.
4. “CREATE a brochure that can be used by the agency to advertise its services to the community.”
5. “ANALYZE how agency funding is appropriated and where monetary resources come from.”
6. “DEVELOP a fund raising project to help the organization acquire more resources.”

Complete the following three learning objectives, get the back signed and return to lab instructor:

Learning Objective #1:

Learning Objective #2

Learning Objective #3
This form must be completed and signed by all parties BEFORE beginning Service Learning or Education Experiences!
Form# SL3
Or #ED3

Service Learning/Education Hour Record
Collin County Community College

One must be completed for EACH course requiring service learning/education field based experience!

<table>
<thead>
<tr>
<th>Student Name</th>
<th>____________________________________________________________________________</th>
<th>Semester</th>
<th>______________</th>
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<tbody>
<tr>
<td>EDUC/CDEC/TECA Course Name</td>
<td>EDUC/CDEC/TECA Course Number</td>
<td>Professor</td>
<td>____________________</td>
</tr>
<tr>
<td>Agency/Teacher Supervisor Name</td>
<td>Telephone Number:</td>
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<td>____________________</td>
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<tr>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>Total Time</th>
<th>For Observing Supervisor:</th>
<th>Short phrase of activity: Ex. Assisted teacher, filing, helped family find housing</th>
<th>Signature of Teacher/Agency Supervisor present during student service learning experience</th>
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</table>

Total Hours: ___________________

I certify that this is a true and accurate account of my service learning or education field based experience hours. Student’s Signature: ________________________________

A photocopy of this signed and completed form must be turned in to your Professor or Lab Instructor on the due date indicated on the course syllabus in order to receive credit for the course.

Photocopy as needed

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Service Learning Hourly Journal Summary

You will write one-half page for each hour of lab. If you did several hours at one time, you can combine your summary for the whole experience but there must be a minimum of one-half page for each hour, or 1 1/2 pages for a 3 hour lab experience. You will keep these summaries and turn them in according to your professor’s request. They must be typed, double-spaced and should address the following:

1. A summary of the activities you did.
2. Did the experiences address your objectives that you set at the beginning? How?
3. What were the positives and negatives of the experience?
4. What did you learn that you can apply to your education and later your professional work with children? (Even if it was negative, you can describe what you will not do).
5. How can you build on this experience next time?
6. In the event that your experience was limited, you can discuss the agency, family interactions you observed, how the agency helps the community, etc.

End of Course Reflective Summary

At the end of your experience you should complete a reflective summary. This summary must be a minimum of two typed pages and address the following:

- Summarize your experience briefly, including what you did and where
- Identify how you did or did not meet each objective that you set. (Be sure to include the objectives here).
- Discuss the impact this experience has had on you.
- Discuss what you have learned about teaching from this experience.
- Discuss what you know about yourself or the community as a result of this experience.
- Discuss any recommendations for making this experience a more valuable learning experience.
- At the end of the semester, you must turn in all of your Hourly Journal summaries and End-of-Course Reflective Summary.
Journal Instructions for Education Courses

You will need to devote 16 hours to your Field Based Experience. **For each hour, record your reflections in a journal.** Your journal must include the information listed below. Be sure to type, double space and use proper English grammar and write your responses in paragraph form:

- **First** (A description of the visit and the experience):

- **Second** (A subject specific critical analysis of the service):

- **Third** (A reflection of the experience):

**Reflective Summary**

Write a two page summary of your Field Based Experience. Include the following in your summary:

Discuss the impact this experience has had on you.
Discuss what you have learned about teaching from this experience.
Discuss what you know about yourself or the community as a result of this experience.
Discuss any recommendations for making this experience a more valuable learning experience.
SECTION IV

HELPFUL INFORMATION
Philosophy & Goals
Collin College Child Development Lab School

The Collin College Child Development Lab School program for children is primarily based on Piagetian cognitive developmental theory with emphasis on respecting children’s developmental stages. Children construct their own knowledge through interaction with the environment and other people. Assimilation and accommodation occur as children expand and add to their body of knowledge and repertoire of skills. Meaningful learning occurs when a child sets his/her own goals, seeks to answer his/her own questions, and solves real problems by freely experimenting and making mistakes. Thinking is more important than facts and “right answers.”

Learning takes place most readily through play in a social environment. Child-initiated activities rather than teacher-directed instruction are the norm. Children can make choices, follow their own interests, and complete projects while taking responsibility for their own actions. Interactions and exchanges among the children provide exposure to different viewpoints and opportunities for negotiations and decision-making.

Classroom and school rules are not generated by the teachers, but are created by the children when a need arises. The reasons for limits are then clearly articulated at a level the children can understand. The adults will impose and enforce limits when any behavior could result in harm, physical or emotional, to oneself, others, or damage to property. Any and all actions can be discussed on an individual basis or within the group to determine the potential risk of harm and to explore acceptable alternatives. Children are taught to use a problem-solving process to resolve disagreements without hitting or hurting, and without undue reliance on adults.

Genuine encouragement is provided for children who are developing independence, rather than undue praise or external awards such as stickers. Children’s positive self-concepts are nurtured by providing constructive feedback as they attempt new tasks and become confident about their abilities.

Multi-age grouping promotes a more family-like environment where children are engaged with others who may be at different stages developmentally. Size, coordination, motor skills, cognitive and language abilities are varied so that children can freely develop at their own individual paces, without undue comparisons. Cooperation, rather than competition, is encouraged. Peer tutoring and helping relationships are nurtured.

Each child has a primary caregiver who is the person most responsible for promoting the child’s sense of trust and belonging. This teacher will maintain relationships with the child’s family, initiate interpersonal contacts, and participate in conferences and home visits.
Goals

The major goals of the program include the following:

1. To promote the optimal development of each child’s potential, without limitations imposed by cultural stereotypes regarding sex, ethnicity, religion, different abilities or socio-economic status.
2. To promote each child’s independence, self-control, self-reliance, and sense of confidence based on intrinsic rewards.
3. To promote prosocial behaviors and effective interpersonal communication skills.
4. To support the positive development of each child’s self-concept as a unique and competent person.
5. To support both physical and emotional health by providing a safe and healthy environment, nutritious meals and snacks, and by modeling healthy choices and fostering coping skills.
6. To promote creative approaches to problem-solving and to support creative expression by individuals.
7. To support parent-child relationships and to collaborate with parents to make decisions about each child’s education.

CHILD DEVELOPMENT/EDUCATION PROGRAM

The Child Development/Education Program is an Exemplary Program as designated by the Texas Education Higher Education Coordinating Board. Our program is one of only five percent of programs in the state of Texas to have achieved this honor. Along with this status, the program is working on the national accreditation from the National Association for the Education of Young Children (NAEYC). Provided for you are the Standards and Supportive Skills that are included on every class syllabus in the department. We want you to understand the importance of these standards as you attend class.

THE STANDARDS

Standard 1: Promoting child development and learning
Standard 2: Building family and community relationships
Standard 3: Observing, documenting and assessing to support young children and families
Standard 4: Teaching and learning
Standard 5: Becoming a professional

THE SUPPORTIVE SKILLS

Supportive Skill 1: Self-assessment and self-advocacy
Supportive Skill 2: Mastering and applying foundational concepts from general education
Supportive Skill 3: Written and verbal communications skills
Supportive Skill 4: Making connections between prior knowledge/experience and new learning
Supportive Skill 5: Identifying and using professional resources.
HOW TO WRITE YOUR PHILOSOPHY OF EDUCATION

Your own philosophy of education is very important, because it provides focus and emphasis for your teaching. Working to communicate your philosophy helps you to become aware of your own goals and values, which prepares you to integrate them with the goals and values espoused by your district and your community. Your statement of philosophy is a description of your own goals and beliefs as a teacher. There is no “right” philosophy. Some fit into certain settings better than others. You will refine, augment, and develop your philosophy for the rest of your career. Usually it is not successful to “change” your whole philosophy to meet the expectations of someone else.

Below are some guidelines to keep in mind to produce a well-written, focused, and articulate statement of your philosophy.

Your philosophy should be no longer than two typed double-spaced pages. Somewhere in your statement of philosophy answer the following questions:

- What is the purpose of education? (What goals do you want your students to achieve?)
- What is the student’s role? (What are students’ responsibilities?)
- What is the teacher’s role?
- What is the teacher’s role as a bridge to the community? (optional)
- What is the teacher’s role in educational renewal and reform? (optional)

This statement of philosophy should reflect on your personal beliefs and experiences. Your philosophy will be influenced by the knowledge and experience you acquire as you proceed through your Child Development/Education program.

You may want to “try on” a metaphor to more clearly and vividly describe your philosophy. Growing plants, filling a pitcher, and molding clay are some common (but stereotypical) metaphorical vehicles. You may want to create a new one to avoid previous connections associated with these three. Successful use of a metaphor may depend on using a skill, hobby, or activity you have experience with and also on knowing when to step outside the metaphor and show a contrast (e.g., unlike a bicycle, education has more than two wheels)
## SAMPLE RESUME

**Glen P. Stewart**

**School Address:** 3413 Chestnut Street  
Philadelphia, PA 19104  
(215) 555-1234

**Home Address:** 15 Sea Mist Boulevard,  
Stone Harbor, NT  
(609) 555-9876

**PROFESSIONAL OBJECTIVE**

To obtain an English or language arts teaching position in middle or high school.

**EDUCATION**

**TEMPLE UNIVERSITY, Philadelphia, PA**  
Bachelor of Arts. Majors: Theater Arts and English; minor Education  
Graduated Cum laude May 1999

**OCEAN HIGH SCHOOL, Stone Harbor, NJ**  
Graduated June 1993

**EXPERIENCE**

**STUDENT TEACHER**  
Springfield High School  
Springfield, PA  
February-April, 1999

Taught ninth- and eleventh-grade English classes. Designed a thematic unit on “Heroes in Literature” and taught it to ninth grade. Taught Macbeth and SAT-vocabulary building skills to eleventh-graders. Conducted writing conferences for all students. Volunteered as assistant director for student production of The Glass Menagerie.

**LITERACY TUTOR**  
W. Philadelphia High School  
Philadelphia, PA  
September 1993-April 1995

Volunteered to help high school students and adults learn to read. Also assisted others in strengthening their reading abilities.

**LIFEGUARD**  
Stone Harbor, NJ  
Summers 1993-1994

Employed as lifeguard at town beach. Assisted in several rescues.

**SWIMMING INSTRUCTOR**  
Stone Harbor Y.M.C.A.  
Stone Harbor, NJ  
Summers, 1989-1992

Instructed several levels of swimmers, from beginner to advanced. Also instructed an advanced lifesaving course.

**ACTIVITIES**

*The Temple Players*  
September 1996-May 1997

Member of Temple University’s acting troupe that performed on campus and at other locations throughout the city. Acted in Long Day’s Journey into Night, One Flew over the Cuckoo’s Nest, and Waiting for Godot.

*References available on request*
SECTION VI

FORMS YOU MAY NEED
THROUGHOUT THE SEMESTER
**Activity Plan Form**

Note: You must complete this form and have it signed by the lab site classroom teacher before you can do the activity with the children.

Lab Site Classroom Teacher Signature

Name

Professor Course

Date Activity

Age of Children

Purpose/Goal of Activity:

Objectives: (descriptions of specific learning, in 5-7 words)

1. The child will be able to:

2. The child will be able to:

3. The child will be able to:

Materials Needed: (Be specific—you must provide materials or make sure the lab site has them available for you to use BEFORE the activity)

Time Needed for Activity:

Small Group Size: Location (table, outside, a center, etc.)

Procedure for activity: Include your setup, then a short transition into the activity, how you will introduce the activity and each step of what you will do. Include 2 or 3 open-ended questions you can ask the children during the activity.

Three books related to topic including title, author and publication date:

1.

2.

3.

*You MUST also include the following page, “Lab Site Teacher Activity Assessment”.*
Two follow-up activities:

1. 

2. 

**Lab Site Teacher Activity Assessment**

To be completed by the lab site classroom teacher who was present at the activity

<table>
<thead>
<tr>
<th>PLEASE CHECK THE MOST APPROPRIATE BOX FOR EACH AREA BELOW:</th>
<th>WEAK 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>STRONG 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student was prepared</td>
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<tr>
<td>Activity was age-appropriate</td>
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<tr>
<td>Student was on time</td>
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<tr>
<td>Children were involved and engaged</td>
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<td></td>
</tr>
<tr>
<td>Student asked children appropriate questions and conversed with children</td>
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<tr>
<td>Student provided transition into activity and introduced activity to children</td>
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<td></td>
</tr>
<tr>
<td>Student cleaned up after project was completed</td>
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</tr>
</tbody>
</table>

**Areas of Strength:**

**Areas of Improvement for Student:**

Date_______________ Lab Site Classroom Teacher Signature: __________________________
______________________________________________________________________________

---

**Student Activity Assessment** (To be completed by student AFTER activity)

How do you feel the activity went?

What would you do differently?
**End-of-Semester Student Evaluation**

Collin College

Child Development and Education

*(To be completed by the on-site teacher and returned to the Lab Instructor)*

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**Personal Qualities and Classroom Presence**

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Occasionally</th>
<th>Majority of Time</th>
<th>Always</th>
<th>Not Observed</th>
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<tr>
<td>Exhibits professionalism such as maintains confidentiality, no cell phones, minimal conversations with other students</td>
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<td>Maintains good eye contact, gets down to child’s level</td>
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<td>Speaks with a voice that is gentle, quiet, calm, and firm, sending messages that are direct and clear</td>
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<td>Has a clean, healthy, professional appearance and wears clothes appropriate to day’s work</td>
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<td>Listens carefully and respectfully</td>
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<td>Has a high tolerance for variety of noise and movement and does not expect order every moment</td>
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<td>Remains in control in challenging situations</td>
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<td>Enjoys children and expresses genuine interest in them</td>
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<td>Is willing to learn from children and/or teacher and follow their lead</td>
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<td>Uses positive statements</td>
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<td>Actively participates with children and/or teachers depending on the circumstance</td>
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<td>Sets consistent, realistic limits and focuses on the behaviors (not the child)</td>
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<td>Supports cultural differences</td>
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<tr>
<td>Encourages children to solve problems and do things for themselves</td>
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<tr>
<td>Observes and assesses children in an appropriate manner</td>
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**Comments:**

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Student’s Strengths:

Goals for the Student to Obtain:

Signed ________________________________  Date ________________

Position ________________________________
Form #3

Request for Permission to Make-up Lab Time
Collin College Child Development Lab School

Name __________________________ Date ____________

Missed Lab Date _________________ Time ____________

School Classroom ________________________

Student called to report absence prior to lab time: Yes____ No____

Reason for missed lab __________________________________________

_________________________________________________________________

This form must be signed by the Lab School Instructor and the Lab School Administrator
granting permission to make-up lab time before the lab time can be made up. Failure to do so
may result in loss of lab hour.

Make-up Lab Date ________________________________

Make-up Lab Time ________________________________

_________________________________________________________________

Approved (both signatures required)

Lab School Instructor ________________________________

Lab School Administrator ________________________________

_________________________________________________________________

Denied (only one signature necessary)

Reason ________________________________

Signed ________________________________

_________________________________________________________________

Photocopy as needed

46
FORMS
FOR LABS
AT APPROVED
OFF-CAMPUS SITES
To Whom It May Concern:

Please accept this letter as an introduction to my student, ___________________________________. This student is participating in a series of 16 hours of required lab observations as part of the requirements for a Child Development and Early Childhood course or a series of 16 field based hours required for an Education course and is under the direction of the faculty at Collin College.

My student will not disturb your classroom students or teachers, and will not be evaluating any teachers’ performance or student behavior. The student is simply here as part of his/her ongoing studies, and will benefit greatly from having first-hand experience in observing daily classroom routines and environments.

My student has been advised of issues regarding confidentiality, and will honor the confidentiality policies in place at your site.

Thank you for your support of my student, and please feel free to contact me with any questions or concerns you may have. My E-mail address is: ____________________________.

Sincerely,

__________________________

Child Development and Education Professor
Collin College
Form OC2

Learning Agreement for Off-Campus Lab Experiences
In Approved Centers and Schools
Collin College Child Development / Education Program

TO BE COMPLETED BY THE STUDENT:
Name of Student: ________________________________________________
Class # and Name:____________________________ Semester: ________________
Professor’s Name: ________________________________________________

THIS FORM MUST BE COMPLETED AND TURNED IN TO PRIOR TO STUDENT BEGINNING LABS.

TO BE COMPLETED BY THE DIRECTOR OF THE APPROVED SITE:
I, ____________________________________________, (director), agree to provide on-site supervision, to
verify the dates and times of lab experiences and to insure enforcement of state licensing
standards, our facility and program policies, standards of professional ethics, and the Child
Development and Education Program policies for students during the ___________ Semester,
___________ Year. In addition, I will notify the lab instructor and the Child Development and
Education Academic Chair of any violations by students or other concerns I may have
concerning the student’s professional conduct with children, families, and other staff members. I
will provide feedback to the instructor for the laboratory component of the course.

Approved Facility Name: ____________________________________________
Address: ___________________________________________________________________
Facility Phone Number: ___________________________ Fax: _______________________
Supervisor’s Printed Name: __________________________ Email: __________________

Supervisor’s Signature __________________________ Date ______________
Lab Instructor’s signature __________________________ Date ______________
Child Development and Education Academic Chair’s signature __________________________ Date ______________
FORMS FOR ON CAMPUS LABS
AFFIDAVIT FOR VOLUNTEER WITH COLLIN COLLEGE CHILD DEVELOPMENT LAB SCHOOL

To be signed in the presence of a Notary Public

PRINTED NAME _______________________________________

STATE OF _______________________________________

COUNTY OF _______________________________________

I swear or affirm under penalty of perjury that I do not now and I have not at any time, either as an adult or as a juvenile:

1. Been convicted of;
2. Pleaded guilty to (whether or not resulting in a conviction);
3. Plead nolo contendere or "no contest" to;
4. Admitted;
5. Had any judgment or order rendered against me (whether by default or otherwise);
6. Entered into any settlement of an action or claim of;
7. Had any license, certification, employment, or volunteer position suspended, revoked, terminated, or adversely affected because of;
8. Been diagnosed as having or have been treated for any mental or emotional condition arising from;
9. Resigned under threat of termination of employment or volunteerism for;
10. Had a report of child abuse or neglect made and substantiated against me for; or
11. Have any pending criminal charges against me in this or any other jurisdiction for;

Any conduct, matter, or thing (irrespective of formal name thereof) constituting or involving (whether under criminal or civil law of any jurisdiction);

1. Any felony;
2. Rape or other sexual assault;
3. Physical, sexual, emotional abuse and/or neglect of a minor;
4. Incest;
5. Exploitation, including sexual, of a minor;
6. Sexual misconduct with a minor;
7. Molestation of a child;
8. Lewdness or indecent exposure;
9. Assault, battery, or any violent offense involving a minor;
10. Obscene or pornographic literature, photographs, or videos;
11. Any act that is not a crime but is punishable by law;
12. Any type of child abduction; or,
13. Similar or related conduct, matters, or things.

Except the following (list all incidents, locations, description, and date) (if none, write NONE):

________________________________________________________________________________________________________

___________________________________________________________________________________________

________________________________________________________________________________________________________

The failure or refusal of the applicant to sign or provide the affidavit constitutes good cause for refusal to accept the applicant.

Signed: ___________________________ Date: ___________________________

Subscribed and sworn to (or affirmed) before me this _________ day of _____________

Signature of notary officer: _______________________________________

53
Form #2

CRIMINAL HISTORY AND CENTRAL REGISTRY CHECK
Collin College
Child Development / Education
(To be completed in presence of Lab School Administration ONLY.)

Q. How often do I need to fill out the Criminal History Form?
A. This is required every two years.

Q. When and where do I fill out the Criminal History Form?
A. You must bring this completed form into the Lab School at either the Spring Creek Campus and you must bring your driver’s license or a State-issued ID. No other ID is acceptable. You must come in person.

Q. How do I fill out the Criminal History Form?
A. PRINT in Blue or Black INK only. Do not use abbreviations. For example, write your entire middle name, no initials; if you live on Main Street, write out ‘Street,’ not ‘St.’
Fill in every section. Make sure it is legible.

If this is the first time you have completed this form, check the box “Initial.”
If we have previously done a background check on you, check the box, “24 Month Check.”
In the box asking about your Relationship, check the box marked “Volunteer.”
Leave the “Date Hired” box empty.

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<thead>
<tr>
<th>Initial</th>
<th>24 Month Check</th>
<th>FBI Check Required</th>
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<tbody>
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Social Security Number

<table>
<thead>
<tr>
<th>First Name</th>
<th>Middle Name</th>
<th>Last Name</th>
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</table>

Street Address

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>Zip</th>
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County

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<tr>
<th>Telephone No. (A/C)</th>
<th>Date of Birth</th>
<th>Gender</th>
<th>M</th>
<th>F</th>
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You must list all other cities in Texas where there has been residency. If you lived outside of Texas in the previous 5 years you must also list previous address(es) outside of Texas, including the county:

<table>
<thead>
<tr>
<th>Relationship of person to requestor</th>
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<tr>
<td>Adoptive Parent</td>
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<td>Caregiver</td>
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<tr>
<td>Director</td>
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<tr>
<td>Staff</td>
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<td>Foster parent</td>
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<td>Household Member</td>
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<tr>
<td>Other Staff</td>
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<tr>
<td>Licensed Administrator</td>
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<tr>
<td>Volunteer</td>
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<tr>
<td>Other</td>
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</table>

Date Hired /Used by the Operation/Agency

<table>
<thead>
<tr>
<th>Ethnicity (must accompany race)</th>
<th>Race</th>
<th>White</th>
<th>Asian/Pacific Islander</th>
<th>Black</th>
<th>American Indian/Alaskan</th>
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<tr>
<td>Hispanic</td>
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<td>Other</td>
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Other names used (married, maiden, etc.)

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<tr>
<th>First Name</th>
<th>Middle Name</th>
<th>Last Name</th>
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54
**Lab Hour Record Sheet**
Collin College Child Development and TECA

Student Name ________________________________________________________________
Semester/Year _______________________________

CDEC/TECA Course Name & Number ____________________________________________
Professor __________________________________

Students: You must have a separate Lab Hour Record Sheet for EACH Child Development/Education course in which you are enrolled.

Please photocopy one of these sheets for EACH class in which you are enrolled PRIOR to using.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>Total Time</th>
<th>Lab #</th>
<th>Yes Observing Teacher: Student was on time</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
<th>For Observing Teacher: Student was prepared</th>
<th>Yes</th>
<th>No</th>
<th>For Observing Teacher: Student interacted with children</th>
<th>Yes</th>
<th>No</th>
<th>Signature of Classroom Teacher</th>
<th>Present at Student Observation</th>
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Total Hours: Lab Instructor's Signature: ____________________________

Total Hours: Lab Instructor's Signature: ____________________________

Total Hours: Lab Instructor's Signature: ____________________________

Total Hours: Lab Instructor's Signature: ____________________________

Total Hours: Lab Instructor's Signature: ____________________________

I certify that this is a true and accurate account of my lab hours:

Student's Signature: _____________________________________________

This signed and completed form must be turned in to the Lab Instructor on the due date indicated on the course syllabus in order to receive credit for the course.

Photocopy as needed
Lab Hour Record Sheet (Extra Copy)
Collin College Child Development and TECA

Student Name: ___________________________  Semester/Year: ___________________________

CDEC/TECA Course Name & Number: __________________________  Professor: ___________________________

Students: You must have a separate Lab Hour Record Sheet for EACH Child Development/Education course in which you are enrolled.

Please photocopy one of these sheets for EACH class in which you are enrolled PRIOR to using.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>Total Time</th>
<th>Lab #</th>
<th>For Observing Teacher:</th>
<th>For Observing Teacher:</th>
<th>For Observing Teacher:</th>
<th>Signature of Classroom Teacher Present at Student Observation</th>
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<td></td>
<td>Yes  No</td>
<td>Yes  No</td>
<td>Yes  No</td>
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</table>

Total Hours: Lab Instructor’s Signature:

Total Hours: Lab Instructor’s Signature:

Total Hours: Lab Instructor’s Signature:

Total Hours: Lab Instructor’s Signature:

Total Hours: Lab Instructor’s Signature:

Total Hours: Lab Instructor’s Signature:

I certify that this is a true and accurate account of my lab hours:

Student's Signature: ________________________________________

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Photocopy as needed