

MISSION STATEMENT

LIBERAL ARTS AND SCIENCES DIVISION

To provide education to develop knowledge and skills that improve employment potential, academic preparation, and quality of life.

EARLY CHILDHOOD EDUCATION

Provide academically and technically prepared early childhood professionals for employment in the greater Milwaukee community. Program faculty members and graduates are advocates for high-quality early childhood education.

This handbook applies to all students in the Early Childhood Education Program at MATC. The faculty looks forward to working with you and answering your questions regarding your journey in the academic field of Early Childhood Education.



EARLY CHILDHOOD EDUCATION PROGRAM HANDBOOK

Required for: **CHILDD-148 Foundations of Early Childhood Education**

Effective November 2010

The policies reflected in this handbook are effective for all Early Childhood Education Program students as of November 2010 and supersede all policies contained in previous Early Childhood Education handbooks. Each successive revision to this handbook will be dated and will supersede all previous versions. In every case, it is the digital version of this handbook that will be the basis for determining which policies are currently in effect, as amendments may not always appear in printed versions in a timely fashion. The invalidity of any one policy in this handbook will not render invalid the other policies it contains, or those of MATC.

The purpose of this handbook is to provide Early Childhood Education (ECE) program students with the information they need to successfully navigate through our program. It is primarily a collection of policies all ECE students are expected to know and follow. In general, the policies are divided between those that affect the classroom experience, those that affect the clinical experience and those that relate to both. This book also contains information about other important features of the program, such as class offerings, advising, contact information and special needs information. Some information may not appear in this handbook, but may appear in other handbooks and resources available to all MATC students. If you have questions that are not answered by the information in this book, or wish to clarify a policy it contains, please contact any full-time ECE instructor. The faculty and staff of the Early Childhood Education Program wish you all the best during your journey here at MATC!



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Handbook Developers/Writers: Patti Kielpinski and Douglas Udell, Instructors, Early Childhood Education

Additional Project Input from: Early Childhood Education Faculty

Editors: Patti Kielpinski and Douglas Udell

Book Design: W.a. Schmidt Graphic Services • www.waschmidtgraphics.com

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MATC is an Affirmative Action/Equal Opportunity Institution and complies with all requirements of the Americans With Disabilities Act.

EARLY CHILDHOOD EDUCATION

Program Handbook

REQUIRED TEXT FOR:

**CHILDD-148 Foundations of Early Childhood Education
and all Early Childhood Education students**



TABLE OF CONTENTS

ABOUT THIS HANDBOOK	2	CHANGING CLINICAL SITES	31
CONTACT INFORMATION	5	Request for Changes	31
EARLY CHILDHOOD CURRICULUM	6	Termination of a Clinical Placement	31
PROGRAM GOALS	6	SPECIAL NEEDS ACCOMMODATIONS	32
STUDENT ACADEMIC ADVISING	7	PERFORMANCE STANDARDS	34
PROGRAM COURSE WORK	9	Physical Performance Standards	34
ADVANCED STANDING	11	Cognitive/Mental Factors	36
ACADEMIC DISHONESTY	14	Environmental Factors	37
ACADEMIC PERFORMANCE	16	GRADE APPEAL PROCEDURE	38
STUDENT DRESS CODE	17	STUDENT GRADE APPEAL FORM	38
STUDENT CONDUCT	18		
Code of Conduct	18		
Bringing Children to Class	18		
Handheld Electronic Devices	19		
ATTENDANCE	20		
WITHDRAWAL / REINSTATEMENTS	20		
HEALTH REQUIREMENTS	21		
HEALTH EXAM AND TB TEST	21		
CRIMINAL BACKGROUND CHECK	21		
PRACTICUM	23		
Practicum 1 CHILDD – 174	25		
Practicum 2 CHILDD – 192	25		
Practicum 3 CHILDD – 197	25		
Practicum 4 CHILDD – 199	25		
CLINICAL PLACEMENTS - PRACTICUM PARTNERSHIPS	26		
REQUESTING A CLINICAL PLACEMENT	27		
Compensation	27		
Transportation to the Clinical Site	28		
Absences from the Clinical Site	28		
Work Placement for Practicum Credit	30		

FACULTY AND STAFF

Patricia McFarland Advisor	H226	414-297-7748	mcfarlap@matc.edu
Patti Kielpinski Advisor	H226	414-297-7747	kielpinp@matc.edu
Douglas Udell Advisor	H226	414-297-7755	udell@matc.edu
David Espinoza Advisor	H226	414-297-6273	espinozd@matc.matc
Toshiba Adams Advisor	H226	414-297-7749	adamst3@matc.edu
Yvette Ardis Advisor	H226	414-297-8834	ardisy@matc.edu
Otilio Leon Advisor	West Allis	414-456-5318	leono@matc.edu
Isabel Coriano	H215		coriano@matc.edu
Meg Gleason	H215		gleasonm@matc.edu
Karen Helminiak	H215		helminik@matc.edu
Virginia Hayes	H215		hayesv@matc.edu
Rodney McLain Program Counselor	S209	414-297-7081	mclainr@matc.edu
Dr. Wilma L. Bonaparte Associate Dean	104F West Allis M222	414-456-5325	bonaparw@matc.edu
Lamonte Blades Educational Assistant	H215	414-297-8060	bladesl@matc.edu



EARLY CHILDHOOD EDUCATION CURRICULUM

Early Childhood Education is an associate degree program designed to provide you with the necessary skills and knowledge to pursue a career in early childhood education. Job opportunities as an early childhood teacher are available in child care, in Head Start as an assistant teacher, or in public schools, usually as a paraprofessional or teacher's aide (including as part of an exceptional education setting). Graduates of the Early Childhood Education Program will have earned 69 credits at the associate degree level. The program offers a comprehensive course of study, including health care and nutrition, literature and language arts, creative activities, communication skills and supervised experience in licensed child care centers.

Program requirements include the completion of four practicum experiences, which are the heart of the Early Childhood Education Program. The first practicum requires 48 hours of placement in a licensed child care center. This practicum also includes several group observations occurring in a range of early childhood settings. The remaining three practicums each require 96 hours of placement in a licensed child care center. Over the course of these four practicums, students will eventually work with young children of all ages, from birth to at least six years. All placements are arranged by the Practicum Placement Coordinator. Prior to the start of each semester, students are given a list of available centers, from which they may express a preference. Students may also express a preference for a particular age of children or the setting's location. The time frame for all placements (known as clinicals) will occur between Monday and Friday, primarily during morning hours. We are unable to place or supervise students during the evenings or weekends. The vast majority of the program's placements occur in an urban setting, typically one that in some way will reflect the natural diversity of the Milwaukee area.

Students with sufficient work experience have options to reduce the number of practicums they are required to take, although as of this writing, the minimum requirement is 5,000 hours (2.5 years) of prior experience as either a lead or assistant teacher (not "floaters") in a licensed setting, all 5,000 hours focused on either infant/toddler or preschool aged children. The only practicums available for this kind of advanced standing are Practicum 2 and Practicum 3 (see page 11).

Early Childhood Education Program courses are offered in a variety of formats and time frames: face-to-face, online, blended, accelerated, during the day, during the evenings and on weekends. Reflecting the urban nature of MATC, instruction in the Early Childhood Education program reflects a multicultural perspective in which students benefit from working with people of diverse backgrounds.

PROGRAM GOALS

Early Childhood Education is an associate degree program designed to provide the necessary skills and knowledge for a career in early childhood education. The MATC Early Childhood Education Program believes in the importance of play as a primary approach for children to use while learning. Our program also adheres to the concept of Developmentally Appropriate Practice

(DAP), as endorsed by the National Association for the Education of Young Children (NAEYC). DAP is not a specific curriculum model, but rather an educational philosophy based on more than 100 years of research and theory about young children and their development. Developmentally appropriate practices are age appropriate, individually appropriate and culturally appropriate, and result from the process of professionals making decisions about the well-being and education of children based on at least four important types of information or knowledge:

1. The teacher of young children is ethical, professional and committed to lifelong learning.
2. The teacher of young children has a broad background of experiences and knowledge of children's development.
3. The teacher is committed to nurturing curiosity, initiative and resourcefulness in children.
4. The daily program in child care centers is planned so the schedule and activities are developmentally appropriate.

The room and the activity areas are arranged to encourage children's movement, allowing children to be active learners and to promote their learning through first-hand experiences with objects and materials in the environment. Children have the freedom to choose, make many decisions and have enough equipment so they are not standing, waiting for turns to use supplies and/or equipment. Children learn through play, therefore the schedule will include large blocks of time for developmentally appropriate play, which is both child-initiated and teacher-supported. Classroom teachers recognize that children's play provides children opportunities to interact with others, create and solve problems, express and control emotions, practice acquired skills and attempt more challenging tasks.

STUDENT ACADEMIC ADVISING

During academic advising, each Early Childhood Education student meets with a full-time early childhood education faculty member to review the student's program requirements. Students can find their advisor's name and contact information on their program plan, accessible through INFOline at matc.edu. Log into matc.edu, then INFOline, look under Academic Profile, choose Program Plan. If you are given a choice of program plans, look for the one that says Early Childhood Education. Your plan should identify your advisor on the first page. Your advisor should be one of our full-time faculty members. Look at the list provided earlier in this handbook (page 5). The first seven faculty members are identified as advisors. Is your advisor one of them? If yes, good. You're set to go. If not, is it Rodney McClain? If so, you probably need to change advisors — provided you are not on academic alert, in which case Rodney McClain should be your advisor. If the advisor shown is not from our program, make sure your Program Plan identifies you as an Early Childhood Education student. If it does, then you need a new advisor (to change advisors, see page 8). If you are not an Early Childhood Education student but wish to be, contact Rodney McClain (see page 8).



Graduates of the MATC Early Childhood Education Program are creative, collaborative leaders in the classroom and advocates for all children and families in the larger community.



How does a student change his or her advisor?

Contact Donald Kenner in Room M242 (414-297-6779).

What if a student doesn't have an advisor?

Contact Donald Kenner in Room M242 (414-297-6779).

What if a student wishes to enroll in the ECE program?

This is a great question because students are NOT eligible for academic program advising until they are enrolled in the Early Childhood Education Program. To enroll, please contact Rodney McLain at 414-297-7081 or McLainR@matc.edu.

Early Childhood Education academic advisors are also our full-time faculty. This assures accurate and efficient advising. To meet your graduation goals, it is important to meet with an academic advisor every semester. Advising usually begins about six to seven weeks before the end of each semester. Students can come to group advising times, scheduled during Advising Week, or make an individual appointment with their assigned advisor. While meeting with an advisor, you should arrive with a current copy of your Program Plan. Using this document, you and your advisor will complete an Advising Plan, and fill out any necessary forms. Using this Advising Plan, you are then free to enroll in the sections that best suit your schedule. We strongly recommend that you do not take classes out of order, (except when recommended by your advisor) as this often causes problems. Again, your advisor can alert you to the best choices. Also, it is critical that you SAVE all your advising documents from semester to semester. This is the responsibility of every student.

Speaking of enrolling, it's very important that all students register for classes as soon as they can, as enrolling in a course will secure a place in that course, allowing students to meet their graduation goals. Further, early enrollment helps assure the course will not be canceled due to low enrollment. Many students don't realize the decision to cancel a course due to low enrollment is typically made two weeks before the start of classes. When too many students wait until the last minute to register for classes, it can cause unnecessary course cancellations and frustration for the students who did enroll, as well as for the students who wished the course hadn't been canceled. Also, Practicum 2, 3 and 4 require you to enroll a minimum of two weeks in advance (and also submit a request for a clinical placement two weeks in advance), otherwise you cannot take these courses. You'll find more information on this topic elsewhere in this handbook.

PROGRAM COURSE WORK

Early Childhood Education A.A.S. Degree Statewide Curriculum

Early Childhood Education (10-307-10.2)

COURSE	COURSE TITLE	CREDITS	
SEMESTER 1			
1	307-148	ECE: Foundations of Early Childhood Education	3
1	307-151	ECE: Infant & Toddler Development	3
1	307-178	ECE: Art, Music, & Language Arts	3
1	307-167	ECE: Health, Safety, & Nutrition	3
1	307-174	ECE: Practicum 1	3
1		General Studies Course	3
		Credits	18
SEMESTER 2			
2	307-194	ECE: Math, Science, & Social Studies	3
2	307-179	ECE: Child Development	3
2	307-188	ECE: Guiding Children's Behavior	3
2	307-192	ECE: Practicum 2	3
2		ECE: General Studies Course	3
2		General Studies Course	3
		Credits	18
SEMESTER 3			
3	307-166	ECE: Curriculum Planning	3
3	307-187	ECE: Children with Differing Abilities	3
3	307-195	ECE: Family and Community Relationships	3
3	307-197	ECE: Practicum 3	3
3		General Studies Course	3
3		General Studies Course	3
		Credits	18
SEMESTER 4			
4	307-198	ECE: Administering an Early Childhood Education Program	3
4	307-199	ECE: Practicum 4	3
4		ECE: General Studies Course	3
4		ECE: General Studies Course	3
		Elective	3
		Credits	15
		Total Credits	69

SAVE ALL YOUR GRADED WORK

Homework is part of any course you take in the Early Childhood Education Program. We ask students to save all their returned and graded homework until after graduation for two important reasons:

1. Those papers are the only evidence you have that you received the grades you did. Should an instructor fail to enter a grade or enter an incorrect grade, you have a simple way to correct the situation. That is as long as you saved your work. No papers = no proof.
2. If you plan to graduate from our program, you will be taking a class in your last semester where you will be asked to create a Technical Skills Assessment (TSA) portfolio that could include work from any of the classes you have already taken in our program, including assignments from this class. Even assignments that received low grades can be revised for use in the TSA portfolio. We suggest keeping a filing box for all your old coursework. Early Childhood Education instructors will save graded work they were unable to return to you from the previous semester, perhaps for a few weeks into the start of the new semester. After that, some instructors may throw those assignments away. It is especially important to retrieve any unreturned Practicum assignments at the beginning of each new semester.



ADVANCED STANDING

Advanced Standing is the term MATC uses to describe the process of getting credit for prior experiences. For example, if you attended a different college before MATC, your credits don't automatically transfer until Advanced Standing forms are filled out, filed and approved. If successful, you will get "Advanced Standing," meaning your previous college credit will then appear on our transcripts. Some Advanced Standing is completed upon entry to the college. Some of it occurs after a student is admitted to the MATC Early Childhood Education Program. The key is to understand that it is not automatic. Early Childhood Education Program students may apply for advanced standing based upon previous coursework in high school, college or work experience. Advanced Standing is almost always handled through an advisor and is not a process students can carry out on their own.

An important question many students have is whether their work experience can be turned into Advanced Standing for a practicum. The answer is: It depends. First, students are never given a "get-out-of-practicum" card. Students who qualify to receive Advanced Standing for a particular practicum class will have met certain requirements described below. The next step is for these students to enroll in what's known as a capstone course (this may change soon). These capstone courses substitute for the required practicum courses. While taking a capstone course, the student will assemble a portfolio/resume that demonstrates how the student has met the competencies contained in the practicum course. Once the capstone course is successfully completed, the student can apply for Advanced Standing. If Advanced Standing is granted, the student will not need to take a practicum. This is a complicated process, so any students interested in this option should meet with their advisor.

Requirements: As of this writing, a program student taking a capstone course to obtain advanced standing must have 5,000 hours of documented work experience as a lead or assistant teacher (not a "floater") in a licensed center or acceptable public school setting. All 5,000 hours must be devoted to one of the following age ranges: infant/toddler (birth to 36 months) or preschool. Each capstone course is dedicated to one of these two age ranges. It is expected that the new courses designed to replace these capstone courses will also each be dedicated to the same age ranges. Students who want to get advanced standing for a second practicum must have an additional 5,000 hours in the age range not covered by their first substitute course. This means a student wishing to get advanced standing for two practicums must have 5,000 hours with infants/toddlers and an additional 5000 hours with preschoolers, all in an appropriate setting, as a lead or assistant teacher.

How does a student verify his or her 5,000 hours of work experience (or other training)?

Beginning with the spring semester of 2011, all documentation of work experience and outside training (meaning outside of MATC) must be processed through The Registry* (<http://www.t-net.org/>). Once processed, the student may print the appropriate documents from the Registry website. During advising, these documents may then be used to determine

potential course eligibility or eligibility for other advanced standing. These same documents are also used as part of a professional portfolio/resume that is constructed as part of the requirements of either capstone course. If at the end of the capstone course the portfolio is approved, advanced standing is then possible.

NOTE: Advanced standing is never automatic. Once a student has passed the capstone course, the student should make an appointment with his or her advisor to complete and process the advanced standing forms. This generally cannot happen until grades are posted for the course.

** The Registry is the statewide repository that documents training and experience for all of Wisconsin's early childhood professionals (<http://www.t-net.org/>). Beginning in the spring semester of 2011, MATC advisors and/or instructors will no longer accept or process certificates or other evidence of training. All documentation that comes from outside MATC must first be processed through the Registry. Through arrangements with the Registry, our advisors will be able to verify the accuracy of such documents.*

Which practicums can I get Advanced Standing for? Are there any other rules regarding this?

Most students will be required to take all four practicums, but students who have received Advanced Standing for one or two of the first three practicums will not need to take every practicum class in order to graduate.

Condition #1: A student cannot graduate from the Early Childhood Program without taking at least two practicum classes.

Condition #2: Advanced standing is never given for Practicum 4. All students take Practicum 4.

Condition #3: Advanced standing for Practicum 1 is only given for students who have a CDA and have the appropriate WMELS training.

Condition #4: During the course of the practicums, students must be placed with both infants/toddlers and preschool-aged children. Whenever possible, we prefer students to get experience with three age ranges: infants, toddlers and preschoolers.

Therefore, it is possible to get advanced standing for Practicum 2, Practicum 3 and/or sometimes for Practicum 1, but never for Practicum 4 and never for more than two of these three courses. Our program is currently using capstone courses (CHILDD-101 and -102) as the two substitute courses for Practicum 2 and Practicum 3, but this will change when new courses are released in Fall 2011 or Spring 2012. Once this change occurs, it is likely that the capstone courses will remain for use by credential students, while the new courses will be dedicated to Early Childhood Education associate degree students who want to get advanced standing for prior work experience.





ACADEMIC DISHONESTY

Academic Dishonesty includes, but is not limited to: cheating, collaborating with another without the approval of an instructor, plagiarizing, stealing the work of another, falsifying records of work, and assisting another student in any of the above conduct or falsely representing oneself as an employee/agent of MATC.

1. Acts of Academic Dishonesty are prohibited, and any student found to have committed such an act should be subject to an Academic Response and/or Disciplinary Sanction.
2. The instructor shall notify the Director of Student Life if the instructor believes that a student who is not currently enrolled in his or her course committed an act of Academic Dishonesty. The Director of Student Life shall proceed in a fashion consistent with the Statement of Student Rights and Responsibilities.
3. If the instructor believes that an act of Academic Dishonesty occurred, the instructor must contact the student against whom the charge was made and schedule an initial conference, where practical, within 10 school days. The instructor must conduct an initial conference. If no further action is necessary, the issue could be dropped.
4. The instructor shall inform the student of the general facts or conduct upon which the allegation was based and the date, time, and place of the initial conference. The notice shall be served upon the student in accordance with Section A(8) and shall be accompanied by a copy of the Procedures Governing Academic Dishonesty. If the student refuses to attend the initial conferences, the instructor may take any action consistent with Section A(2-3).
5. At the conference, the instructor shall review with the student the evidence against the student, the evidence and arguments presented by the student in his or her defense, and the possibility of imposing an Academic Response or referring the matter to the Director of Student Life for the possible imposition of disciplinary sanction.
6. After considering the oral and written information available to the instructor, and recognizing that no two cases are exactly the same, the instructor may take any one or a combination of the following actions:
 - a. Reduce the grade received by the student for the project or examination.
 - b. Remove the student from the course without assignment of a grade.
(i.e., W or Withdrawal)
 - c. Assign a failing grade for the course.
 - d. Reprimand the student in writing.
 - e. Drop the charge.

In the interest of guaranteeing the broadest range of freedom to each member of the college community, MATC has established a Student Code of Conduct.



7. If the instructor believes that the student did not commit an act of Academic Dishonesty, he or she should so inform the student in writing, and convey a copy of the letter to the Director of Student Life.

8. If the instructor believes that the student did not commit an act of Academic Dishonesty, he or she shall inform that student in writing, and convey a copy to the Director of Student Life. The letter shall include:

- a. In the discretion of the instructor, a general explanation of the facts on which the instructor based his or her conclusions.
- b. The Academic Response imposed.
- c. Further action on the case, if any, which the instructor recommends to the Director of Student Life.
- d. Notice that the decision may be appealed to the Academic Review committee, which must be done within 10 school days after notice is received.

9. The director of Student Life shall review all Academic Response letters received from instructors to determine if further action is appropriate. If the instructor believes that the student should be considered for more serious Disciplinary Sanctions, the instructor may request that the Director of Student Life will undertake any such review in accordance with the Statement of Student Rights and Responsibilities.

The student may appeal the decision of the instructor to the Academic Review Committee. The student must submit the appeal in writing to the chairperson (Director of Student Life) of the Academic Review Committee within seven school days of service of notice of the decision of the instructor. While the appeal is pending, the Academic Response will be stayed and no grade assigned for the course. If the student does not file an appeal within seven school days of service of notice of the decision of the instructor, the instructor's decision shall become final.

When this action is taken, the student cannot withdraw from the course.

ACADEMIC PERFORMANCE

All students entering or re-entering the MATC Early Childhood Education associate degree program as of fall 1996 are required to earn a grade of C or better in all program courses in order to graduate from our program, and obtain a Grade Point Average (GPA) of 2.0 or better. A grade of C- or lower in any program course requires the student to retake that course, assuming he or she plans to graduate from the Early Childhood Education Program. A grade of C- or lower in other courses, such as General Education (Gen Ed) courses, does not necessarily require the student to retake the course, though it may be advisable to do so, especially if the student hopes to transfer to a four-year college.

Further, in situations where a student is assigned a grade of C- or lower, neither the program plan nor the transcript will indicate that the course should be retaken. Our program students are expected to know this policy and take appropriate action. Unfortunately, students who do not retake courses will not discover they are barred from graduating until they apply for graduation, a step that occurs in the last semester a student attends our program. To recap: A student will graduate from the associate degree program only when a grade of C or higher is earned in all program courses and the student has earned minimally a 2.0 G.P.A.

The following are some situations under which students will not be allowed to continue in the Early Childhood Education program:

1. Receiving an unsatisfactory grade in the same program course twice.
2. Withdrawing from the same program course twice.
3. A combination of a withdrawal and an unsatisfactory grade in the same program course twice.
4. Academic dishonesty (Refer to the previous section titled Academic Dishonesty).
5. A permanent bar on the student's Criminal Background Check (described elsewhere in this handbook). In certain cases, other types of bars may result in a student not being allowed to continue in the Early Childhood Education program.
6. Failing to promptly report to the Paralegal and Petition Office any activity that could affect the status of the student's Criminal Background Check.
7. Being involved in a serious situation that adversely affects the well-being of the children or staff at a practicum site or observational site. Examples include, but are not limited to: Child abuse or neglect; dangerous or threatening behavior; intoxication of any kind; getting into heated conflicts with other adults at the placement site; failure to adequately and safely supervise children at a level appropriate for the practicum course in which the student is enrolled.





What if I tried the same course twice but either didn't pass or withdrew? I want to take it a third time. Is there anything I can do?

Students who would like to enroll in a program course a third time should speak to their advisor so a petition can be generated asking for permission to do so. The program might allow a student to enroll in a course a third time under certain conditions, but we typically do not permit students to take any practicum course more than twice, especially in situations where during the second try the student either did not pass that course or was unlikely to have passed — due to academic or on-site performance. Practicum courses require the time and energy of many people, several of whom are volunteering. We are careful not to abuse their patience or generosity.

What if I enroll in a program course for the third time, but never filed a petition or asked permission from the Early Childhood Education program to do so?

Once discovered, you'll be dropped from the course by the instructor. Instructor-initiated withdrawals do not allow for any refund. You can also be dropped from the program.

STUDENT DRESS CODE

Early Childhood Education students placed in a practicum site are expected to dress appropriately and professionally to facilitate a positive impression on parents and center employees. Dressing sloppily sends a poor message about your degree of professionalism. A certain degree of modesty is required. Pants or tops that are cut too low, or clothing with provocative logos, are both examples of clothing that is counterproductive, inappropriate and immodest. Another goal is to facilitate positive interactions with children. Easy-care clothing is important, as paint spills and other stains are to be expected. Any clothing that restricts movement or physical interactions with the children should not be worn. Jewelry and accessories that dangle are often a danger to the student wearing them, especially around (but not limited to) infants and toddlers. Important: Many early childhood settings have their own dress code policies. When placed in any early childhood setting, MATC students are expected to follow the policies of the setting, even if those policies are more restrictive than those of the MATC ECE program or our campus child care centers. For example, a center may have a "no jeans" policy, which is not true for the MATC ECE program. Even so, students placed in such a center must follow that center's dress code. This same principle — that the policy of the clinical site, even when more restrictive, must be honored — also applies to policies outside the realm of dress codes, such as cell phone or tobacco use.

STUDENT CONDUCT

Milwaukee Area Technical College strives to maintain a community that values academic excellence, institutional integrity, justice, equity and diversity. Such an environment is essential in fostering the intellectual growth and personal development of all students. In the interest of guaranteeing the broadest range of freedom to each member of the college community, MATC has established a Student Code of Conduct. This code is designed to provide basic guidelines to advance the educational mission of the college.

All students at MATC have access to the Student Code of Conduct. Copies are available through the Student Life offices and Student Senate offices at all campuses. The Student Code of Conduct is also distributed at all new-student orientations.

To maintain a college environment of integrity and justice, the MATC Student Code of Conduct applies to conduct that occurs on college property, and to conduct which occurs elsewhere during the course of a related function. Conduct away from college property may also be subject to disciplinary action, provided that the conduct adversely affects the college and/or the pursuit of its objectives.

Students in the Early Childhood Education program are expected to behave in a mature and professional manner during all MATC on-campus and off-campus class activities. When in a practicum, MATC classroom or off-campus class activities, students who develop conditions or behaviors that may jeopardize the health and safety of children or fellow students can be asked to leave or removed. Further, such students can be removed from their practicum placement and may be dismissed from the program. The decision to remove a student from a practicum placement may be made by any of the following: A representative of the site where the student is placed, the supervising instructor, the Practicum Placement Coordinator, the Associate Dean for Early Childhood Education and/or the Paralegal and Petition Office (where Criminal Background Checks are processed).

Examples of appropriate and mature behavior are: being prompt; being attentive and courteous; being prepared for all class sessions and clinical experiences; having assignments completed; having clinical activities prepared and approved by the cooperating teacher well before implementing them with children; bringing textbooks, paper, pens and other supplies to each class session; sitting in a comfortable and professional manner.

Examples of inappropriate and immature behavior include: vulgar language or gestures; sleeping in class; inappropriate sexual or sexualized behavior; threatening language or gestures; inattentiveness that may result in poor or unsafe supervision of children; unpreparedness, especially at a clinical placement; failure to follow the policies outlined in this handbook.



BRINGING CHILDREN TO CLASS

Unless specifically asked to do so, students may not bring children to MATC during class hours, including having children wait somewhere else on campus while the student attends class.

HANDHELD ELECTRONIC DEVICES

Handheld electronic devices (such as cell phones, pagers, Blackberries, iPhones, etc.) may not be used during class unless prior permission has been obtained from the instructor — usually given only for extenuating circumstances. If an outside emergency situation occurs that requires a student to be reached, a public safety officer can be sent to notify that student. The public safety department can be contacted by at 414-297-6588. Students should notify family members of their class schedule and the public safety department phone number, and post this information where family members can find it easily.

Laptops may be used by instructor permission only, but permission can be permanently revoked if the computer is being used for outside purposes, such as email, using Facebook, gaming, etc. Students who ask for permission to use a laptop are expected to allow an instructor reasonable access to their computer to see if inappropriate use is occurring, when an instructor requests permission to do so. This access should not include access to the entire contents of the computer, rather anything on the computer's desktop or anything could be easily called onto the computer's desktop. Students who refuse — or who take action to hide evidence of inappropriate use — surrender their use of the computer and will be asked to stow the device. Students who are uncomfortable with this condition have the right to keep their laptops stowed during class time.

Handheld devices are never allowed during practicum hours and must be turned off and stowed prior to the start of each day's placement hours. Some centers may allow students to use such devices during break time, but in each case, students are expected to follow that center's policy for use and obtain permission prior to using the device. Permission should be obtained from a representative of the center who has supervisory responsibility (e.g., a director, assistant director, etc.). Again, regardless of center policy, all MATC ECE students must turn off and stow all handheld devices during those times they are meant to be working with children.

Cameras and video recorders, and those handheld devices that are capable of doing so, require additional special treatment. First, under no circumstances is an MATC ECE student allowed to take photographs/videos of a clinical site without getting prior written permission from an appropriate representative of the site. This is especially true when children are present, as this may violate the law. However, the policy applies to empty classrooms as well. Permission will usually need to be obtained from someone in an administrative position, such as the director of the site. The cooperating teacher should also be informed, but again, written permission needs to come from a person in an administrative position. In most cases where a student intends to take photographs/videos, the student should also notify his or her supervising instructor as well. It's best to do this before speaking to the center so the supervising instructor can adequately field inquiries from the site.

ATTENDANCE

Students are expected to attend all lectures, observations and practicum sessions. Faculty will take attendance. Consistent attendance is necessary if students plan to complete the courses with satisfactory or higher grades. The MATC attendance policy is noted on each course syllabus receipt form signed by students when syllabi are distributed at the beginning of class.

WITHDRAWAL / REINSTATEMENTS

1. Withdrawing — known as dropping — any class should be considered only after consultation with the instructor. Students are encouraged to seek this assistance. If dropping a class seems to be in the best interest of the student, the student should use the MATC Drop Policy.
2. Students withdrawn from the Early Childhood Education program for any reason are urged to use MATC's counseling services.
3. Readmittance into the Early Childhood Program must go through the Program Counselor and Instructional Chairperson.
4. Students who drop out of the program for more than one semester must reapply to the Early Childhood Education program through the program counselor.
5. Students who have been out of the Early Childhood Education associate degree program for three years or more, and who are seeking readmission/enrollment in the program, must submit in writing to the associate dean for the Early Childhood Education program why they desire to be considered for reinstatement.
6. Reinstatement is not guaranteed or automatic. It is based on past behavioral and academic performance as well as space available. It is part of a process that cannot be accomplished immediately, as only a limited number of spaces are available each semester. It is the responsibility of the student to reapply in a timely fashion if reinstatement is desired.
7. When any student is readmitted to the program, a probationary period of at least one semester will apply. Specific criteria will be provided in writing to the student and the length of the probation period will be specified.
8. Instructors can also withdraw (or drop) students according to the policies reflected in each course syllabus and/or according to the policies established by MATC and the Wisconsin Technical College System.
9. Regardless of who initiates the withdrawal, withdrawals usually appear on the program plan and college transcripts as a "W" and are considered an attempt to take the course (all program courses can be attempted only twice).



Discipline or guidance of young children is neither one technique nor a set of rules. Guidance begins with an adult who cares deeply about and respects children.

HEALTH REQUIREMENTS —

HEALTH EXAM AND TB TEST

To be in compliance with the DCF 250 and 251 licensing rules for family and group centers and other requirements, a correctly completed health form must be on file at MATC (in Room M240) at least two weeks prior to start of practicums 1, 2, 3 and 4. Forms can be downloaded from matc.edu. Instructions for obtaining forms are also located in any Early Childhood Education program syllabus, and at the end of the section in this handbook titled "Criminal Background Check." The forms include a section for TB testing. This also must be correctly completed and on file at least two weeks prior to the start of any practicum. Health exams are good for a three-year period; TB tests are good only for one year. *Students should retain a photocopy of this form.*

If these forms are not on file and up to date at least two weeks prior to the start of practicums 1, 2, 3, and 4 — meaning the student is out of compliance — that student will be refused a clinical placement. Students who have already begun a clinical experience and whose health forms expire or are not up to date will be pulled from their existing clinical sites. If a student is found out of compliance for either health form, the student may be dropped from his or her practicum and clinical site. MATC will not reimburse students for any associated costs as a result, including tuition. MATC does not reimburse students for any costs related to the physical exam/TB test or subsequent physical conditions or illnesses relating to the practicum.

CRIMINAL BACKGROUND CHECK (CBC)

Each student is required to complete and submit background information disclosure forms to comply with the updated Wisconsin Caregiver Background Check law. These forms can be submitted to the Paralegal and Petition Office in Room M240. The cost of the Criminal Background Check (CBC) is currently part of the course fee for CHILDD-151, and as of this writing covers the cost of all subsequent CBCs (this may change). Once approved, the CBC is good for one year. Please note: students in the Early Childhood Education program must complete and submit a CBC, regardless of whether or not they have completed a similar form at their place of employment. In other words, MATC runs its own checks and will not accept the results of a CBC from another institution.

For students who have never had a CBC or need to renew their CBC, forms must be submitted several weeks prior to the start of any practicum. In fact, we recommend submitting CBC forms at the close of the previous semester to assure enough processing time.

IMPORTANT: MATC is not responsible for notifying individual students when their CBC is about to expire, although the college may try to do so as a courtesy.

To obtain a clinical placement for a practicum class, a student's CBC must be cleared by two weeks before the start of the class. Students should expect three weeks processing time to assure their CBC will be cleared in time. Students who fail to submit or renew their CBC forms in a timely fashion (five weeks prior to the start of Practicum 2, 3 or 4) will not be placed and will be dropped from their practicum course and clinical site. Students who are pulled from a clinical site due to an expiration of the CBC may not miss more than six hours of practicum 1 (one morning), or 12 hours of practicum 2, 3 or 4 (two mornings or one six-hour day — either way amounts to one week of practicum). If a student exceeds this limit, he or she will be dropped from the practicum class and the clinical site. We strongly urge students to keep a close watch on the expiration times of their CBC and Health forms. MATC will not reimburse students for any associated costs — including tuition — for failing to submit or renew CBC forms in a timely fashion.

Students whose Criminal Background Check results in the student being barred from working with young children may not enroll or continue to stay enrolled in any practicum class. Further, that student cannot be placed or remain at a clinical site. MATC will not reimburse such students for any associated costs as a result, including tuition. If at some future time the bar is removed, the student may enroll in practicum classes, but the student must first be readmitted to the program. Students with a permanent bar must leave the Early Childhood Education program. If their status changes, they may reapply to the program. Students can be refused a clinical placement, removed from a clinical placement, be removed from a practicum class and/or be removed from the Early Childhood Education program if they fail to properly disclose all required information on their Criminal Background Check, or if they fail to notify the paralegal in charge of Criminal Background Checks of any changes that would affect a currently filed Criminal Background Check (such as recent arrests occurring after the CBC was submitted). MATC will not reimburse students for any associated costs as a result, including tuition.

As of this writing, the paralegal in charge of Criminal Background Checks is Yolanda Smith in the Paralegal and Petition Office, Room M240 (414-297-7498).

To obtain the Criminal Background Check (CBC) online, do the following:

1. Go to matc.edu
2. Click on Prospective Students
3. Look under Enroll/Register
4. Click on Pursuing a Degree or Diploma
5. Click on Program Forms (Just under the MATC Heading)
6. Click on Criminal Background Checks.
7. Print, complete and turn the form in to Yolanda Smith, Room M240.
Call 414-297-7498 if you have any questions.





PRACTICUMS

Most ECE students must complete four practicum classes to graduate from the program, but some students may need to complete only two or three (see “Advanced Standing”). Before enrolling in any practicum, students must satisfactorily complete all prerquisite courses. (For example, Practicum 2 cannot be taken until all first semester classes are completed.) Practicum classes must be completed one at a time, in numerical order (students take Practicum 1 before taking Practicum 2, and so on).

The following conditions apply to all practicums:

- They must be taken in numerical order: 1, 2, 3, and 4
- Only one practicum may be taken in any semester
- One practicum placement must take place in an MATC child care center
- One practicum placement must be with children under the age of 36 months
- One practicum placement must be with preschool-age children

See the Advanced Standing section of this handbook for information about how advanced standing relates to practicum classes.

Definitions Concerning Practicum Classes:

PRACTICUMS: Three-credit classes in which students are placed in early childhood settings where they gain practical experience (commonly known as student teaching). This portion is known as the clinical. Practicum classes also contain a lecture component called seminar, usually meeting once each week or every other week. Students are required to consistently attend both their clinicals and their seminars in order to pass the class. Attendance is a high priority.

CLINICALS: This is the portion of a practicum class that takes place at the actual placement site, also known as the clinical site or the practicum site. This portion of the class is sometimes known as the clinical experience or the practicum experience. In short, students are placed in an early childhood setting — such as a child care center — and this is called their clinical.

SEMINARS: This is the portion of a practicum class in which students enrolled in practicum meet as a group in an MATC classroom for lecture/discussion, usually once a week. Again, it is a requirement that all students attend every seminar for their practicum class, as well as attending all clinicals.

COOPERATING TEACHERS: While at their clinical site, students are placed with a cooperating teacher, an employee of the center who teaches in the classroom where the student is assigned. The goal is for the cooperating teacher and the student to form a one-on-one, mentor/mentee relationship designed to build skills and guide experience.

SUPERVISING INSTRUCTOR: During clinical, the supervising instructor — always an MATC instructor, and typically the instructor for the practicum course — will visit each student to observe, confer and provide guidance about interactions, activities, planning or anything else related to the teaching experience. The supervising instructor will also regularly communicate with the cooperating teacher to gain further insight into student performance. Often this includes a short conference as part of each site observation. Supervising instructors typically want to know if the student is attending regularly, arriving on time, bringing planned activities and lesson plans, getting prior approval for these activities before implementation, and engaging in positive interactions with children and parents. Another area of interest is whether the student is adding to the center’s classroom experience or becoming a burden to the center. Supervising instructors can implement individualized learning plans for students whenever such plans would result in deeper learning. For Practicum 1, supervising instructors may be able to visit/observe only once or twice. For Practicums 2, 3 and 4, supervising instructors will visit/observe at least three times.



Practicum experiences are student teaching opportunities in the Early Childhood community.

PRACTICUM 1

CHILDD-174 (48 hours of documented attendance at the clinical site required)

In this three-credit practicum course, the student will learn about and apply the course competencies in an actual child care setting. Course competencies include: document children's behavior; explore the standards for quality early childhood education; explore strategies that support diversity and anti-bias perspectives; implement activities developed by the co-op teacher/instructor; demonstrate professional behaviors; practice care-giving routines as curriculum; practice positive interpersonal skills with children and with adults. The clinical portion of this course requires 48 hours of documented attendance at the clinical site. The clinical portion of Practicum 1 is split into two types of experience. Eight weeks of this clinical experience involves each student being placed at a clinical site — one morning per week, three hours each morning — for an introductory experience working with young children. Typically the practicum experience occurs halfway through the semester. The remaining weeks during the clinical portion of the course are spent doing group observations in a variety of carefully selected early childhood settings. During group observations, the entire class visits a single site while under the supervision of the practicum instructor. Attendance is mandatory for each observation. Students are responsible for any transportation involved with getting to each observation site. Due to its reduced time period, the MATC supervising instructor will be able to visit/observe only once or twice during the clinical portion of this practicum.

PRACTICUM 2

CHILDD-192 (96 hours of documented attendance at the clinical site required)

In this three-credit practicum course, the student will learn about and apply the course competencies in an actual child care setting. The course competencies include: identify children's growth and development; maintain the standards for quality early childhood education; practice strategies that support diversity and anti-bias perspectives; implement student 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 with adults. For Practicum 2, the MATC supervising instructor will visit/observe at least three times during the clinical portion of this practicum.

PRACTICUM 3

CHILDD-197 (96 hours of documented attendance at the clinical site required)

In this three-credit practicum course, the student will learn about and apply the course competencies in an actual child care setting. The course competencies include: 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; provide a developmentally appropriate environment; facilitate positive guidance strategies; evaluate one's own professional behaviors and practices; lead care-giving routines as curriculum; utilize positive interpersonal skills with children and with adults. For Practicum 3, the MATC supervising instructor will visit/observe at least three times during the clinical portion of this practicum.

PRACTICUM 4

CHILDD-199 (96 hours of documented attendance at the clinical site required)

In this three-credit practicum course, the student will learn about and apply the course competencies in an actual child care setting. This is the final practicum and it is recommended that students take this practicum close to their graduation date. Course competencies include: analyze children's growth and development based on assessment; integrate strategies that support diversity and anti-bias perspectives; promote professional behaviors and practices; implement meaningful curriculum; create respectful, reciprocal relationships; evaluate early childhood education programs for quality; explore professional options in early childhood education. For Practicum 4, the MATC supervising instructor will visit/observe at least three times during the clinical portion of this practicum.

CLINICAL PLACEMENTS— PRACTICUM PARTNERSHIPS

According to NAEYC Guidelines for the Preparation of Early Childhood Professionals, "...field-experience placements are expected to reflect the best possible current practices in early childhood education." To this end, the MATC Early Childhood Education program partners with a number of high-quality clinical sites. When requesting a clinical placement, students are provided an application that includes a shorter list of potential sites (usually three to five choices) from which students may express a preference. Students may also select a preference for age.

Following is a representative sample of these clinical sites:

- Alverno Child Care Center
- Child Development Center of St. Joseph
- Educare Center
- Grandma's House Child Care Centers
- Guardian Angels Child Care Center
- Nurturing Nook Child Care Center
- Penfield Children's Center
- Starms Early Childhood Public School

MATC ECE students should be aware that in nearly all cases, a cooperating teacher has graciously volunteered her or his time and energy to make the clinical experience possible. Early childhood teachers rarely receive any kind of extra compensation for their effort to help new or beginning teachers improve their craft. We hope our students will approach their clinical experience with an appropriate mix of excitement, humility and gratitude. By the same token, cooperating teachers are grateful to have a positive experience with our students, especially any student who shows solid effort.

Cooperating teachers understand how intimidating the clinical experience can sometimes be, and realize that mistakes are part of the growth process. In fact, they love nothing more than to see a student blossom while under their guidance. Conversely, cooperating teachers do not want to be saddled with a student who comes ill-prepared, has issues with attendance and punctuality, and/or who doesn't learn from mistakes. In any early childhood setting, the children come first, certainly not a student who is wasting people's time.



REQUESTING A CLINICAL PLACEMENT

Students must apply for a clinical site. This is a separate process from enrolling in a practicum class and unless both processes are completed, no clinical placement will be made. This means no student can be placed at a clinical site unless the student is actively enrolled in the correct practicum course, and no student will be placed who does not fill out and submit an application for placement in a timely fashion.

The application for clinical placement will include a set of clinical sites (usually 3-5) from which students can express a preference. Although students may express a preference from the list provided, the final choice will be made by the Practicum Placement Coordinator in conjunction with the practicum instructor.

Placement applications should be submitted six weeks prior to the start of practicum. We recommend submitting these forms before the close of the preceding semester — the same time most students should be checking to see if their CBC and health forms (including the TB test) will remain valid during any practicum classes in the next semester. If the application for clinical placement is submitted within this time frame, the ECE Placement Coordinator will make every attempt to place each student at an approved clinical site by two weeks prior to the start of the practicum class.

Students may not submit an application for clinical placement later than two weeks before the start of the practicum class associated with that placement, and if enrolled, may not stay enrolled in the practicum class.

Should a delay in placing a student at a clinical site occur, and should that delay result in the student missing clinical hours, the student must make up those hours in order to pass the practicum course (see Absences from the Clinical Site). If the cause of the delay was due to the student's actions, and if that delay means the student cannot start his or her clinical until after two weeks after the start of the practicum class, the student can be dropped from practicum.

Students who are dropped from the practicum course for other reasons (financial aid, failure to make a tuition payment, etc.) will not be placed until enrollment is reinstated. This may also cause a delay in placement, and the same conditions as above may apply. A reasonable effort will be made to work with and place students affected by such a situation, but each student will be handled on a case-by-case basis. Unfortunately, it may not be possible to place certain students in this situation.

The placement form also gathers information about previous placements, ensuring that students have a variety of experiences. All students must gain direct experience working with infants, toddlers and preschool children over the course of the four practicum courses.

COMPENSATION

Students may not be compensated by the center during clinical placements, unless the student is doing a work placement (see Work Placement at a Clinical Site for definition and restrictions).

Also, students who are not doing a work placement may never be left unsupervised at a clinical site while such students are with children, nor may such students be counted in the teacher/child ratios.

TRANSPORTATION TO THE PRACTICUM

ECE students are required to provide their own transportation to the observation sites and/or practicum sites. For students who do not own a vehicle, a reasonable effort will be made to place those students at a clinical site located on or near a bus route. Students who need this consideration should indicate this need on their practicum placement application. An inability to get to and from an observation or clinical site (and consistently arrive on time) will be considered cause for being dropped from the practicum. Students are responsible for any expenses relating to transportation to and from their practicum experience, including observation sites.

ABSENCES FROM THE CLINICAL SITE

Students are expected to attend all assigned sessions at their clinical site, as well as all seminar classes. Clinical sites volunteer their time and service, and the children at those sites require consistency in the adults who care for them. Issues with attendance adversely affect both of these relationships, which is one reason the Early Childhood Education program places such a strong emphasis on consistent attendance during clinical hours. This emphasis also mirrors the conditions of the workplace, where the same expectations apply.

When an illness or other emergency occurs, it may be necessary for certain students to be absent. It is essential in these situations that these students behave professionally, just as any employer would expect from an employee. The following guidelines reflect this:

- Regarding illnesses, the Early Childhood Education program adheres to DCF 251/DCF 250. No student with symptoms of serious illness or a communicable disease transmitted through normal contact reportable under ch. DHS 145 which presents a safety or health risk to children may be in contact with the children in care.
- Students who are experiencing an emotional crisis that would impair their ability to interact professionally with young children/staff should not attend, and take all necessary action to resolve the crisis, control its impact or withdraw from the course.
- Students with other documented medical conditions that require absence should follow the advice of their health care provider.
- A student who — for health or other reasons — is asked by a representative of his or her clinical site to leave the clinical site, should do so in a professional manner. The student should then contact his or her supervising instructor, whether or not the request to leave was just for the day or permanently.

Students who know they will be absent are required to contact their clinical site well before the



students' scheduled start time. In addition, the student will contact the supervising instructor well before the assigned start time of that day's clinical. When making contact, an absent student should provide her or his full name, the date, the reason for the absence, and the expected return date. There should never be any doubt at the clinical site or in the mind of the MA TC supervising instructor as to whether or not a student will be attending any day of clinical practice. Failure to contact both the clinical site and the supervising instructor can result in serious consequences, including but not limited to the lowering of the final grade for the course and/or termination of placement. (Termination of placement can result in a grade of U for the course.)

When illness prevents attendance at a clinical site, students must make up those missed hours. In some semesters, there may be built-in "make up" days. Students may use these make up days for this purpose, or may make arrangements with the clinical site for alternative hours, as long as the following requirements are met:

- The hours must be done during the same time period as the assigned hours (for example, a student who normally comes in on Wednesday from 9-11:55 must make up his or her hours during the same time slot on a different day).
- The student must be placed in the same classroom with the same group of children.
- The student must also contact the MA TC supervising instructor and provide information regarding when the make up hours will be completed.
- Students who miss their arranged make up hours must contact the clinical placement prior to the start of those hours. The same guidelines for absences described above apply to this situation.
- Students are responsible for making sure their made up hours are documented on the appropriate attendance sheet or by some other acceptable means.

Further:

- Students who have certain contagious diseases, such as strep throat, lice or impetigo, may return to their clinical placement after treatment has begun and an appropriate time period has passed (contact your health care provider or the health department for further information). The clinical site may need documentation.
- Students with herpetic cold sores may work, but must carefully practice appropriate personal hygiene and avoid contact that might put children at risk for infection. However, the clinical site may still ask the student to leave, and the student will comply and do so in a professional manner.

Regardless of cause, students who are unable to maintain consistent attendance — either because of periods of sustained absence or from a pattern of scattered absences — can have their clinical placement terminated, as this places an undue burden on the clinical site. This is true no matter what the reason(s) for the absences.

WORK PLACEMENTS AT A CLINICAL SITE

Students employed by a center may, if certain conditions are met, use their work site as their clinical site for a single practicum among the four required. Further, such students may receive compensation during these hours (though this is a matter between the student and the employer). To use a work site as a clinical site, the following conditions must be met:

- The work site must be licensed (DCF or DPI) and the classroom must only serve children aged birth to eight years.
- If working in a public school, the student must be a paraprofessional (or similar position) working with children younger than 6 years (first grade or higher is not possible).
- The student must be employed as a teacher, assistant teacher, or in the case of a DPI licensed school, a paraprofessional; not as a "floater," substitute or some similar position.
- The student must be a full-time employee who has worked in his/her current position for three months in a single classroom.
- The student's employer must allow the student to do his or her placement during the scheduled clinical hours.
- We strongly recommend that the student's clinical hours should be spent in a different classroom from the one in which the student works. In other words, the student switches rooms with another employee. Experience shows this provides the best learning opportunity.
- If the student cannot change classrooms at his or her workplace during the clinical hours, the student may be asked to complete a work placement project that requires changes be made to the classroom environment. The student may also be asked to provide documentation of changes, such as "before and after" photographs signed by the director/supervisor at the site. If such changes are not possible (for example, the director/supervisor/lead teacher refuses to allow such changes to the classroom environment, or doesn't want to sign the photographs or allow them to be taken), the student may not use his/her workplace as a clinical site. An example of the kinds of changes that might be required could be the following: First the student is asked to do an environmental assessment, such as the ECERS or using the WMELS format. From the results of the assessment, areas for improvement are identified. These then become the focus of the changes.



CHANGING CLINICAL SITES

REQUEST FOR CHANGES

In certain circumstances, a student may request a change of clinical site. The student should first discuss his or her concerns with the supervising instructor to determine if such a request is warranted. If the supervising instructor approves the request, the student should then submit a written request to the Practicum Placement Coordinator, and this request should be made within the first two weeks of the clinical placement. There may be circumstances where a student may wish to make a change after this two-week period. We will be reluctant to grant such requests. In any case, after eight weeks have passed, no changes will be made.

Written requests should fully explain the reason for the request, be dated, signed by the student and include the student's full name in legible print. An email should also be sent notifying the Practicum Placement Coordinator of the request (the email is not the request; it simply alerts the Placement Coordinator that a request has been filed). The final decision as to whether a change will be granted comes through the Placement Coordinator and the MATC supervising instructor, sometimes in consultation with other members of the faculty and/or the associate dean for the program. A decision will be made in a timely fashion.

TERMINATION OF A CLINICAL PLACEMENT

- Students are expected to behave in a professional manner, avoid conflicts with anyone involved in the clinical experience, and work hard to resolve any issues or situations that detract from the clinical experience or are potentially detrimental to the function of the clinical site.
- Students should make every effort to avoid being a burden to the staff of a clinical site. It is worth remembering that clinical sites always have the right to request a placement be terminated.
- In situations where the clinical site asks that the student's placement be terminated, that request will be honored. If this occurs before the end of week eight, and if the supervising instructor believes the student will not represent a danger to children, be a burden to the staff of a new clinical placement, or no other compelling reason exists, the Practicum Placement Coordinator in cooperation with the supervising instructor will make a reasonable effort to find a new clinical site.
- Supervising instructors also have the right to terminate a placement, especially if evidence indicates the student is a burden to the clinical site. There may be other compelling reasons why a supervising instructor decides to terminate a placement. The priority is always to act in the best interest of the children and the clinical site.

- Upon the recommendation of the supervising instructor, a student may need to be switched to a new clinical site, as long as this occurs before the end of week eight and a suitable alternative site can be found. The Practicum Placement Coordinator and the supervising instructor will work in cooperation to locate a site.
- No matter the cause, all hours missed during any transition from one clinical site to another must be made up by the student following the guidelines already explained in this handbook.
- If a clinical placement must be terminated after the end of week eight — for whatever reason — the student will not be placed at a new clinical site. Should this happen, the student may choose to accept a grade of U or withdraw from the class on his or her own, within MATC guidelines.
- If a student needs to self-terminate a clinical placement due to compelling personal reasons, and if 80% of the clinical placement has been completed with a grade of C or higher, the student may request an incomplete. An example of a compelling personal reason might be a documented medical crisis, or a documented death of a close family member. In such situations, the student should contact his or her supervising instructor at the soonest possible moment, and be prepared to provide necessary documentation. The MATC guidelines for an incomplete apply. Placement hours can be arranged and completed through the Practicum Placement Coordinator and in cooperation with the supervising instructor, but should occur in the subsequent semester. Again, the normal MATC guidelines for incompletes must be followed.

SPECIAL NEEDS ACCOMMODATIONS

This section contains information about how a special needs student should handle a request for accommodation at a clinical site. It also contains performance standards that indicate the expected essential functions of the early childhood profession. Students with disabilities should review these essential functions to determine if their career ambitions are a reasonable match with the early childhood profession and the clinical experience. Clinical work may require specific accommodations, and if so, may limit choices in terms of potential clinical sites.

The determination concerning how to provide accommodation and where accommodation can best be provided is made by the Center for Special Needs in cooperation with the Early Childhood Education program. The specific clinical site where a student is placed may also play a role concerning how accommodations are provided. To assure that the entire process is handled in a timely manner, Early Childhood Education program students with special needs should contact the Center for Special needs well in advance to establish eligibility for accommodation. This should be done upon enrolling in the Early Childhood Education program or soon thereafter. The goal is to establish eligibility well in advance of enrolling in a practicum. Information on how to contact the center is contained in the last paragraph of this section.



When a special needs student who might require accommodation at the clinical site enrolls in a practicum class, the next step is to apply for a clinical placement. We recommend taking this step during the semester prior to the start of the practicum class to leave plenty of time to make the necessary arrangements. Further, as part of the application process, the Early Childhood Education Practicum Program Coordinator should be notified of the need for accommodation so efforts can be made to secure a clinical site that can meet this need.

Because extra time may be required, eligible students who need accommodation at their clinical site should enroll in practicum and apply for a clinical site as early as possible, being sure to alert the Practicum Placement Coordinator of the need for accommodation.

If you have a disability that affects your classroom or clinical performance and wish to request an accommodation, first contact the Center for Special Needs at (414) 297-6750. This initial review process to become eligible for services may take three to four weeks. The Center for Special Needs may require documentation regarding your disability to enable them to comply with your request. Admission of a disability is voluntary and will be handled in a confidential manner. MATC does not discriminate against individuals with disabilities and fully complies with the Americans with Disabilities Act. To ensure your academic success in this program, you are strongly encouraged to provide your instructor with a copy of the Instructor Notification Form from the Center for Special Needs. Every effort will be made to help all students succeed. Be advised that certain work must be done in the classroom or at the clinical site so that competencies can be demonstrated.



PERFORMANCE STANDARDS

The following physical, cognitive and environmental performance standards are encountered by Early Childhood Education students in classroom and practicum activities and by the teacher in the child care workforce.

The Americans with Disabilities Act bans discrimination against persons with disabilities. In keeping with this law, MATC makes every effort to ensure quality education for all students. We are required to inform students of the essential functions demanded by this program and occupation. Students requiring accommodation or special services to meet the physical performance standards of the Early Childhood Education program should contact the Special Needs Department for assistance (Room C219).

PHYSICAL PERFORMANCE STANDARDS

	Never	Sometimes 1-30%	Frequently 31-75%	Always 76-100%	Frequently (per day)	Job Essential YES NO
SPEECH						
Speak with Clarity & Volume				X	X	X
Communicate with Clarity				X	X	X
HEARING						
Conversation				X	X	X
Telephone		X				X
SIGHT						
Natural or Corrected				X	X	X
Color Vision				X	X	X
MOBILITY						
Lift, Push or Pull, 75 lbs.				X	X	X
Shoulder				X	X	X
Arm				X	X	X
Neck				X	X	X
Standing			X		X	X
Move About Facility				X	X	X
Squatting				X	X	X
Crawling				X	X	X
Kneeling				X	X	X
Twisting Body				X	X	X
Running				X	X	X
Walking				X	X	X
Climbing Stairs			X		X	X
Climbing Other		X			X	X



PHYSICAL PERFORMANCE STANDARDS (continued)

	Never	Sometimes 1-30%	Frequently 31-75%	Always 76-100%	Frequently (per day)	Job Essential	
						YES	NO
REACHING							
Overhead				X	X	X	
In Front of Body				X	X	X	
Down				X	X	X	
GRASPING							
Overhead				X	X	X	
In Front of Body				X	X	X	
Down				X	X	X	
SITTING							
On Floor				X	X	X	
12" High				X	X	X	
SMELLING							
		X					X
TASTING							
		X					X
FINE MOTOR CONTROL							
Hands				X	X	X	
Fingers/Tactile Sense				X	X	X	
Wrist				X	X	X	
Cutting			X			X	
COORDINATION							
Eye/Hand				X	X	X	
Eye/Hand/Foot			X			X	
ALLERGIES							
Tolerance to Latex				X	X	X	
Tolerance to Chemical Bleach				X	X	X	

COGNITIVE/MENTAL FACTORS

	Job Essentials	
	Yes	No
REASONING		
Deal with abstract and concrete variables, define problems, collect data, establish facts, and draw valid conclusions	X	
Interpret instructions furnished in oral, written, diagrammatic, or schedule form	X	
Deal with problems from standard situations	X	
Carry out detailed but uninvolved written or oral instructions	X	
MATHEMATICS		
Complex skills – Business math, algebra, geometry or statistics		X
Simple skills – add, subtract, multiply and divide whole numbers and fractions, calculate time and simple measurements	X	
READING		
Complex skills – Comprehend newspapers, manuals, journals, instructions in use and maintenance of equipment, safety rules and procedures and drawings	X	
Simple skills – Comprehend simple instructions or notations from a log book	X	
WRITING		
Complex skills – Prepare letters, report summaries using prescribed format and conforming to all rules of punctuation, spelling, grammar, diction and style	X	
Simple skills – English sentences containing subject, verb and object; names and addresses, complete job application or notations in a log book	X	
MEMORY		
Long-term memory – memorize relevant material and information	X	
PERCEPTION		
Spatial – ability to comprehend forms in space and understand relationships of plane and solid objects; frequently described as the ability to “visualize” objects of two or three dimensions, or to think visually of geometric forms	X	
Form – ability to perceive pertinent detail in objects or in pictorial or graphic material; to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of line	X	
CLERICAL		
Ability to perceive pertinent detail in verbal or tabular material; to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation	X	
DATA		
Coordinating	X	
Analyzing	X	
Compiling	X	
Computing		X
Copying	X	
Comparing	X	

COGNITIVE/MENTAL FACTORS

	Job Essentials	
	Yes	No
PERSONAL TRAITS		
Ability to comprehend and follow instructions	X	
Ability to perform simple and repetitive tasks	X	
Ability to maintain a work pace appropriate to a given work load	X	
Ability to relate to other people beyond giving and receiving instruction	X	
Ability to influence people	X	
Ability to perform complex or varied tasks	X	
Ability to make generalizations, evaluations or decisions without immediate supervision	X	
Ability to accept and carry out responsibility for direction, control and planning	X	

ENVIRONMENTAL FACTORS

	Job Essentials	
	Yes	No
Works indoors	X	
Works outdoors	X	
Exposure to extreme hot or cold temperatures		X
Working at unprotected heights		X
Being around moving machinery		X
Exposure to marked changes in temperature/humidity		X
Exposure to dust, fumes, smoke, gases, odors, mists or other irritating particles (aerosol spray from dental equipment)		X
Exposure to toxic or caustic chemicals	X	
Exposure to excessive noises	X	
Exposure to radiation or electrical energy		X
Exposure to cleaning agents, paint, clay	X	
Exposure to slippery, loose or uneven walking surfaces	X	
Working in confined spaces	X	
Using computer monitor	X	
Working with explosives		X
Exposure to vibration		X
Exposure to flames or burning items		X
Works around others	X	
Works alone	X	
Works with others	X	
SAFETY EQUIPMENT (REQUIRED TO WEAR)		
Safety glasses		X
Face mask/face shield		X
Ear plugs		X
Hard hat		X
Protective clothing		X
Protective gloves	X	
Exposure to blood and body fluids	X	

GRADE APPEAL PROCEDURE

Instructors should make students aware that the MATC School of Liberal Arts and Sciences has an appeal procedure. Students should thoroughly complete the form (below) and submit it to the associate dean. This should be done prior to the end of the semester being referenced.

STUDENT GRADE APPEAL FORM

MILWAUKEE AREA TECHNICAL COLLEGE SCHOOL OF LIBERAL ARTS AND SCIENCES

PLEASE PRINT AND ANSWER ALL QUESTIONS



DATE _____

STUDENT NAME _____

PHONE (HOME) _____ (WORK) _____

INSTRUCTOR _____

COURSE TITLE _____ SECTION _____

ARE YOU CURRENTLY ENROLLED IN THIS COURSE? __ YES __ NO

HAVE YOU TALKED TO THE INSTRUCTOR? __ YES __ NO

WHAT WAS THE LAST DATE ATTENDED? _____

PLEASE IDENTIFY PROBLEM _____

STUDENT SIGNATURE _____ DATE _____

NOTES

