

INDIAN HILLS COMMUNITY COLLEGE



# Early Childhood Associate Policy Manual

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2014/2016



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## WELCOME

You are about to join a group of professionals who provide nurturing and educational experiences for children from birth to age eight- the profession of Early Childhood Education. Research indicates that specialized education in early childhood is related to better results for children and higher quality early childhood settings. And what a better place to receive this specialized training than Indian Hills Community College. Using standards from the National Association for the Education of Young Children (NAEYC) as a guide, this educational program prepares quality providers with the goal of improving programming for Iowa's children. If you have a desire to positively impact a child's life, **NOW is the time** to seek an Early Childhood degree and Indian Hills is your college of choice!

One program goal is to provide professional development opportunities for returning students, the employed individual and the recent high school graduate. Whatever your needs we have a format that is right for you. All early childhood courses are offered in the college classroom or online through the World Wide Web. Students are invited to combine course formats in a way that addresses their personal circumstances. Students are encouraged to work closely with an EC Program Advisor to assure that all graduation requirements are met.

This policy manual has been developed by the staff and administration of the Health Sciences Division of Indian Hills Community College. It begins with the EC Conceptual Framework and Program Goals – statements of what the early childhood program hopes to achieve and beliefs that guide our practice. As a student you should become familiar with the Conceptual Framework and Goals as they clarify educational principles to be taught and our expectations of YOU the adult learners.

The purpose of the Policy Manual is to serve as a guide for all students enrolled in the Early Childhood Program. It is a supplement to the Indian Hills Community College Student Handbook and Planner and College Catalog, consequently all policies and regulations from the handbook and catalog are to be observed *in addition* to those outlined in the following pages.

The Early Childhood Program is part of the Health Sciences Division with Dr. Jill Budde as the Dean and Heidi Jones as the Department Chair. The Program Director is Gina Buttikofer; Barb Lisk, Joyce Nelson and Casey Zimmeht are adjunct faculty of this program.

*We welcome you and offer our assistance.  
It is a privilege to have each of you here.*

## **EARLY CHILDHOOD CONCEPTUAL FRAMEWORK**

### **Mission Statement**

The Early Childhood Program, as an integral part of Indian Hills Community College, is dedicated to the college mission. The program strives to address the educational needs of the traditional and non-traditional student, assisting the practicing early childhood professional in the acquisition of advanced education.

### **Philosophy**

To provide a program of early childhood training which builds upon previous experiences and affords the student the opportunity to acquire knowledge, skills, and attitudes necessary to become an effective member of the early childhood team and to serve the needs of children and families. To document the acquisition of this knowledge and skill the student will complete self-assessments and be assessed by faculty.

The Early Childhood Program believes its three main purposes are:

#### **TO PROVIDE a core body of knowledge in -**

- child growth and development
- observation and assessment
- health, safety and nutrition
- family and community relationships
- individual and group guidance
- planning a play-based curriculum
- environmental arrangement
- development and management of early childhood programs
- professional development

#### **TO PROVIDE practical experience in applying this core knowledge through -**

meaningful, hands on learning opportunities and field experiences

#### **TO PROVIDE an avenue to help students evaluate their personal value system. Students are encouraged to look at such issues as -**

- respectful behaviors
- acceptance of diverse individuals
- positive work ethics

**WE BELIEVE** that the early childhood student is an adult learner and as such shares the responsibility for his or her learning. As partners, faculty incorporates teaching methodologies appropriate for adult learners and recognizes that students may progress at varying rates. Advising and assessment are an ongoing and vital part of determining student competencies. Students should bring a joy of learning and a willingness to apply themselves in the learning process.

**WE BELIEVE** that early childhood professionals should have broad educational experiences. To ensure this, students take a combination of relevant general education and early childhood courses. We also believe continued learning builds on this foundational knowledge, enabling graduates to become informed, reflective practitioners.

**WE BELIEVE** that quality programming is dependent upon caring and nurturing professionals who are responsive to the needs of all children. An effective early childhood professional demonstrates empathy and respect for fellow students, colleagues, children and families. Professionals use the NAEYC Code of Ethical Conduct to guide responsible behavior and decision making.

Written: *June 1992*      Reviewed/Revised: *November 2002, March 2003, July 2007, November 2008*

## PROGRAM GOALS

At the successful completion of this program the student will be able to:

I. Establish and maintain a **safe, healthy environment**.

*NAEYC Standard 1 – Promoting Child Development & Learning*

**1. Novice**

- a. Perform effective hand washing
- b. Identify effective sanitation procedures
- c. Use universal precautions
- d. Respond immediately to accidents
- e. Recognize safe toys, materials for age
- f. Supervise play
- g. Identify licensing regulations

**2. Practicing**

- a. Demonstrate awareness of current health information
- b. Teach health, safety nutrition
- c. Support childproof environment
- d. Encourage safe play

II. Make valid **decisions** about how to teach young children **based on the knowledge** of typical and atypical growth and development.

*NAEYC Standard 1 – Promoting Child Development and Learning*

**1. Novice**

- a. Build responsive relationships w/ children
- b. Compare developmental levels with norms
- c. Use appropriate child expectations
- d. Observe & describe child characteristics, needs

**2. Practicing**

- a. Recognize when to adapt curriculum
- b. Notice concerns of developmental progression
- c. Describe multiple influences on development
- d. Describe positive learning environment

III. Utilize principles of best practices when completing **child observations and assessments**.

*NAEYC Standard 3 – Observing, Documenting, and Assessing to Support Young Children and Families.*

**1. Novice**

- a. Understand goals, benefits, uses of observation
- b. Recognize strategies for observing development
- c. Collect information about development
- d. Create clear, concise oral & written communication
- e. Practice confidentiality

**2. Practicing**

- a. Record growth & development
- b. Understand goals, benefits, uses of assessment
- c. Recognize strategies for assessing development
- d. Use anecdotal observation to document individual needs

IV. Demonstrate **appropriate interaction techniques** with children in individual and group settings.

*NAEYC Standard 4a & 4b – Teaching and Learning*

**1. Novice**

- a. Treat children with care, respect
- b. Respect diversity by providing individual attention equally
- c. Respond quickly
- d. Listen attentively
- e. Modify play
- f. Prepare child for scheduled transitions
- g. Model positive behaviors

**2. Practicing**

- a. Encourage self control
- b. Adapt learning environment
- c. Use + direct/indirect guidance methods
- d. Encourage expression of emotions
- e. Encourage problem solving
- f. Reinforce classroom rules
- g. Offer appropriate child choice
- h. Communicate importance of consistent routines

- V. Plan and implement **learning experiences** and effective classroom environments.  
*NAEYC Standard 4c & 4d – Related to Teaching and Learning.*
- |   |  |
|---|--|
| <p><b>1. Novice</b></p> <ul style="list-style-type: none"> <li>a. Encourage child participation in play activities</li> <li>b. Notice individual needs</li> <li>c. Provide safe equipment</li> <li>d. Implement transitions</li> <li>e. Plan hands-on play &amp; experiences</li> </ul> | <p><b>2. Practicing</b></p> <ul style="list-style-type: none"> <li>a. Use child's native language as possible</li> <li>b. Use hands-on experiences and play</li> <li>c. Plan for all curriculum areas</li> <li>d. Emphasize play, integration &amp; active learning</li> <li>e. Use developmentally appropriate materials to encourage development of whole child</li> <li>f. Arrange interest centers/materials</li> <li>g. Provide balance of large/small group activities</li> <li>h. Provide balance of active/quiet activities</li> <li>i. Provide balance of child-directed/teacher-directed activities</li> <li>j. Adapt curriculum to different learning abilities of infants / toddlers /preschool</li> </ul> |
|---|--|
- VI. Identify the **parent's contribution** to the child's learning, communicate effectively with parents and demonstrate awareness of community resources.  
*NAEYC Standard 2 – Building Family and Community Relationships*
- |   |  |
|---|--|
| <p><b>1. Novice</b></p> <ul style="list-style-type: none"> <li>a. Identify family types</li> <li>b. Accept differences in children</li> <li>c. Follow confidentiality</li> <li>d. List community resources</li> </ul> | <p><b>2. Practicing</b></p> <ul style="list-style-type: none"> <li>a. Plan family involvement activities</li> <li>b. Communicate with families</li> <li>c. Individualize curriculum</li> <li>d. Utilize community resources in planning – library, fieldtrips</li> <li>e. State importance of assisting families in finding resources</li> </ul> |
|---|--|
- VII. Utilize Iowa **licensing regulations** for center based programs and establish program policies and budget tools that are needed for effective **program management**.  
*NAEYC Standard 5 – Becoming a Professional.*
- |  |  |
|--|--|
| <p><b>1. Novice</b></p> <ul style="list-style-type: none"> <li>a. Identify procedures for emergency drills</li> <li>b. Follow health/safety regulations</li> <li>c. Calculate ratio requirements</li> <li>d. Possess knowledge of pediatric first aid &amp; CPR</li> <li>e. Define role of mandatory reporter</li> <li>f. Behave responsibly</li> <li>g. Conform to ethical standards</li> <li>h. Utilize basic math skills</li> </ul> | <p><b>2. Practicing</b></p> <ul style="list-style-type: none"> <li>a. Support program mission</li> <li>b. Develop unit plans</li> <li>c. Write objectives</li> <li>d. Support staff members</li> <li>e. Plan budget</li> </ul> |
|--|--|

VIII. Display **professional behaviors** and appreciate the need for continued professional development.

*NAEYC Standard 5 – Becoming a Professional*

**1. Novice**

- a. Enjoy children
- b. Practice good hygiene
- c. Maintain professional appearance
- d. Demonstrate dependability, time management
- e. Take initiative
- f. Practice confidentiality
- g. Demonstrate effective time management

**2. Practicing**

- a. Model professional behavior
- b. Use problem solving
- c. Work as team member
- d. Seek professional development opportunities
- e. Accept constructive criticism
- f. Discuss professional issues

IX. Demonstrate **effective communication** techniques.

**1. Novice**

- a. Use appropriate language
- b. Write clearly and concisely
- c. Interact appropriately with center staff
- d. Be aware of body language

**2. Practicing**

- a. Use correct grammar in oral communication
- b. Use correct written sentence & paragraph structure
- c. Communicate with staff

Written: June 1992

Reviewed/Revised: 2002, July 2004, June 2006, July 2008





## ENTRANCE REQUIREMENTS

- A high school diploma or its equivalent is required. Students must formally apply to the program for admission.
- Students must earn a reading score of 73 on the COMPASS Test or a score of 14 on the ACT for acceptance into the program.
- In addition to standard academic requirements detailed in the Indian Hills College Catalog, the following are required of all students wishing to enter the EC Program:

**State and National Child Abuse and Criminal Records Check Policy.** Students who participate in field experience/classroom teaching in DHS-licensed child care centers, preschools or in-home child care must undergo an Iowa record check, to include a check of the DCI criminal database and sex offender registry, and the Iowa child abuse registry. This check, to include an evaluation of any transgressions, will be completed no more than 30 days prior to a student's first experience in a DHS-licensed child care facility. The IHCC Health Sciences Division will process all Iowa screenings using the Single Contact Repository (SING). Iowa checks will be repeated a minimum of every two years during the course of the student's field experience, and when the institution becomes aware of any possible transgressions.

State law also requires that those who are subject to an Iowa check undergo a fingerprint-based check of the FBI national criminal history database. The IHCC Health Sciences Division will initiate the process for the FBI checks upon return of the state record check. Students may begin placement in a DHS-licensed or registered child care facility prior to the return of official FBI documentation but will be removed from the field experience site immediately should the report require this. Students will not receive a final grade in field experience without this documentation.

DHS will be responsible for evaluating any transgressions and determining whether or not a student may be involved with child care in a DHS-licensed child care center, preschool or registered in-home child care. DHS will notify the student and the educational institution if a student is cleared or prohibited from involvement with child care.

If a student is placed in a DHS-licensed center, preschool or registered in-home program in which they are currently employed, the student does not need to repeat the fingerprint-based check for that center if they have already been completed as part of the student's employment at the center. Field Experience Sites that are also an employer of a student will need to submit a letter confirming employment to the IHCC Early Childhood Program Director.

To satisfy the requirement for record checks, students must complete and sign the forms listed below. The IHCC Health Sciences Division will process all forms with the corresponding agency. Students are responsible for all fees required in obtaining the record checks.

### Student Forms

- The *IHCC Applicant Identification and Release Form*. This form contains the required disclosure statement regarding records of founded abuse or convictions of a crime both in state and nationally, including deferred judgments. Students sign that they acknowledge receipt of this information and that record checks will be performed. If a student responds "yes" on this form but the incident does not show up on the SING check, Marsha Mc Bee at DHS will be contacted.
- Form 470-3301 *Authorization for Release of Child Abuse Information* which is kept in the student file.

- DHS *Criminal Record Check Form B* which is kept in the student file. A copy will be forwarded to DHS if the student's record indicates that there has been a transgression.
- The *Waiver Agreement and Statement for Criminal History Record Checks* (FBI fingerprinting) to be kept in the student file. Students are responsible for acquiring fingerprints from local law enforcement. The completed finger print card will be submitted by the Health Sciences Division to DCI for processing. A copy will be forwarded to DHS if the student's record indicates that there has been a transgression.

All documents regarding criminal records or child abuse will be kept in confidence as part of the student's educational records in accordance with the Family Educational Rights and Privacy Act.

### **SING and FBI Results**

Should any required record indicate that a student is unable to work with children they will not be eligible to complete courses requiring interaction with children. The state procedure regarding follow up on registry hits or returned rap sheets shall be adhered to. Students do have the right to file an appeal with DHS and should the findings indicate eligibility to work with children they may be permitted to enroll in field experiences.

**Physical exam.** It is extremely important that each student have a physical examination prior to starting the field experience component to assure both the student and the affiliate that the student is mentally and physically able to participate in the activities required. Each student will have a physical performed by a licensed physician, physician assistant or nurse practitioner. The Physical Examination Form is located in this document and may be printed from here. Documentation and/or results of the following immunizations and tests are required: MMR or Rubella Titer; Two-Step Skin Test for Tuberculosis; Tetanus/Diphtheria Booster; Chicken Pox (optional) and Hepatitis B (optional). Health assessments and some immunizations may be completed at the Student Health Services. Any fees are the responsibility of the student. Contact the health center by calling 641-683-5336.

In the event of pregnancy, the student will secure a signed statement from her family physician, or obstetrician, assuring that her condition (lifting taken into consideration) will not be an impairment of her active continuation in the Early Childhood Program.

**Language proficiency.** Students desiring a degree in Early Childhood Education should be aware that language skills, both spoken and written, are extremely important. It is recommended that students scoring between 0 and 61 on the Writing Skills portion of the Compass Test complete developmental courses and / or Elements of Writing prior to enrolling in Composition I in order to improve this skill area. Students scoring **below 44** are strongly encouraged to consider their decision to pursue a four-year degree for teacher licensure. Students can expect their written and verbal skills to be periodically assessed by early childhood staff during Field Experience Conferences.

## PROGRAM PROGRESSION

The ladder structure of the Early Childhood Program allows the student to progress to degree levels of their choice. All levels of the program include general knowledge and practical experience relevant to the EC Profession. As a pre-professional, students should do their best to earn a grade of C or better in the core EC courses. If a student earns a grade of D or F they must meet with the EC Program Director to develop a Student Contract; the contract will outline a plan for timely and successful progression in the EC Program. With the Program Director, struggling students will identify strategies for improving performance in early childhood courses (i.e. repeating a course; taking study skills or remedial courses; participating in study groups or tutoring).

Students re-entering the EC Program must also develop a Student Contract with the EC Program Director to outline steps for successful progression in the program.

Students should be aware that a 2.0 GPA must be maintained in early childhood and arts and science courses to advance to the second year of the EC Program. See the section on GRADUATION for graduation requirements.

Courses may be taken in the traditional classroom format or online through the World Wide Web. The *Early Childhood Online Course Sequence* in this manual identifies terms that online courses are scheduled to be offered.

### How the ladder structure works

#### Child Development Associate

To meet employment requirements some individuals are required to obtain the Child Development Associate (CDA) a professional certificate offered by The Council for Professional Recognition. Indian Hills supports the educational component of this certificate through the following 12 credits:

ECE 103 Introduction to Early Childhood Education	3 credits
ECE 133 Health, Safety and Nutrition	3 credits
ECE 243 Early Childhood Guidance	3 credits

And **one** of the following –

ECE 158 EC Curriculum I	3 credits
ECE 159 EC Curriculum II	3 credits
ECE 221 Infant Toddler Care and Education	3 credits

#### One-Year Child Care Technician

The initial 38 credits are known as the “core” curriculum and may be completed during the first three to four terms of the program. This core exposes the student to an introduction of the profession and enables them to develop foundational skills in early childhood education. Upon successful completion of the core curriculum students are eligible to receive the Child Care Technician Diploma. To successfully complete the core, and to progress to the second year early childhood associate degree students must maintain a cumulative grade point average (GPA) of 2.0 (C) in the arts and sciences and early childhood courses.

At the conclusion of this core, students have many choices. Those wishing to seek employment may do so in the private or public sector. If continued education is the goal, students have several options as outlined below.

## **Two –Year Early Childhood Associate**

Students desiring to continue at Indian Hills may complete the additional 36 credits to earn an Early Childhood Associate of Applied Science degree. This program typically begins in the summer term with students graduating the following May. *The IHCC Early Childhood Associate of Applied Sciences is nationally accredited by NAEYC.*

Completing the two-year Early Childhood Associate will enable graduates to seek employment as associate and lead teachers in public and private settings. Graduates may also transfer to a university of their choice to complete Early Childhood or Elementary Education baccalaureate degrees.

## **Four-Year Baccalaureate Degree**

Students planning to enter a baccalaureate program in Early Childhood and/or Elementary Education should begin the process of selecting a school as freshmen. Each four-year institution has specific requirements. Please review the additional helpful information.

### **1. *The IHCC Early Childhood Associate Degree has a 2+2 agreement with Buena Vista University.***

This program, conveniently located here in Southeast Iowa, allows the student to remain in this area while pursuing a Bachelor of Arts Degree in education. The elementary education degree is approximately 156 credits in length, or four years. Students transferring courses from IHCC will reduce the amount of time needed to complete this degree. Classes are offered on the Indian Hills campus. The Buena Vista courses are offered in an evening format.

When transferring to Buena Vista University, Ottumwa, the student earns an Elementary Education BA degree **with the** Pre-Kindergarten/Kindergarten Endorsement. The Pre-Kindergarten/Kindergarten Endorsement provides the student with the knowledge and skill to work with the preschool and kindergarten population. Many school districts want employees to have this endorsement to work with this age level.

Students pursuing this baccalaureate degree must have a minimum of a 2.5 GPA in the early childhood and arts and sciences courses in order to progress to this program. In addition, students should plan to take the required basic skills test, PRAXIS I, early in their academic career. This is an Iowa Department of Education requirement for entrance into teacher education programs at Iowa universities. The test may be repeated if necessary. Arrangements for the PRAXIS I can be made in the Buena Vista office or the IHCC Testing Center, both located on the Indian Hills-Ottumwa Campus. Questions on these issues can be discussed with the Early Childhood Program Director.

Students are advised to enroll in the following additional courses while a student at IHCC:

PHS 184 Introduction to Earth Science	2 Credits
PHS 186 Intro to Earth Science Lab	1 Credit
PSY 281 Educational Psychology	3 Credits
POL 111 American National Government	3 Credits

Baccalaureate degree requirements may change at any time.

2. *The IHCC Early Childhood Associate Degree has an articulation agreement with Iowa Wesleyan College in Mt. Pleasant, Iowa.* Students interested in attending this or other universities should *make a decision as early as possible*. It may be to the student's advantage to add the necessary 11 credits to earn an Associate of Arts Degree in addition to the Early Childhood Associate of Applied Science Degree.

## EARLY CHILDHOOD CURRICULUM

The Early Childhood Associate of Applied Sciences Degree is accredited by NAEYC. What follows is the course sequence for the *traditional classroom format*.

### Early Childhood Core Courses

#### First Year

##### TERM 1 - Fall

Introduction to Early Childhood Education	3
Child Growth & Development.....	3
Child Health, Safety and Nutrition .....	3
Computer Essentials.....	1
ECE Fieldwork Certifications.....	<u>1</u>
<b>TERM TOTAL</b>	<b>11</b>

##### TERM 2 - Winter

EC Curriculum I.....	3
EC Field Experience I.....	1.5
Infant /Toddler Care and Education.....	3
Introduction to Psychology .....	3
Public Speaking OR .....	
Fundamentals of Oral Communications	<u>3</u>
<b>TERM TOTAL</b>	<b>13.5</b>

##### TERM 3 - Spring

EC Curriculum II .....	3
Early Childhood Guidance.....	3
EC Field Experience II.....	1.5
Children's Literature .....	3
Composition I.....	<u>3</u>
<b>TERM TOTAL</b>	<b>13.5</b>

After successful completion of these 38 credits students are awarded the **Child Care Technician Diploma** and may progress to the early childhood associate coursework. A GPA of 2.0 must be obtained to advance to the second year.

#### Second Year

##### TERM 4 - Summer

Designing Curriculum.....	3
Composition II.....	3
US History .....	<u>3</u>
<b>TERM TOTAL</b>	<b>9</b>

##### TERM 5 - Fall

Topics in Early Childhood .....	3
Math Elective .....	3
Foreign Lang/Relg/Philos .....	<u>3</u>
<b>TERM TOTAL</b>	<b>9</b>
*Earth Science Lab.....	1
*Earth Science.....	<u>2</u>
<b>TERM TOTAL</b>	<b>12</b>

##### TERM 6 - Winter

Exceptional Learner .....	3
Introduction to Biology .....	2
Introduction to Biology Lab .....	1
Classroom Teaching.....	2
Employment Preparation .....	<u>1</u>
<b>TERM TOTAL</b>	<b>9</b>
*Education Psychology .....	<u>3</u>
<b>TERM TOTAL</b>	<b>12</b>

##### TERM 7 - Spring

Early Childhood Program Administration	3
Intro to Literature.....	3
Fine Arts Elective.....	<u>3</u>
<b>TERM TOTAL</b>	<b>9</b>
*American National Government.....	3
<b>TERM TOTAL</b>	<b>12</b>

After successful completion of these 74 credits students are awarded the **Early Childhood Associate of Applied Science Degree**

\*additional coursework for students planning to transfer To Buena Vista University for the Elementary Education Degree

<b>Early Childhood Online Course Sequence</b>	
<b>TERM 1 - Fall</b> Child Growth & Development.....3 Child Health, Safety and Nutrition .....3 Computer Essentials.....1 ECE Fieldwork Certifications .....1 <b>TERM TOTAL</b> <b>8</b>	<b>TERM 4 - Fall</b> Public Speaking OR ..... Fundamentals of Oral Communications 3 Introduction to Psychology..... 3 EC Curriculum II..... 3 EC Field Experience II..... 1.5 <b>TERM TOTAL</b> <b>10.5</b>
<b>TERM 2 – Winter</b> Intro to Early Childhood Education .....3 Composition I.....3 Infant /Toddler Care and Education.....3 <b>TERM TOTAL</b> <b>9</b>	<p>After successful completion of these 38 credits students are awarded the <b>Child Care Technician Diploma</b> and may progress to the early childhood associate coursework. A GPA of 2.0 must be obtained to advance to the second year.</p>
<b>TERM 3 - Spring</b> EC Curriculum I.....3 Early Childhood Guidance.....3 EC Field Experience I.....1.5 Children’s Literature .....3 <b>TERM TOTAL</b> <b>10.5</b>	

## EARLY CHILDHOOD COURSE DESCRIPTIONS

### HSC 230 Employment Preparation

**1 sem. cr. hr.**

This course is directed toward the student in an advanced technical field. Job seeking techniques, resumes, letter of application, interviews and follow-up letters which will be approximately two-thirds of the course, with the remaining time devoted to human relation skills.

### ECE 108 ECE Fieldwork Certifications

**1 sem. cr. hrs.**

This course provides the Early Childhood student with essential field experience knowledge related to Mandatory Reporting of Child Abuse and Universal Precautions. Students will become certified in American Heart Association Pediatric First Aid and Heartsaver CPR.

### ECE 103 Introduction to Early Childhood Education

**3 sem. cr. hrs.**

This course gives students an historical and philosophical foundation of the field of early childhood education. An overview of assessment and evidence-based practices is included. The influences of family centered practice, inclusion, culture and language are addressed. Early childhood careers are explored.

### ECE 133 Child Health, Safety & Nutrition

**3 sem. cr. hrs.**

This course focuses on evidence- based concepts in the fields of health, safety and nutrition and their relationship to the growth and development of the young child ages birth to eight. It also blends current theory with problem-solving, practical applications and assessments. This course also includes collaboration with families and assesses the role of culture, language and ability on health, safety, and nutrition decisions in early childhood settings.



**ECE 170 Child Growth & Development****3 sem. cr. hrs.**

This course reviews typical and atypical development of children from conception to adolescence in all developmental domains. Interactions between child, family and society within a variety of community and cultural contexts and how each impacts the developing child are examined. Theories and evidence-based practices associated with understanding and supporting young children are studied.

**ECE 158 Early Childhood Curriculum I****3 sem. cr. hrs.**

This course focuses on the development, implementation and assessment of appropriate environments and curricula for young children ages three through eight. Students will prepare to utilize evidence-based, developmentally appropriate practices in the context of children's family, culture, language and abilities. Emphasis is on understanding children's developmental stages and developing appropriate learning opportunities, interactions and environments to support each child in the following areas: dramatic play, art, music, fine and gross motor play.

Prerequisites: ECE170 Child Growth & Development

**ECE 263 Early Childhood Field Experience I****1.5 sem. cr. hrs.**

This course offers supervised experience in selected early childhood settings serving children age's birth through eight. Integration of theory, research, and reflective practice is included. It provides an understanding of developmentally appropriate practices and the developmental stages of diverse populations of young children and families. Professional relationships and behavior, appropriate adult / child interactions, basic curriculum planning, and program routines are emphasized.

Prerequisites: ECE170 Child Growth & Development; ECE158 Early Childhood Curriculum I (prerequisite/co-requisite). Recommended: ECE 221 Infant/Toddler Care and Education.

**ECE 159 Early Childhood Curriculum II****3 sem. cr. hrs.**

This course focuses on the development, implementation and assessment of appropriate environments and curricula for young children ages three through eight. Students will prepare to utilize developmentally appropriate evidence-based practices in a context of children's culture, language and abilities. Emphasis is on understanding children's developmental stages and developing appropriate learning opportunities, interactions and environments in the following areas: emergent literacy, math, science, technology and social studies.

Prerequisites: ECE170 Child Growth & Development

**ECE243 Early Childhood Guidance****3 sem. cr. hrs.**

This course focuses on developmentally appropriate, evidence-based approaches and positive guidance strategies for supporting the development of each child. Supportive interactions and developmentally appropriate environments are emphasized. Assessment is used to analyze and guide behaviors. The impact of family, and each child's culture, language and ability on child guidance is studied.

**ECE 221 Infant/Toddler Care and Education****3 sem. cr. hrs**

This course focuses on care, education, and assessment of children from birth to thirty-six months. Students are prepared to utilize developmentally appropriate evidenced-based practices including responsive caregiving, routines as curriculum, collaborative relationships with culturally, linguistically, and ability diverse children and families, and a focus on the whole child in inclusive settings.

Prerequisites: ECE170 Child Growth & Development

**ECE 264 Early Childhood Field Experience II****1.5 sem. cr. hrs.**

A supervised experience which is continued in selected early childhood settings serving children age's birth through eight. Includes integration of theory, and developmentally appropriate evidence-based practice. Provides an understanding of working with cultural, linguistically and ability diverse young children and families. Emphasizes professional relationships and behavior, appropriate adult / child interactions, basic curriculum planning, and program routines. Prerequisites: ECE170 Child Growth & Development; ECE159 Early Childhood Curriculum II (prerequisite/co- requisite). Recommended: ECE 243 Early Childhood Guidance.

**ECE 259 Topics in Early Childhood Education****3 sem. cr. hrs.**

This course explores current curriculum trends in Early Childhood Education. Classroom and caregiver practices that comprise developmentally appropriate practice as defined by the profession are addressed. The most current strategies in creating learning environments to support physical, social/emotional, cognitive and language development are highlighted. Prerequisites: ECE170 Child Growth & Development; ECE158 Early Childhood Curriculum I; ECE159 Early Childhood Curriculum II; and ECE 221 Infant/Toddler Care and Education.

**ECE 141 Designing Curriculum****3 sem. cr. hrs.**

Designing inclusive learning environments and developing lesson plans will be discussed in conjunction with principles of selecting and evaluating materials for individuals and groups. Scheduling and teaching strategies for typical and atypical children from infancy through the 6 years of age are included. Prerequisites: ECE158 Early Childhood Curriculum I; ECE159 Early Childhood Curriculum II; ECE263 Early Childhood Field Experience I; ECE264 Early Childhood Field Experience II.

**ECE 287 Exceptional Learner****3 sem. cr. hrs.**

Law requires special students to be integrated into regular classes whenever possible. This course will prepare teachers to serve the emotional, academic, and social needs of exceptional students by modifying teaching methods, classroom management, materials and curriculum.

**ECE 290 Early Childhood Program Administration****3 sem. cr. hrs.**

This course covers methods for organizing and operating child care centers, managerial functions, legal regulations and employment procedures will be discussed. Budgeting, record keeping and parent relations will also be explored.

Prerequisites: ECE103 Introduction to Early Childhood Education; ECE141 Designing Curriculum.

**ECE 276 Classroom Teaching****2 sem. cr. hrs.**

This course is a student teaching experience. Under the supervision of the instructor, the student will assume responsibility for the daily program through lesson planning, functioning as a lead teacher and communicating with parents.

Prerequisites: ECE263 EC Field Experience I; ECE264 EC Field Experience II; ECE141 Designing Curriculum.

**STUDENT ASSESSMENT**

Classes in early childhood are comprised of lecture and student participation in a variety of learning opportunities making class participation important. Examples of learning opportunities are projects, discussions, group work, and tests. Learning opportunities are a means for students to demonstrate their mastery of professional skills and

knowledge as identified in the NAEYC Standards and Supportive Skills. Scores achieved on projects, group work and tests will be used to assess student performance and to determine a final grade in each course. Students are expected to submit individual course assignments on the stated due dates. Failing to do so could result in earning a zero for the assignment or losing points. As a group, the students' level of achievement on projects, group work and tests are strong indicators of program quality. This assessment information is used to better meet student needs and guide program change.

Tests are one tool to measure student success. They may be given throughout each course. Each instructor will determine the time and content of the tests. Each student must notify the course instructor prior to test time if he/she is going to be absent. The student that misses exams must initiate the make-up process with the instructor upon return to class. All early childhood make-up exams must be completed **two weeks prior to the end of a term**. Late exams may lose points. Final examinations may be scheduled for courses at the end of each term.

Honesty is expected in all actions and activities related to the early childhood courses / programs. Cheating is defined as the use of unauthorized resources by a student during a test, quiz and/or written assignment. This includes using notes, books or other written information during a test or duplicating someone else's work. Test questions are expected to be answered without prompts and all written work is expected to be original. Honesty is also extended to verbal information exchanged by the student.

A violation of this policy will result in a zero (0) for the test, quiz or written assignment.

In the event that a student is suspected of violating this policy the instructor suspecting the violation shall prepare a written statement notifying the student of the alleged violation. The student has the right to appeal. All appeals are to follow the Student Appeal Process outlined in the IHCC Student Handbook.

Field Experience assignments support classroom lecture when appropriate. Program Faculty and Cooperating Teacher evaluations and the completion of learning opportunities will be used to formulate field experience grades.

The Internet is increasingly used in class presentations and student assignments. Students are encouraged to improve their comfort level and skill with this medium.

## GRADES

Grades are based upon individual achievement, not upon the relative performance of the whole class. Should a student be unable to complete some portion of assigned course work during the regular term, a mark of "I" (incomplete) may be assigned. The student must complete assigned work as soon as possible (at the discretion of the instructor / department chair), but no later than six weeks into the following term. "Incomplete" grades automatically convert to the letter grade "F" unless the work is satisfactorily completed within the time period specified.

Grading in the Health Sciences Division is based upon the following percentage scale.

Percentage	Letter Grade	Grade Points
100 - 93	A	4
92 - 85	B	3
84 - 78	C	2
77 - 75	D	1
74 - 0	F	0

Students wishing to withdraw from courses or the program are required to contact the Program Director, who will complete the required withdrawal forms. Proper withdrawal procedures ensure that a student does not receive failing grades for all of the courses enrolled in at the time of withdrawal. Withdrawals must be completed prior to two weeks before the end of the term.

### APPEAL OF FINAL GRADES

If a student wishes to appeal a final course grade, the appeal process must be initiated within two (2) weeks following the end of the term in which the course was taught. The student must first contact the course instructor with questions concerning the final grade. If the student is not satisfied with the outcome of the meeting with the course instructor, the Student Appeals Process outlined in the Indian Hills Community College Student Handbook and Planner must be followed.

### GRADUATION

To graduate with the Child Care Technician Diploma or the Early Childhood Associate a student must receive a passing grade in all courses listed for that major and achieve a cumulative grade point average (GPA) of 2.00 or above. This is equivalent to a "C" average. In addition, students must successfully complete the early childhood core courses that comprise the Child Care Technician with a 2.0 GPA in order to progress to the Early Childhood Associate. Special department permission may be requested to continue in the program when a student has not completed all required courses. Students are responsible for completing the online *request for graduation* form when they are ready to graduate. Be sure to read messages posted on the Indian Hills web page and to respond to college related mail.

Any student whose current term GPA falls below 2.00 will be placed on academic probation for the next term. Academic probation may affect your financial aid. See the Financial Aid Counselor for clarification of your individual situation. A student will also need special permission to continue if he/she exhibits very poor work in any term.

## ATTENDANCE

Attendance records are maintained for each on-campus class session. Excessive absences may result in a student failing to meet program objectives and could lead to a recommendation for dismissal from a course or the program. If an unavoidable period of extended absences is anticipated the student should contact the Program Director or Department Chair. Faculty will work with a student to minimize the effect of an extended absence on the student's educational goals.

## LEAVE OF ABSENCE

Students wishing to take a leave of absence from the Program must submit a written request to the Program Director. A leave of absence may be granted for emergencies including: hospitalization, birth of a child, or death in the student's immediate family. A leave of absence may be granted if:

- The student has demonstrated the ability to meet the performance expectation of the program.
- The student and faculty are able to develop a curricular plan that assures the student's progression through the program.
- The student must be able to meet course requirements no later than six (6) weeks following the date the leave of absence is granted, following the Incomplete Grades policy, as described in the College Catalog.

## CELL PHONE POLICY

Learning is enhanced when students are fully engaged in the educational process. To support your own educational success and to show respect for instructors and fellow students, early childhood students must have cell phones put away during class. This is also true during exams. Instructors reserve the right to **confiscate cell phones** or remove students from class should that be necessary. The same rules apply for cell phone usage at field experience sites.

## DISABILITY SERVICES

If you have a disability and have a request for academic accommodations, (test readers, extended test time, etc.) please contact Disability Services in the SUCCESS Center. Disability Services are available to students at all Indian Hills Community College locations.

Contact Disability Services at:

**Ottumwa:** SUCCESS Center, Attn. Disability Services, 525 Grandview, Ottumwa, Iowa 52501

Phone: 1-800-726-2585, ext. 5238

Email: [disabilityservices@indianhills.edu](mailto:disabilityservices@indianhills.edu)

**Centerville:** SUCCESS Center, Attn. Disability Services, 721 North 1<sup>st</sup> Street, Centerville, Iowa 52544

Phone: 1-800-670-3641, ext.2232

Email: [disabilityservices@indianhills.edu](mailto:disabilityservices@indianhills.edu)

If you have emergency medical information you need to share, please inform your instructor immediately. You

may contact them privately, before or after class or by phone or email. If you are attending class in a location where the instructor is not present, please inform the Site Monitor. For faculty office and phone information please see the **IMPORTANT CONTACTS** section of this document. To **Email faculty** use the course email available through MyHills.

## **NON-DISCRIMINATION POLICY**

It is the policy of Indian Hills Community College to provide equal educational and employment opportunities and not to illegally discriminate on the basis of age, race, creed, color, sex, sexual orientation, gender identity, marital status, national origin, religion, genetic information or disability in its educational programs, activities or its employment and personnel policies. It is the further policy of Indian Hills Community College that no retaliatory action shall be taken against any person exercising their rights as an employee or student irrespective of the outcome of any procedure instituted hereunder.

Inquiries or grievances related to this policy may be directed to Bonnie Campbell, Director of Human Resources/Equity Coordinator, 525 Grandview, Ottumwa, IA 52501, 641-683-5108; the Director of the Iowa Civil Rights Commission in Des Moines; the Director of the Region VII Office of the United States Equal Employment Opportunity Commission or the Director of the Region VII Office of Civil Rights, United States Department of Education in Kansas City, Missouri.

## **FIELD EXPERIENCE COOPERATING AGENCIES**

Albia – Monroe County Head Start	Allerton – Head Start
Bloomfield – Davis Co. Head Start	Bloomfield – Davis Co. Day Care and Preschool
Centerville – Kids World Day Care	Centerville – Appanoose Co. Head Start
Chariton – Lucas Co. Head Start	Chariton - Kids Life Discovery
Corydon – Wayne Co. Head Start	Corydon – Magical Beginnings Child Care
Oskaloosa – Mahaska Co. Head Start	Oskaloosa – Busy Bee’s Home Day Care
Eddyville – Eddyville Day Care	Eldon – Wapello County Head Start
Fairfield – Jefferson Co. Head Start	Fairfield - St. Mary’s Preschool
Keosauqua – Van Buren Co. Head Start	Knoxville – Stepping Stone Early Childhood Center
Leon - Decatur Co. Head Start	Osceola - Clarke Co. Head Start
Ottumwa – YMCA Child Development Center	Ottumwa- IHCC Child Development Center
Ottumwa –McCarroll Preschools	Ottumwa –Waller’s Home Day Care
Ottumwa – Wapello Co. Head Start	Pekin – Pekin Preschool & Day Care
Sigourney – Keokuk Co. Head Start	

### **MISSOURI Head Start Sites**

Kirksville	Memphis	Edina
Downing	Lancaster	Glenwood

## IMPORTANT CONTACTS

Dr. Jill Budde, Health Sciences Dean	RHEC 105	641- 683-5164
Heidi Jones, Health Sciences Department Chair	RHEC 10	641- 683-5292
Gina Buttikofer, Early Childhood Program Director	VCTC upper level	641- 683-5317
Early Childhood Adjunct Faculty	RHEC lower level	641- 683-5212
Casey Zimmeht, Adjunct	IHCC Center	641- 684-5192
Barb Lisk, Child Development Center Director	IHCC Center	641- 683-5192
Marianna Stewart, EC Program Secretary	RHEC 3	641- 683-5287
Jenny Schmidt, Health Sciences Secretary	RHEC 104	641- 683-5164

IHCC also has a Watts Line, 1-800-726-2585. The extension you desire would be the last four numbers on the regular telephone number. IHCC is on a Monday through Thursday schedule.

## PROGAM POLICY AGREEMENT

It is important that all Early Childhood students read and understand the following Program Policy Statements:

### Receipt of IHCC Early Childhood Program Policy Manual

I have received a copy of the policy manual and identified its location on the IHCC web site. I understand I am responsible to read it completely and will be held accountable for complying with all policies and procedures of the Early Childhood program. It is my responsibility to ask for clarification from the Program Director of Early Childhood regarding any policy or procedure I do not understand. I will read new policies or procedures that are issued by the program and staple them into my manual. I understand that I am also responsible to read and comply with the general student policies of IHCC.

### Program Intent

I understand that I am earning a Child Care Technician Diploma or an Early Childhood Associate of Applied Science Degree. I understand that this **is not** equivalent to an Associate of Arts Degree. I also understand that I am ultimately responsible for enrolling in the appropriate courses, should I alter my degree of study or change my university transfer plans.

### Program Progression Policy

I understand that I must maintain a cumulative grade point average of 2.0 in order to graduate with a Child Care Technician Diploma and to progress to the Early Childhood Associate of Applied Science Degree.

### State and National Criminal Records Checks

I understand that in order to enroll in field experiences I must comply with the State of Iowa requirement for State and National (fingerprinting) Criminal Record Checks at my own expense. The Iowa Department of Human Services approves students for placement. I agree to pay related fees and complete the necessary documents in a timely manner.

### Field Experience

I understand that I must complete an infant/toddler and a 3-5 year old experience in a variety of settings. I need to have access to transportation to reach assigned field experience sites. At all times I am to follow policies set forth by the cooperating agency.

### Responsibility for Conduct and Actions as an Early Childhood Student

I understand that having been admitted to the IHCC Early Childhood program, I am held responsible for my conduct and actions as an Early Childhood student. I understand that breach of IHCC or Early Childhood program policies or educational ethics may result in consultation, and perhaps, probation, suspension or dismissal depending on the nature of my actions. I understand that child safety, privacy and dignity are of the highest priority in early childhood care and education.

### Medical Treatment

I understand I am responsible for payment for any medical treatment that may be necessary and is not covered under the provisions of the Iowa Code.

### Language Proficiency

I understand that as a potential employee of a public school system, my language skills, both spoken and written are very important. I am aware that the writing skills portion of the COMPASS TEST can provide me with a good indication of my writing proficiency. I agree to review this test score with the Success Center and to pursue any remedial work needed to improve my skills.

### Basic Skills Entrance Requirements for Elementary Education Students

I understand that, as a potential student of an Elementary Education Degree in the state of Iowa, I need to pass the required basic skills test, which may be the PRAXIS I test, prior to being accepted in to a Teacher Education Program. I realize that it is highly recommended that I take this test as a freshman.

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Student Signature

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Date



**IHCC Early Childhood Program  
Student Survey and Program Intent Form**

**Instructions** – The following information will help us learn a little about your prior experience and your future goals. Please read and answer each question. Then sign and date the form at the bottom.

I have been, or am currently, employed in an early childhood program (day care, preschool or other).

**YES**

**NO**

The various program options listed below have been clearly explained to me. I understand that I am enrolling in an Early Childhood Program at Indian Hills Community College which will prepare me to work in a daycare, preschool, Head Start, or as a Family Home Provider.

At this point in time, my goal is to complete the following level of education. . .

\_\_\_\_ Twelve credit Child Development Associate (CDA)

\_\_\_\_ One-year Child Care Technician Diploma

\_\_\_\_ Day Format

\_\_\_\_ Online Format

\_\_\_\_ Two-year Early Childhood Associate Degree

I also have a long term goal of achieving a ...

\_\_\_\_ Four-year Early Childhood/Elementary Education w/ the Pre K/K Endorsement from *Buena Vista University*.

\_\_\_\_ Four-year Early Childhood/Elementary Education from *Iowa Wesleyan College*.

\_\_\_\_ Four-year *Early Childhood Degree* from another college.

\_\_\_\_ Four-year *Elementary Education Degree* from another college.

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Student Signature

Date

**Indian Hills Community College  
Health Sciences Division  
Early Childhood Program**

**Consent for Release of Information Form**

\_\_\_\_\_ (print name)

I consent that Indian Hills Community College may release my:

Attendance record      ☐ yes ☐ no  
Grade Point Average    ☐ yes ☐ no  
Instructor evaluations   ☐ yes ☐ no

to facilities for potential employment purposes.

.....  
I consent that Indian Hills Community College may release my:

Name                      ☐ yes ☐ no  
Home address    ☐ yes ☐ no  
Email address    ☐ yes ☐ no  
Phone number    ☐ yes ☐ no

to employment recruiters.

.....  
I consent that Indian Hills Community College may request information regarding my job performance from employers and consumers for program assessment purposes.

☐ yes   ☐ no

Signature \_\_\_\_\_ date \_\_\_\_\_

**Marketing/Educational Consent Form**

For good and valuable consideration, I hereby consent and authorize Indian Hills Community College to reproduce, publish, circulate, and otherwise use for advertising/educational purposes, my name and/or signature and/or portrait and/or photograph and/or name of employer and the attached voluntary statement or statements or any part thereof, in black or white or in colors in magazines, newspapers, rotogravure sections of publications, booklets, circulars, posters, billboards, radio and/or television scripts, radio broadcast transcriptions, and/or telecasts and all other forms of publication or circulation, or any of them in advertising or any other publicity; and I hereby release said Indian Hills Community College of and from any and all rights, claims, demands, actions, or suits which I may or can have against it or them on account of the use or publication of said material.

Dated: \_\_\_\_\_

Signature: \_\_\_\_\_

**Indian Hills Community College District  
Health Sciences Division**

**APPLICANT IDENTIFICATION AND RELEASE FORM**

REGARDING INVESTIGATION OF FOUNDED CHILD OR DEPENDENT ADULT ABUSE, CRIMINAL HISTORY AND  
DRIVING RECORD IDENTIFICATION: (Please Print)

\_\_\_\_\_  
Health Sciences Program

\_\_\_\_\_  
Name                      Last                                      First                                      Middle

\_\_\_\_\_  
Alias, Maiden, Previous Married Name (Please list every previous name)

\_\_\_\_\_  
Address                      Street                                      City                                      State                                      Zip

\_\_\_\_\_  
Date of Birth                                      Social Security Number

\_\_\_\_\_  
Race                      Sex (M/F)                                      Driver's License Number                                      State Issuing License

Do you have a record of founded child or dependent adult abuse or have you ever been convicted of a crime in this state or any other state?    \_\_\_\_\_No                      \_\_\_\_\_Yes

If yes, please explain the nature of the incident and date of occurrence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**AUTHORIZATION AND RELEASE**

The undersigned acknowledges:

1. I have executed this document in conjunction with admission into a health occupations program at Indian Hills Community College District. (Hereinafter referred to as "IHCC").
2. I hereby authorize IHCC access to any criminal history record produced by federal, state or local law agencies pertaining to me.
3. I agree to release IHCC and any other person, company or other entity from any and all causes of action that otherwise might arise from supplying clinical agencies with information they may request pursuant to this release.
4. I understand that any false answers or statements or misrepresentations by omission made by me on this form or any related document will be sufficient cause for rejection of my application or for my immediate discharge should such falsifications or misrepresentation be discovered after the program begins.
5. I understand and agree that if I am rejected for participation in a clinical experience by an affiliating agency or if I refuse to submit to the registry checks that are required by an affiliating agency, I will be unable to complete my program of study in the specified program.
6. I understand that during my educational program at IHCC, it is my responsibility to report any criminal, child abuse and adult abuse charges pending against my record. I further authorize IHCC to conduct background checks on my record at any time during my educational program as needed.

Applicant Signature \_\_\_\_\_ Date \_\_\_\_\_

**Physical Examination Information**

### **Purposes and Objectives**

Special attention is given to health occupations students whose curriculum includes patient or patient specimen contact. A physical examination, immunization record, and health history is required to detect and prevent communicable diseases which may put the student, other students, colleagues, and/or patients at risk.

### **Process**

- The examination must be completed by a physician, physician's assistant, or nurse practitioner of the student's choice. Any incurred expenses are the student's responsibility.
- Completed forms must be submitted to the Health Occupations Office. Records will be retained, and treated confidentially. No information will be released without written consent of the student.
- Forms must be completed by the first week of classes, or earlier as required by the program.
- Students must ensure that **ALL** required information is provided. You will be contacted if your information is incomplete.
- Students will not be permitted to enter a clinical facility until their forms are approved.

### **Immunizations**

- Students must have proof of all immunizations and test listed on the Examination form.
- All immunizations must have a date of administration and be current per the guidelines.

### **Clinical and Laboratory Practice**

- Students are required to inform clinical and laboratory instructors of any condition/disease that may require safety precautions to safeguard the student and others (e.g. diabetes, seizures, etc).
- Changes in your health status (e.g. pregnancy, back injury, infectious disease) occurring after the completion of your health physical should be reported to your Program Director.

### **Recommended Vaccinations**

#### **Hepatitis B**

*Information.* OSHA and the Iowa Occupation Safety and Health Division have rules and regulations governing who should receive Hepatitis B vaccine. Since persons with Hepatitis B may become critically ill or die, it is recommended that all Health Occupations students involved in direct patient care receive the vaccine series prior to clinical coursework. The Hepatitis vaccine is a synthetic vaccine, manufactured from the yeast *Saccharomyces cerevisiae*.

*Exposure.* Exposure to Hepatitis B includes any percutaneous and mucous membrane exposure to blood or other body fluids (e.g. vaginal secretions, spinal fluid). Generally, exposure occurs via needle sticks, cuts, blood onto broken/chapped skin, and infectious material splashed into eyes, nose, or mouth.

*Indications.* Anyone with potential for exposure to

blood, body fluids, or tissue.

*Contraindications.* Anyone with an allergy to yeast, thimerisol, or any other component of the vaccine should not be vaccinated. Vaccination should be postponed during acute illness.

*Administration.* Hepatitis B vaccine requires three doses. The second dose occurs one month after initial dose. A third dose is due six months after initial dose. Booster recommended in ten years.

*Effectiveness.* Approximately 95% of vaccinated persons develop desired antibodies. A fourth dose may produce antibodies in persons unresponsive to the initial three doses.

*Pregnancy and nursing.* The effect of the vaccine on fetuses and nursing infants is unknown. Women who are pregnant, planning a pregnancy, or nursing should consult a physician.

*Adverse reactions.* Hepatitis B vaccine is generally well tolerated. Soreness at the injection site is the most common side effect. Other side effects include, but are not limited to: fatigue, fever, headache, dizziness, chills, influenza-like symptoms, nausea, diarrhea, constipation, asthma-like symptoms, abnormal liver function tests, Guillian-Barre syndrome, Bell's palsy, and tranverse myelitis.

#### **Hepatitis A**

*Information.* Hepatitis A vaccine is recommended for people with chronic liver disease, intravenous drug users, people practicing unsafe sex, people with clotting disorders, or people who work with Hepatitis A in experimental settings. If you have questions about your risk factor for Hepatitis A please consult your physician.

#### **Varicella (Chickenpox)**

*Information.* Adults who have not had chickenpox should be vaccinated. Adults with reliable histories of chickenpox are assumed to be immune. If you have questions about the Varicella vaccine, please consult your healthcare provide



Health Occupations  
Student Information Sheet  
Physical Examination and Immunizations

**TO BE COMPLETED BY THE STUDENT:** SSN \_\_\_\_ - \_\_\_\_ - \_\_\_\_ Birthdate (mm/dd/yy) \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ Middle \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

How do you rate your general health? \_\_\_\_\_ Do you have any physical or emotional limitations that might hinder your ability to perform the duties and responsibilities of the program you have selected? \_\_\_\_ Yes \_\_\_\_ No If yes, please explain \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**TO THE EXAMINER:** While enrolled in a health occupations program at Indian Hills Community College, this student may be involved in: a rigorous academic program; stressful situations in a one-on-one basis or in groups; activities requiring average manual dexterity, ability to lift, move, or turn person weighing at least as much as the student; activities requiring use of all sense organs, and activities which requires the student to be on her/his feet for up to eight consecutive hours. **Physicals must be completed by a physician, physician's assistant (PA) or nurse practitioner.**

I hereby certify that I have examined the person named above and determined that she/he is physically and emotionally fit to be enrolled as a student in her/his chosen program at Indian Hills Community College.

Comments: \_\_\_\_\_

Typed/Printed Name and Address of Healthcare Provider \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Authorized Signature

Date

**Immunizations and Tests:** Note recommendations on information sheet. This portion of the form must be filled out in its entirety. Blanks are not allowed. All immunization data must be on this form. **DO NOT** submit other documents as proof.

**MMR:** All persons born after 1/1/57 must have received 2 injections of MMR vaccine at least one month apart and after their first birthday **OR** have sufficient rubeola, mumps, and rubella titer **OR** Physician documentation of acquired disease.

Date of first injection: \_\_\_\_\_

Date of second injection: \_\_\_\_\_

Rubeola Titer Date \_\_\_\_\_ ☐ Immune ☐ Not immune  
Mumps Titer Date \_\_\_\_\_ ☐ Immune ☐ Not immune  
Rubella Titer Date \_\_\_\_\_ ☐ Immune ☐ Not immune

**MMR OR Rubella Titer if born BEFORE 1/1/57**

MMR Date: \_\_\_\_\_

**OR**

Rubella Titer Date: \_\_\_\_\_

☐ Immune ☐ Not immune

*If Not Immune, then Rubella Vaccine (proof of two vaccinations)*

Date: \_\_\_\_\_

Date: \_\_\_\_\_

<p>Tetanus/Diphtheria Booster (Must be within last 10 years)</p> <p>Date: _____</p>	<p><b>Hepatitis B: See information sheet.</b></p> <p>Hepatitis B: #1 Date: _____  #2 Date: _____ #3 Date: _____</p> <p>If you choose NOT to receive Hepatitis B vaccine, your signature declining vaccination is required.</p> <p>_____  Student Signature Date</p>
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<p><b>Two-step TB Testing (PPD):</b></p> <p>Have you ever had a positive TB reaction? <span style="float: right;"><input type="checkbox"/> Yes <input type="checkbox"/> No</span></p> <p>Are you currently taking corticosteroids? <span style="float: right;"><input type="checkbox"/> Yes <input type="checkbox"/> No</span></p> <p>Or immunosuppressive agents? <span style="float: right;"><input type="checkbox"/> Yes <input type="checkbox"/> No</span></p> <p>In the past 6 weeks have you had immunizations for measles, mumps, rubella, or influenza? <span style="float: right;"><input type="checkbox"/> Yes <input type="checkbox"/> No</span></p> <p>Are you pregnant? <span style="float: right;"><input type="checkbox"/> Yes <input type="checkbox"/> No</span></p> <p>Have you had a TB test in the last year? <span style="float: right;"><input type="checkbox"/> Yes <input type="checkbox"/> No</span></p> <p>If yes and you can provide documentation, you will only require one additional TB test. A minimum of 1 week is required between TB tests.</p> <p>I have been informed of the risks of receiving this intradermal injection and my questions have been answered. I understand that it is my responsibility to have the test read 48-72 hours after the test has been given.</p> <p>_____  Print name</p> <p>_____  Student Signature Date</p>	
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<p><b>Test #1:</b></p> <p>Injection given by _____ Date administered _____</p> <p>Lot # _____ Exp. Date _____</p> <p>Reaction Test #1  Read induration only, not redness</p> <p>_____ mm's</p> <p>This reaction is seen as _____ according to the Iowa Department of Health criteria</p> <p>_____  Signature Date</p>	<p><b>Test #2:</b></p> <p>Injection given by _____ Date administered _____</p> <p>Lot # _____ Exp. Date _____</p> <p>Reaction Test #2  Read induration only, not redness</p> <p>_____ mm's</p> <p>This reaction is seen as _____ according to the Iowa Department of Health criteria</p> <p>_____  Signature Date</p>
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<p><b>Varicella (Chickenpox):</b> See information sheet</p> <p>Have you had chickenpox? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Varicella Vaccine _____  Date _____</p> <p>If you have not had chickenpox and choose not to receive the varicella vaccine, your signature declining vaccination is required.</p> <p>_____  Signature Date</p>
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