

ACC Child Care & Development Dept.
CDEC 1166 – Practicum I
Master Syllabus

Course Description:

A specialized workplace experience designed to strengthen a student's job skills by providing an opportunity to use acquired skills and techniques with young children. Offered only in the spring semesters (This course and CDEC 1392 replace CDP 1634). (1-0-10)

Prerequisites: Fundamentals of Reading (DEVR 0303) and Fundamentals of Writing (DEVW 0303) or satisfactory score on appropriate placement test and completion of 15 – 25 hours of CDEC courses.

Co-requisite: CDEC 1392 Special Topics, Reading Skills I (DEVR 1303) and Writing Skills I (DEVW 1403) or satisfactory score on appropriate placement test.

Required Texts: There is no required text for this class.

Instructional Methodology: This is a lab course in which the student learns through intensive fieldwork experience of guided observations of children, direct work with children under the supervision of experienced teachers and course assignments. (See Lab Requirements below.)

Course Rationale: This lab course is designed to provide a supportive environment for students to practice teaching techniques and strategies needed to be a successful assistant teacher of young children. To be an effective member of an early childhood education team, students need the opportunity to practice a wide range of observation, assessment, planning and guidance techniques in a collaborative early childhood classroom environment.

NAEYC Standards:

All coursework in ACC's Child Development Department include student learning opportunities and outcomes that address the National Association for the Education of Young Children's Standards for Early Childhood Professional Preparation in Associate Degree Programs. The Standards intentionally cover areas of professional preparation that are required to be sure that all young children will receive the kind of early education they need and deserve. Following are the Standards which are included in your coursework:

STANDARD 3: Observing, Documenting, And Assessing To Support Young Children And Families

3a: Understanding the goals, benefits, and uses of assessment

3b: Knowing about and using observation, documentation, and other appropriate assessment tools

STANDARD 4: Teaching And Learning

4a: Knowing, understanding, and using positive relationships and supportive interactions

4b: Knowing, understanding, and using effective approaches, strategies, and tools for early education

4c: Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines

4d: Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes

STANDARD 5: Becoming A Professional

5a: Identifying and involving oneself with the early childhood field

5b: Knowing about and upholding ethical standards and other professional guidelines

5c: Engaging in continuous, collaborative learning to inform practice

5d: Integrating knowledgeable, reflective, and critical perspectives on early education

Course Objectives:

1. Apply developmentally appropriate practice to
 - a) Planning and implementing curriculum based on knowledge of individual children, including children's interests, culture and previous experiences; the community; the school's philosophy; and curriculum goals.
 - b) Using developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop, problem solve and make decisions.
 - c) Create, develop and select developmentally appropriate materials, equipment and environments.

2. Apply individual and group guidance strategies which develop positive and supportive relationships with children, encourage prosocial behaviors, promote positive conflict resolution and develop self-control, motivation and esteem in children:
 - a) Demonstrate positive responses, modeling and prompting techniques to assist children in prosocial behaviors.
 - b) Facilitate the development of positive problem solving strategies.

3. Apply principles of physically and psychologically safe and healthy environments for children:
 - a) Demonstrate universal health precautions.

4. Demonstrate an understanding of the importance of maintaining positive relationships with families:
 - a) Demonstrate sensitivity to differing parenting styles, cultures and values.

5. Use the observation process and various observation techniques to:
 - a) Apply observation information to classroom planning based on the needs of specific children.
 - b) Assess children's growth and development using various observation techniques.

6. Demonstrate professional and ethical behavior for a teacher of young children by:
 - a) Demonstrating an understanding of Early Care and Education Code of Ethics.
 - b) Demonstrating a reflection on teaching practices and evaluating the effects of teaching decisions on others.
 - c) Establishing positive, collaborative relationships with colleagues, other professionals, and families.
 - d) Demonstrating an ability to work as a member of a professional team.

SCANS Competencies: Seven of the SCANS workplace competencies are addressed in this course as preparation to serve as an assistant teacher in the classroom working with young children. The course is designed to assist students with the knowledge and skills they need to productively use resources needed to work with young children. The students learn needed interpersonal skills for working with the lead teacher, other professionals and families. Students learn to evaluate, organize and interpret data related to observation of young children as well as understanding the basic systems that are critical in working with children in a child care or preschool setting. The course also addresses basic skills of reading and writing as well as thinking skills and personal skills identified in SCANS.

Course and Lab Policies and Requirements:

Lab Policy: This course has 130 required hours of field experiences; 10 hours of fieldwork weekly for 13 weeks in a child development/early childhood classroom. Students are required to complete 50% of their hours at the ACC Children's Lab School if they are working full-time. If students are working less than 20 hours a week, all hours should be completed at the Lab School. It is strongly recommended that, if possible, all your lab hours be completed at the ACC Lab School. Your fieldwork placement will be determined by your previous experiences at the ACC Children's Lab School as well as your current employment situation. A supervising teacher is a requirement for any placement site. To be eligible to participate in field experiences, you must meet the eligibility criteria of the Child Development's Eligibility for Field Experiences Policy.

The Child Development Department's policy reflects the standards established by both:

- the Texas Department of Family and Protective Services, which is explained in the catalog and on the "Austin Community College Children's Lab School Criminal Conviction Statement for Child Development Lab Students",
- and criteria set by the Austin Independent School District for volunteer eligibility which prohibits anyone with a felony within the last five years for offenses involving moral turpitude (acts that are generally considered morally or ethically wrong, including crimes that involve dishonesty, fraud, deceit, theft, misrepresentation.)

You must complete all required hours to receive credit for this course.

Course Grading Lab Pass Statement: To successfully pass this course you must pass lab. If you do not receive a passing evaluation from your Lab School supervising teacher or from me, you may not pass the course. You may be asked to withdraw, receive an "F" or be asked to continue working on lab competencies for this course. All of this is explained in more detail on your handouts: "Procedure for Assisting Child Development Students to Improve Their Lab Practice" and the "Child Development Department Lab and Field Work Agreement".

To successfully complete the lab portion of this course, you are expected to:

- demonstrate the behaviors required in *Minimum Standards for Licensed Child Care Centers* and noted on the "Child Development Department Lab and Field Work Agreement"
- demonstrate the competencies discussed in your "Lab Expectations Handout"
- follow the policies of your lab placement site

Attendance: Each instructor will establish an attendance policy. Students must adhere to the attendance policy as stated in the individual course syllabus.

Withdrawals: Students may withdraw from one or more courses prior to the withdrawal deadline by submitting a request form to Admissions and Records. Withdrawal deadlines are published in the academic calendar. Withdrawal courses appear on the student's record with a grade of W. Until a student is officially withdrawn, the student remains on the class roll and may receive a grade of F for the course.

Students are responsible for understanding the impact withdrawing from a course may have on their financial aid, veterans' benefits, international student status, and academic standing. Students are urged to consult with their instructor or an advisor before making schedule changes.

Per state law, students enrolling for the first time in fall 2007 or later at any Texas college or university may not withdraw (receive a W) from more than six courses during their undergraduate college career. Some exceptions for good cause could allow a student to withdraw from a course without having it count toward this limit. Students are encouraged to carefully select courses; contact an advisor or counselor for assistance.

'Third attempt' course tuition

Per state law, effective spring 2006 any student taking a class for the third time or more may be charged an *additional* \$60 per credit hour unless exempted. We call it the **Rule of Three or Third Course Attempt**.

The Texas Higher Education Coordinating Board has mandated that all publicly funded higher-education institutions will not receive funding for courses a student takes for the third time or more. Without the state funding for those affected classes, ACC will charge additional tuition to pay for the cost of the class. The new "Third Course Attempt" tuition costs will not apply to developmental courses, Continuing Education courses, special-studies courses in which the content changes each time, or other select courses.

Students affected by this new policy should note the following:

- This policy affects class enrollments beginning with the fall 2002 semester (Aug. 2002).
- Financial aid may be used to cover the additional tuition charge.
- If you are taking a class for the second time and are considering a third attempt in the future, consult with your instructor and/or advisor. ACC is here to help you succeed.
- Appeals for waivers will be reviewed on a case-by-case basis by the relevant Dean of Student Services at each campus.

Reading and Writing Requirements: This course requires that students have successfully completed the Fundamentals of Reading (DEVR 0303) and the Fundamentals of Writing (DEVW 0403) or obtained a satisfactory score on an appropriate placement test. To remain in this course, you must be concurrently enrolled in Reading Skills I (DEVR 1303) and Writing Skills I (1403) or have obtained a satisfactory score on an appropriate placement test.

Legible Assignments: I expect all assignments to be written in complete sentences and to contain understandable paragraphs. Work that does not reflect these expectations will be returned to you for correction. The ACC Labs are wonderful resources and the Lab tutors will help you be sure that your assignments meet these expectations.

Professional Ethics: You are expected to maintain professional ethics while in this course. Careful adherence to NAEYC's Professional Code of Ethics when dealing with families, children, colleagues and supervising teachers is mandatory. Information about the Code of Ethics is available on NAEYC's website at www.naeyc.org. In addition, classroom discussions and all written work must reflect our commitment to maintaining issues of confidentiality for all children and families who allow our observations.

Scholastic Dishonesty: ACC's Scholastic Dishonesty Policy is stated in the Student Handbook: "Acts prohibited by the College for which discipline may be administered include scholastic dishonesty, including but not limited to cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research or self-expression. Academic work is defined as, but not limited to tests, quizzes, whether taken electronically or on paper; projects, either individual or group; classroom presentations, and homework." Failure to comply with this policy will result in loss of course credit for the assignments and may result in withdrawal from

this course.

Electronic Technology:

During all tests, please be sure that all electronic technology like cell phones, PDA's, etc., are turned off. Doing this prevents any misunderstanding about the use of the equipment for obtaining test information.

Students with Disabilities: The Student Handbook states that: "Each ACC campus offers support services for students with documented physical or psychological disabilities. Students with disabilities must request reasonable accommodations through the Office for Students with Disabilities on the campus where they expect to take the majority of their classes. Students are encouraged to do this three weeks before the start of the semester." The Office for Students with Disabilities for Eastview can be reached at 223-4159; Rio Grande has a TTY, 223-9000.

Student Freedom of Expression: Each student is strongly encouraged to participate in an open dialog. In any instructional situation that includes critical thinking, there are bound to be many differing viewpoints. These differences enhance the learning experience and create an atmosphere encouraging us to think and learn. I do expect that we respect the views of each other even if they differ substantially on volatile and sensitive topics.