

ACC Child Care & Development Dept.
CDEC 2166-Practicum II
Master Syllabus

Course Description: A specialized, intensive workplace experience designed to strengthen a student's job skills by providing an opportunity to use acquired skills and techniques with young children. Ten hours per week of regularly scheduled lab experience is required; five hours of this must be completed at the ACC Lab School. *This course is only offered during the Spring Semester.*
(Replaces CDP 2466 when completed with CDEC 1393; 1-0-10)

Prerequisites: Departmental Approval and DEVR 0303 and DEVW 0403 or satisfactory score on appropriate placement test.

Co-requisites: CDEC 1393 and DEVR 1303 and DEVW 1403 or satisfactory score on appropriate placement test.

Required Tests: There are no texts required for this course.

Instructional Methodology: CDEC 2166 is a laboratory course requiring field experiences with young children at the workplace and the ACC Children's Lab School.

Course Rationale: This course is the second laboratory capstone course in the Child Development Department. As such, it provides many opportunities for a student to implement teaching practices learned over in previous coursework.

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 1: Promoting Child Development And Learning

- 1a: Knowing and understanding young children's characteristics and needs
- 1b: Knowing and understanding the multiple influences on development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

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
- 5e: Engaging in informed advocacy for children and the profession

Course Objectives:

As one of the last courses in the Child Development Program, CDEC 2166 is designed to strengthen job skills by providing an opportunity to use acquired skills and teaching techniques with young children in a structured, intensive field work experience.

In this course, the student will:

1. Apply your understanding of child growth and development to create developmentally appropriate classroom environments that support the development of individual children including children with special needs;
2. Apply your understanding of developmentally appropriate practice to create learning environments and experiences which respect cultural and linguistic diversity and promote anti-bias approaches and the valuing of diversity;
3. Plan and implement developmentally appropriate curriculum;
4. Demonstrate a variety of guidance techniques based on developmental stages which promote children's self-control, motivation and esteem;
5. Apply observation and assessment information to individualize classroom planning and to ensure the continuous development of children;
6. Demonstrate an understanding of the Early Care and Education Code of Ethics;
7. Demonstrate positive, collaborative relationships with colleagues and families;
8. Demonstrate an ability to work as a member of a professional team.

SCANS Competencies:

CDEC 2166 addresses seven SCANS competencies. Students will have multiple opportunities to: identify, organize, plan and allocate resources (**Resources**); acquire and use information (**Information**); work with others (**Interpersonal**); understand complex interrelationships (**Systems**); read, write, perform mathematical operations, listen and speak to groups (**Basic Skills**); think creatively, make decisions, solve problems, visualize, use varied learning techniques, analyze underlying principles of relationships and ethics (**Thinking Skills**); display responsibility, self-esteem, sociability, self-management, integrity and honesty (**Personal Qualities**).

Course Policy & Requirements Statements

Lab Policy: This course has a total of 52 or 104 required hours working with young children at the ACC's Children Lab School. The hours required are determined by the student's employment status. Regular meetings with the student's supervising teacher are required in addition to lab hours; a student should plan on an additional 15 minutes each week to meet with the supervising teacher by phone or in person. It is the student's responsibility to arrange these meetings. To be eligible to participate in these 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

C or above in CDEC 2166 and CDEC 1393: A student must successfully complete the requirements of this course, CDEC 2166, with a “C” or above to obtain credit for CDEC 1393. A student must also complete the requirements of CDEC 1393 with a “C” or above to obtain credit for CDEC 2166.

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.

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.

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Incompletes:

An incomplete means that there are extenuating circumstances which have prevented you from completing the class within the semester time-frame.

An "I" will be given upon the request of the student only if at least 60% of course and lab work has been completed in a satisfactory manner. You will then have a limited amount of time to complete the course requirements. An automatic F results when the course is not completed as agreed upon.

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.