

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

Course Description:

A specialized, practical workplace experience designed to strengthen students' job skills by providing an opportunity to use acquired skills and techniques with young children. An individualized learning plan will be developed by the placement site, college, and student. One hundred twenty-eight hours per semester of regularly scheduled lab experience is required; sixty-four hours of these hours must be completed at the ACC Lab School. Students who have taken 15-25 hours of CDEC must enroll in this course before completing additional CDEC hours.
Offered only in the spring semesters (This course and CDEC 1392 replace CDP 1634). (1-0-10)

Prerequisites: Reading Fundamentals (DEVR 0300) and Writing Fundamentals (DEVW 0310) or satisfactory score on appropriate placement test and completion of 15 – 25 hours of CDEC courses.

Co-requisite: CDEC 1392 Special Topics, Reading Skills Improvement (DEVR 0310) and Writing Skills I (DEVW 0320) 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.

**Child Development Certificate
Program Level Student Learning Outcomes**

STANDARD 1: The student will apply an understanding of child development and learning.

STANDARD 2: The student will explain how to build family and community relationships.

STANDARD 3: The student will demonstrate how to observe, document and assess in order to support young children and families.

STANDARD 4: The student will demonstrate skills in teaching and analyze young children's learning.

STANDARD 5: The student will demonstrate skills of a professional.

NAEYC Standards and Program Level Outcomes:

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 that are included in your coursework:

STANDARD 1: : The student will apply an understanding of child development and learning by:

1a: Identifying and explaining young children's characteristics and needs

STANDARD 2: The student will explain how to build family and community relationships by:

2b: Explaining how to support and empower families and communities through respectful, reciprocal relationships.

2c: Explaining how to involve families and communities in their children's development and learning

STANDARD 3: The student will demonstrate how to observe, document and assess in order to support young children and families by:

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

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

STANDARD 4: The student will demonstrate skills in teaching and analyze young children's learning by:

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: The student will demonstrate skills of a professional by:

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:

As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

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.

Standard 3 & 4

- 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.

Standard 4

- 3. Apply principles of physically and psychologically safe and healthy environments for children:

- a) Demonstrate universal health precautions.

Standard 1

- 4. Demonstrate an understanding of the importance of maintaining positive relationships with families:

- a) Demonstrate sensitivity to differing parenting styles, cultures and values.

Standard 2

- 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.

Standard 3

- 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.

Standards 2 & 5

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 Policies and Fieldwork Experiences / Lab Policies:

This course has a total of 128 hours required working with young children; at least 64 hours must be completed at the ACC Lab School. 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:

- o 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",
- o 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 in consultation with your instructor, 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/Class Participation: Regular and punctual class and laboratory attendance is expected of all students. If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class. Each instructor will establish an attendance policy. Students must adhere to the attendance policy as stated in the individual course syllabus.

Reading and Writing Requirements: This course requires that students have successfully completed Reading Fundamentals (DEVR 0300) and Writing Fundamentals (DEVW 0310) or obtained a satisfactory score on an appropriate placement test. To remain in this course, you must be concurrently enrolled in Reading Skills Improvement (DEVR 0310) and Writing Skills I (DEVW 0320) or satisfactory score on an appropriate placement test.

Legible Assignments: All assignments are expected 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.

College Policies

Withdrawal Policy

It is the responsibility of each student to ensure that his or her name is removed from the roll should he or she decide to withdraw from the class. The instructor does, however, reserve the right to drop a student should he or she feel it is necessary. If a student decides to withdraw, he or she should also verify that the withdrawal is submitted before the Final Withdrawal Date. The student is also strongly encouraged to retain their copy of the withdrawal form for their records. Students who enroll for the third or subsequent time in a course taken since Fall, 2002, may be charged a higher tuition rate, for that course.

State law permits students to withdraw from no more than six courses during their entire undergraduate career at Texas public colleges or universities. With certain exceptions, all course

withdrawals automatically count towards this limit. Details regarding this policy can be found in the ACC college catalog.

Incompletes

An instructor may award a grade of "I" (Incomplete) if a student was unable to complete all of the objectives for the passing grade in a course. An incomplete grade cannot be carried beyond the established date in the following semester. The completion date is determined by the instructor but may not be later than the final deadline for withdrawal in the subsequent semester.

Statement on Scholastic Dishonesty

A student attending ACC assumes responsibility for conduct compatible with the mission of the college as an educational institution. Students have the responsibility to submit coursework that is the result of their own thought, research, or self-expression. Students must follow all instructions given by faculty or designated college representatives when taking examinations, placement assessments, tests, quizzes, and evaluations. Actions constituting scholastic dishonesty include, but are not limited to, plagiarism, cheating, fabrication, collusion, and falsifying documents. Penalties for scholastic dishonesty will depend upon the nature of the violation and may range from lowering a grade on one assignment to an "F" in the course and/or expulsion from the college. See the Student Standards of Conduct and Disciplinary Process and other policies at <http://www.austincc.edu/current/needtoknow>

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.

Statement on Students with Disabilities

Each ACC campus offers support services for students with documented disabilities. Students with disabilities who need classroom, academic or other accommodations must request them through the Office for Students with Disabilities (OSD). Students are encouraged to request accommodations when they register for courses or at least three weeks before the start of the semester, otherwise the provision of accommodations may be delayed.

Students who have received approval for accommodations from OSD for this course must provide the instructor with the 'Notice of Approved Accommodations' from OSD before accommodations will be provided. Arrangements for academic accommodations can only be made after the instructor receives the 'Notice of Approved Accommodations' from the student.

Students with approved accommodations are encouraged to submit the 'Notice of Approved Accommodations' to the instructor at the beginning of the semester because a reasonable amount of time may be needed to prepare and arrange for the accommodations.

Additional information about the Office for Students with Disabilities is available at <http://www.austincc.edu/support/osd/>

Student Rights and Responsibilities

Students at the college have the rights accorded by the U.S. Constitution to freedom of speech, peaceful assembly, petition, and association. These rights carry with them the responsibility to accord the same rights to others in the college community and not to interfere with or disrupt the educational process. Opportunity for students to examine and question pertinent data and assumptions of a given discipline, guided by the evidence of scholarly research, is appropriate in a learning environment. This concept is accompanied by an equally demanding concept of responsibility on the part of the student. As willing partners in learning, students must comply with college rules and procedures.

Safety Statement

Austin Community College is committed to providing a safe and healthy environment for study and work. You are expected to learn and comply with ACC environmental, health and safety procedures and agree to follow ACC safety policies. Additional information on these can be found

at <http://www.austincc.edu/ehs>. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the Emergency Procedures poster and Campus Safety Plan map in each classroom. Additional information about emergency procedures and how to sign up for ACC Emergency Alerts to be notified in the event of a serious emergency can be found at <http://www.austincc.edu/emergency/>.

Please note, you are expected to conduct yourself professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual will be dismissed from the day's activity, may be withdrawn from the class, and/or barred from attending future activities.

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Use of ACC email

All College e-mail communication to students will be sent solely to the student's ACCmail account, with the expectation that such communications will be read in a timely fashion. ACC will send important information and will notify you of any college related emergencies using this account. Students should only expect to receive email communication from their instructor using this account. Likewise, students should use their ACCmail account when communicating with instructors and staff. Instructions for activating an ACCmail account can be found at <http://www.austincc.edu/accmail/index.php>.

Student And Instructional Services

ACC strives to provide exemplary support to its students and offers a broad variety of opportunities and services. Information on these services and support systems is available at: <http://www.austincc.edu/s4/>

Links to many student services and other information can be found at:

<http://www.austincc.edu/current/>

ACC Learning Labs provide free tutoring services to all ACC students currently enrolled in the course to be tutored. The tutor schedule for each Learning Lab may be found at:

<http://www.austincc.edu/tutor/students/tutoring.php>

For help setting up your ACCeID, ACC Gmail, or ACC Blackboard, see a Learning Lab Technician at any ACC Learning Lab.

Updated 10/2011

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