

EARLY CHILDHOOD EDUCATION AND FAMILY STUDIES HANDBOOK



Clackamas
Community College

Oregon City, OR





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We are glad you are here, reading the Early Childhood Education and Family Studies program handbook. Whether you are a potential new student, exploring your options or a student who has already taken courses in several terms, this handbook will be a supportive resource to you in your journey to find about more about the program, the expectations and the resources available for you to be successful in your educational journey!

As an accredited program through the [National Association for the Education of Young Children](#), we adhere to the highest standards of excellence in early childhood education teacher preparation. You can be confident that you will acquire the knowledge, skills and experiences you need to be an early learning professional!

In the following pages you will find the program conceptual framework, outcomes, degree options, policies, and resources, which will be helpful to your experience at CCC. We encourage you to visit the ECE website to read more about our program, degrees, certificates, and career pathways.

Please feel free to reach out to us with any questions you may have. We are here for you!

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CCC Land Acknowledgement

We acknowledge that the Clackamas Community College campuses reside on the traditional homelands of the Clackamas, Cascades, and Tumwater bands of Chinooks, as well as the Tualatin and Pudding River bands of Kalapuya and the Northern Molalla people. They lived and prospered by maintaining strong cultural ties to the land, and through wise management of resources. As signers of the Willamette Valley Treaty of 1855, they were removed from their homelands to the Grand Ronde Indian Reservation where they became members of the Confederated Tribes of Grand Ronde. Please join us in taking this opportunity to thank and honor the original caretakers of this land, their lives, and their descendants that live on as Tribal members today, still carrying on the traditions and cultures of their ancestors.

College Mission. *Creating lifetime opportunities for success through responsive education. The college mission is to serve the people of the college district with high quality education and training opportunities that are accessible to all students, adaptable to changing needs, and accountable to the community we serve.*

Technology, Applied Health and Public Services Mission, in which ECEFS falls under, is the following: *We provide education and training that reflect the economic needs of the community and region and lead to successfully attaining employment.*

Early Childhood Education and Family Studies (ECEFS) program Mission. *We provide highly skilled early childhood professionals to work in early childhood classroom settings, in support roles with families and young children, and in other capacities that interact, lead, and advocate for young children and families.*

The Early Childhood Education and Family Studies program is part of the [Teaching and Education Focus Area](#).

OVERVIEW OF THE PROGRAM

The Clackamas Community College Early Childhood Education and Family Studies program offers students a comprehensive, sequence of coursework to prepare them to successfully earn a Certificate and/or Associates of Applied Science degree in Early Childhood Education and Family Studies. The program of coursework focuses on working with children from birth-age 8 and their families, while the primary focus is on birth-age 8. The coursework is research-based and reflects current knowledge and best practices in the field. Course content is reviewed and updated regularly to incorporate new initiatives and reflect the evolving needs of the early learning field at the local, state and national level.

Our program of study is designed to provide pathways to students, whether they are experienced early childhood professionals seeking to earn their degree, a new student exploring early childhood for the first time, or a student who plans to transfer to a

Baccalaureate program. The certificate program is 45 quarter credits and designed to be earned in one year if the student attends college full-time. After the one-year certificate, the second year of coursework leads to an Associate's of Applied Science degree (A.A.S.), which is 90 quarter credits.

The program strives to be responsive and accessible to all students. We offer online, hybrid, and evening classes to meet the needs of our non-traditional students. In fact, the majority of our courses are offered in the hybrid format. This blending of online and face-to-face coursework has been the preferred format for our students. It allows flexibility in scheduling for our students who are juggling work, families and other responsibilities, while also providing structured in person class meetings to create a classroom community and build relationships.

As a community college program, we work closely with our local partners to ensure our students are prepared to successfully transition into workplace settings. We have an Advisory Committee comprised of Head Start employers, private early learning employers, non-for-profit employers, high school advanced credit teachers, and current and former students. The role of the Advisory Committee is to guide the development and evolution of the program and ensure that the coursework is reflective of the needs in the community. The Advisory Committee meets at least twice a year.



CONCEPTUAL FRAMEWORK

The conceptual framework was initially developed in 2006 when the Associate of Applied Science (A.A.S.) in Early Childhood Education and Family Studies (ECEFS) began. Prior to that time, only the one-year certificate in Early Childhood Education and Family Studies existed. The development of the A.A.S. was in response to a need in the community to have a local early childhood teacher preparation program rather than graduates with the one-year certificate having to finish their A.A.S. degree elsewhere.

The framework was revised in 2013, with the oversight of the Advisory Committee, to align with the NAEYC teacher preparation standards. At that time, the Advisory Committee voted to adopt the NAEYC professional teacher preparation standards as the Program Learning Outcomes (PLOs). Our curricular framework and coursework have all been developed around NAEYC's early childhood professional preparation standards. This helps ensure that the content is comprehensive, relevant and establishes a strong foundation of early childhood knowledge and most importantly, application of that knowledge into real-life settings.



In 2022, we revised the conceptual framework again to align with the newly revised [*NAEYC Professional Standards and Competencies for Early Childhood Educators*](#):

The conceptual framework core of the ECEFS program are the NAEYC professional standards. The Course descriptions are included in Criterion Three and only referenced by title here.

- **STANDARD 1, *Child Development and Learning in Context*** is visited in nearly every course, but receives particular focus in HDF 225 Prenatal, Infant and Toddler Development, HDF 247 Preschool Development and ECE 240 Environments and Curriculum Planning.
- **STANDARD 2, *Family and Teachers Partnerships and Community Connections*** is the primary focus of ED 246: School, Community and Family Partnerships, HDF 140 Contemporary American Families and is also considered in other courses including ED 254 Instructional Strategies for Dual Language Learners.
- **STANDARD 3, *Child Observation, Documentation and Assessment*** is reflected in ECE 121 and 221, Observation and Guidance I and II respectively and ECE 291 and 292, Practica II and III.
- **STANDARD 4, *Developmentally, Culturally and Linguistically Appropriate Teaching Practices*** is the focus of ECE 240: Environments and Curriculum Planning for Preschoolers, ECE 241: Environments and Curriculum Planning for Infants and Toddlers and in the practicum courses.
- **STANDARD 5, *Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum*** is focused on ECE 154 Language and Literacy Development, ED 114 Instructional Strategies for Math and Science and integrated into other courses as well.
- **STANDARD 6, *Becoming a Professional*** is the sole focus of ECE 179 The Professional in ECE. This focus is carried into ECE 291 and 292, Practica II and III as well.
- **STANDARD 7, *Field Experiences***, is the focus of ECE 280 Cooperative Work Experience, ECE 291 and ECE 291, Practica III and III respectively.

With the standards as the foundation, the ECEFS program also values the core concepts of equity and diversity, accessibility and the continuum of development from birth through age 8.

- **Developmentally appropriate practice.** We promote knowledge, understanding and application of Developmentally Appropriate Practices. Students in our program learn about the three tenets of developmentally appropriate practice: age appropriate, culturally appropriate and individually appropriate.
- **Equity and diversity.** We prepare early childhood educators to work with diverse children and families and to value the strengths and experiences all families bring as funds of knowledge. We integrate diversity into all courses and have three stand alone courses as well ED 254 Strategies for Working Dual Language Learners, ED 169 Working with Children with Special Needs, and ED 258 Multicultural Education with that focus to help students learn how to promote equity in the classroom and in their work with families.
- **Accessibility.** Just as we value accessibility in our early learning programs, we value accessibility in our teacher education preparation program. We believe in meeting students where they are academically and giving them the supports they need to succeed. We are an open-entry program. We offer courses when students indicate they need them (online, evenings and Fridays primarily) and we have offered courses at students' work sites and in Spanish to increase accessibility of our program.
- **Continuum of development from birth through age 8.** We prepare teachers to work with infants-eight-year-olds. While we are not a teacher licensure program, we do share several courses with the Education program to expand the breadth of knowledge of ECEFS our students, while also helping those that are interested continuing at four-year institution have transfer courses they need.



EARLY CHILDHOOD EDUCATION AND FAMILY STUDIES PROGRAM OUTCOMES

■ **STANDARD 1 *Child Development and Learning in***

Context. Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.

■ **STANDARD 2 *Family-Teacher Partnerships and Community***

Connections. Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They (c) use community resources to support young children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies.

■ **STANDARD 3 *Child Observation, Documentation, and Assessment.*** Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. In partnership with families and professional colleagues, early childhood educators (d) use assessments to document individual children's progress and, based on the findings, to plan learning experiences.

■ **STANDARD 4 *Developmentally, Culturally, and Linguistically Appropriate Teaching Practices.***

Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

■ **STANDARD 5 *Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum.***

Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice. They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.



■ **STANDARD 6 Professionalism as an Early Childhood Educator.** Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

CERTIFICATE AND DEGREE OPTIONS

At Clackamas, we have several certificate and degree options for current and future early childhood educators. All of our certificate and degree options are also fully available in [Spanish](#).

Career Pathway Certificate of Completion (30 credits)

This entry-level certificate is designed to be completed in less than a year and qualifies the graduate to be on a Step 8 in the Oregon Registry. The required courses and the aligned Core Knowledge Categories are as follows:

Oregon Registry Core Knowledge Category	Career Pathway Certificate	Cr.
Human Growth & Development (HGD)	HDF 225 Prenatal, Infant, & Toddler Development	(3)
Diversity (DIV)	ED 258 Multicultural Education	(3)
Understanding & Guiding Behavior (UGB)	ECE 150 Intro to ECE and Family Studies	(4)
Families & Community Systems (FCS)	ED 246 School, Family and Community Partnerships	(4)
Observation & Assessment (OA)	ECE 121 Observation and Guidance I	(4)
Learning Environments & Curriculum (LEC)	ECE 240 Environments and Curriculum Planning	(4)
	ECE 154 Language & Literacy Development for Young Children	(4)
Health, Safety & Nutrition (HSN)	ECE 235 Safety, Health & Nutrition	(3)
Personal, Professional & Leadership Development (PPLD)	ECE 280 Coop Work Experience	(3)
Total Credits		32

The Career Pathway Certificate can be built upon, leading to the one-year certificate of completion.

One Year Certificate (45 credits)

The additional courses needed for the [45-credit certificate of completion](#) are the following:

WR 121, Composition I, 4 credits

MTH 50, MTH 65, or MTH 98, 4 credits

ED 216, Foundations of Teaching and Education, 4 credits

HDF 247, Preschool Child Development, 3 credits

The one-year certificate qualifies the graduate to be at a Step 8.5 on the Oregon Registry.

Associate of Applied Science Degree (A.A.S) (90 credits)

Below are the required courses needed to earn the [A.A.S. degree](#). Please note the Approved Term column indicates the only term(s) a course is offered, which is helpful to know when developing an educational plan with the advisor. The A.A.S. degree qualifies the graduate to be at a Step 9 in the Oregon Registry.

Course prefixes:

ECE = Early Childhood Education. These courses are focused on ECE and are only required by the ECE programs.

ED = Education. These courses focus on birth-12th grade education and are required for Education and ECE students.

HDF = Human Development and Family Studies. These courses are often taken by ECE students, Education students, Human Services students and/or Criminal Justice students.

PROPOSED TERM	CRSE	TITLE	APPROVED TERM
1	ECE-150	Introduction to Early Childhood Education & Family Studies	FA
1	ECE-235	Safety, Health and Nutrition	FA
1	ED-216	Foundations of Teaching & Education	FAWISP
1	FYE-101	First Year Experience Level I	FAWISP
1	WR-121Z	Composition I	SUFAWISP
2	ECE-121	Observation and Guidance I in ECE Settings	WI
2	ECE-154	Language & Literacy Development in Young Children	WI
2	HDF-225	Prenatal, Infant & Toddler Development	WI
2	MTH-050	Technical Mathematics I	SUFAWISP
2	MTH-065	Algebra II	SUFAWISP
2	MTH-098	College Math Foundations	SUFAWISP
3	ECE-240	Environments and Curriculum Planning	SP
3	ECE-280	Early Childhood Education/CWE	SUFASP
3	ED-258	Multicultural Education	SP
3	HDF-247	Preschool Through Adolescent Child Development	SP
4	ECE-179	The Professional in Early Childhood Education and Family Studies	FA
4	ECE-221	Observation & Guidance II in ECE Settings	FA
4	ECE-241	Environments and Curriculum Planning: Infants and Toddlers	FA
4	ED-114	Instructional Strategies for Math	FA
5	ECE-291	Practicum II	WI
5	ED-169	Overview of Students with Special Needs	WI
5	ED-254	Instructional Strategies for Dual Language Learners	WI
6	ECE-239	Trauma-Informed Practices in Early Care and Education	SP
6	ECE-292	Practicum III	SP
6	ED-246	School, Family & Community Relations	SP
6	HDF-140	Contemporary American Families	SP
6	HPE-295	Health & Fitness for Life	FAWISP
Electives	BA-101	Introduction to Business	SUFAWISP
Electives	BI-101	General Biology; Cellular Biology	SUFAWISP
Electives	COMM-111Z	Public Speaking	SUFAWISP
Electives	COMM-140	Introduction to Intercultural Communication	NOTTM
Electives	MTH-105Z	Math in Society	SUFAWISP
Electives	PSY-215	Introduction to Developmental Psychology	SUFAWISP
Electives	SOC-204	Introduction to Sociology	SUFAWISP
Electives	SPN-101	First-Year Spanish I	SUFAWISP
Electives	SPN-102	First-Year Spanish II	SUFAWISP
Electives	WR-122Z	Composition II	SUFAWISP

Credits for Prior Learning

We recognize and value that many students enter our program with prior experience and formal training in the field of early childhood. Students who have previously earned a Child Development Associate (CDA) certificate are eligible for credit for prior learning (CPL) for the following courses:

- ECE-150 Introduction to Early Childhood Education and Family Studies (4 credits)
- ECE-121 Observation and Guidance I (4 credits)
- ECE-235 Safety, Health and Nutrition (3 credits)
- ECE-280 Cooperative Work Experience (3 credits)

The CDA can be in infant/toddler, preschool, or family child care. It does not have to be a current CDA.

Only enrolled students can receive CPL. To be considered an “enrolled student” at CCC for this purpose, a student must either:

- a. Complete a minimum of 3 non-CPL credits at CCC during the quarter in which CPL is requested; OR
- b. Have received a minimum of 12 non-CPL credits from CCC in previous terms.

Successfully earned CPL will be noted with a grade of either A-C or Pass at the department’s discretion.

Credits earned via CPL will always include a CPL notation on the student’s transcript.

CPL costs: \$50 flat fee per course plus ½ of the current tuition per credit.

Course Delivery Methods

- **IN-PERSON** - This type of course will have all course material delivered in person. Students will attend class at a specified location at specified times.
- **REMOTE** - This type of course will have all course material delivered remotely in Moodle. Students will also attend synchronous class sessions via Zoom remotely at specified times.
- **HYBRID** - This class will have some of the course material delivered online in Moodle. Students will also attend class face-to-face at specified times.
- **ONLINE** - This class will have all course material delivered virtually on Moodle, with no requirements for a student to attend class at a specified time

For remote courses that have Zoom sessions, there are expectations for attendance and participation.

Students should fully engage with the instructor and classmates during the Zoom sessions, with cameras on and fully engaged in the course. Students should set aside the times for the Zoom sessions so that they are not distracted (driving, cooking dinner, etc.) and can fully focus on the content and activities being presented. Clothing attire should be the same as what you would wear to a typical face-to-face class.

Advising

At CCC, we believe that academic advising is key to your success in college. Having a clear path toward your degree and career goals can save you time and money. Advisors are here to help you with:

- Choosing classes
- Registering for classes
- Degree/certificate requirements
- Transfer questions
- Prerequisite waivers
- Academic success

In the Early Childhood Education program, you will be assigned an advisor who works specifically with ECE and Education students in the Teaching and Education focus area. Ideally, students should meet with their advisor each term to make sure they are on the path to completion and graduation.

Graduation Requirements

Students must complete all coursework required in the Certificate and Associate’s of Applied Arts with a C or better. If a student earns less than an C in a course, the course can be taken again.

Two terms prior to the anticipated graduation date, students should submit a petition for graduation.

CLASS POLICIES

Academic Honesty Rules

Students of CCC are expected to behave as responsible members of the college community and to be honest and ethical in their academic work. All work must be the student's own original work. Plagiarism is unacceptable. Not citing a source for quotes and other text found online is considered plagiarism. Any student caught plagiarizing will automatically fail the assignment. If caught plagiarizing a second time, the student may fail the course. For more information, please see [Clackamas Community College Student Handbook](#).

Students with Disabilities

Clackamas Community College will make reasonable accommodations for persons with documented disabilities. Students should notify the Disability Resource Center (located in the Community Center, right across from the cafeteria) and their instructors of any accommodation needs as soon as possible. The Disability Resource Center can also be reached by phone at 503.594.6357 or drc@clackamas.edu.

Student Learning Assistance

The Dye Learning Center at Clackamas Community College offers a welcoming environment for students. It is an open and accessible space that inspires people to engage in lifetime learning. The Learning Center is located in the Dye building on the Oregon City campus and offers a variety of tutoring, computer lab, and academic services.

- Math Lab
- Writing Center
- Academic Computing Lab
- Library
- Science Tutoring
- Subject-area Tutoring
- Moodle Help

Online tutoring in many subjects is available 24/7 through Smarthinking, sponsored by CASE. Go to services.smarthinking.com and login with your college email address and the password: clackamas. For more information, contact CASE at 503.594.3497.

Written Work

All written work submitted should follow APA 7th edition style

- Double-spaced
- 1-inch margins
- Header with student's name, course title, assignment, instructor's name and date
- A reference page

All written work should include references to the text, class readings and forum discussions to show how you are applying the information read, learned and/or discussed throughout the course.

All written assignments are to be submitted via the Moodle platform, unless otherwise noted. Assignments will be graded and returned with comments within one week.

If students are not confident in their writing skills and would like extra support and/or tutoring, they are encouraged to utilize CCC's [writing lab](#).

Communicating Online

Netiquette is a set of rules for behaving properly online. Something about cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics to communicating online:

- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Don't use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling, and avoid using text messaging shortcuts.

(taken from hilo.hawaii.edu/academics/dl/netetiquette.php)



PRACTICUM/FIELD PLACEMENT EXPERIENCES

Practicum experiences are a vital part of an early childhood education degree. At Clackamas Community College, practicum is also known as Cooperative Work Experience (CWE). These supervised field experiences provide students an opportunity to work in diverse early childhood settings, utilizing a combination of observation and hands-on opportunities to work with, and learn from, children and early childhood staff.

Prior to starting a field placement working with young children, all students must enroll in the Central Background Registry (CBR). Students must present a valid registry number provided by the Oregon Employment Department—Child Care Division (CCD). To obtain your registry number, please complete the [Criminal Records Check Application](#).

Step 1: Visit the Oregon Department of Education - Early Learning Division's Central Background Check Registry (link above)

Step 2: On page 2 of the application you will be asked why you are applying. It is important to note this response: • *I am applying for work, plan to volunteer or be associated with a licensed child care facility or requesting agency.*

It often takes 4-6 weeks to receive approval from the CBR. Thus, it is important to start this process early, at least two months before the first planned field placement course, ECE 280 or ECE 291.

Additional requirements: Students wishing to complete a practicum/field placement with a Head Start organization will also have to complete a TB (tuberculosis) test. The Head Start organization will provide specific instructions for completing the test.

Students wishing to complete field placement hours in public school kindergartens will be required to complete an additional background check through the Oregon Department of Education. Please visit district administration HR offices for forms.

Overview of Practicum Experiences

Practicum experiences should build upon the theory, coursework and knowledge that students have gained from prior coursework. Coursework that must be completed prior to beginning the practicum sequence includes the following: ECE 121 Observation and Guidance I; ECE 150 Introduction to Early Childhood Education; HDF 225 Prenatal, Infant and Toddler Development; and HDF 247 Preschool Child Development. Some of these course requirements may be waived if students have prior experience working in early learning settings.

There are three quarters of practicum students must typically complete. The first practicum course to be completed is ECE 280 Practicum/CWE. This is always offered during spring and summer terms and serves as the foundation for the advanced practicum series, which begins the following winter term. After students complete ECE 280, the next in the series is ECE 291 Practicum I/CWE offered winter term and ECE 292 Practicum II/CWE offered spring term,

Prior to enrolling in a practicum course, students must complete a First Aid/CPR course in addition to the Central Background Registry.

Practicum Site Selection Criteria

The practicum supervisor will work with the student to determine an appropriate practicum placement. Site placement will be done in accordance with the National Association for the Education of Young Children's (NAEYC) Professional Preparation Standards and Competencies, Standard 7, which states:

"7a: Opportunities to observe and practice in at least two of the three early childhood age groups (birth-age 3, 3-5, 5-8)

7b: Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)."

To qualify as an approved practicum site, the school/facility must meet one of the following criteria: be NAEYC accredited, be a Head Start or Early Head Start program, be a preschool or kindergarten program in a public school or have achieved a 4- or 5-star rating on SPARK, Oregon's Quality Rating Improvement System.

Additionally, students who are working in the field may complete at least one of their practicum courses at their work site. Students who are Family Child Care Providers are able to complete the majority of their practicum hours at their own site, with 5-10 hours total spent at another site with a different age group. This can be accomplished by trading positions with a fellow student for a few hours or finding an evening or weekend placement site.

Time Commitment

Students are expected to complete 10 hours a week for each of the 11 weeks of the term (including finals week) for a total of 110 hours. If students want to complete the 110 hours in 10 weeks instead, that is an option. Each "shift" at the practicum site has to be at least 3 hours or longer in length.

Time spent helping the teacher prepare for the day or wrap up and close for the day can be counted towards the 10 hours. However, the time at the practicum site cannot be spent completing assignments such as writing in the reflective journal. Time can be spent gathering observational data on the focus child to complete the GOLD assessment.

Supervising Teacher

The lead teacher in the classroom in which the practicum student will be placed is considered the "supervising teacher." The supervising teacher must hold at least an A.A.S. degree in Early Childhood Education or a closely related field.

Each student will have 3-4 learning objectives for each term, determined collaboratively based on the student's focus and needs as well as the opportunities presented at the practicum site.

The supervising teacher should allow the student to lead activities and small groups, when appropriate, and scaffold the student's learning, providing constructive feedback and mentoring. The supervising teacher should support the practicum students by giving them opportunities to fulfill the practicum objectives and related child-focused assignments, i.e. documenting observations of a focus child, assessing the focus child, meeting with the family of the focus child to share assessment information, planning and facilitating classroom activities. The practicum student, as a volunteer, should not be responsible for groups of students unless the paid staff are in the room.

At the end of the term, the supervising teacher will meet with the college instructor to determine how the student did in meeting the previously agreed upon objectives and provide any other pertinent feedback regarding the student's performance and learning in the classroom.

Student Responsibilities

First and foremost, students agree to uphold the principles and ideals contained within NAEYC's Code of Ethical Conduct and Statement of Commitment. Students will review and sign the Code of Conduct prior to beginning the first practicum course.

Additionally, students should follow the guidelines:

- Cell phones should be off while at the practicum site. Texting, talking on the phone, and checking social media sites are not allowed during practicum field experiences.
- Gum chewing and smoking should not be done on the grounds of the practicum site.
- Observe professional discretion and confidentiality with families, staff and site.
- Follow standards, expectations and chain of command at site and/or school.
- Maintain dependability in attendance and punctuality.
- Maintain employment practices, such as calling when sick as early as possible when not able to go to the practicum site.
- Deal with conflict in a professional manner.
- Be responsible for arranging own emergency transportation and child care.
- Keep all personal problems private during the day.

- Participate in routine care and tasks.
- Use appropriate language and grammar.
- When in doubt about the value of a decision, put the child's welfare first.
- Get to know the children and their names as soon as possible and learn the correct spelling.
- Ask for help when needed and don't worry over mistakes.
- Always know how many children are in your group or class and constantly be aware of where they are and what they are involved in
- A sense of humor and a smile are important teacher tools

Dress Requirements/Recommendations for Practicum Students

As representatives of the college, students must comply with standard dress codes. Students should check with their practicum site to become aware of the program's specific dress code requirements. At a minimum, the guidelines below should be followed:

The following are **unacceptable** at any site:

- Bare mid-drifts
- Sweat pants
- Short dresses, short shorts or short skirts. Remember, you will likely be spending much of the classroom time on the floor with the children.
- Low necklines which show cleavage or could show cleavage when bending over.
- Low rise pants and "sagging" pants
- Ripped jeans
- Inappropriate slogans or advertisements on clothing
- Hats or baseball caps (while indoors)



Sanitation Guidelines

In order to contain the spread of germs and disease, regular hand washing is needed. Students should wash their hands with soap and water at the following times:

- On arrival/departure
- Before handling food
- Before/after eating
- After each bathroom use—yours or child's
- After wiping any nose—yours or child's
- After assisting with any open injury
- After handling animals

Responsibilities of Clackamas Community College Practicum Instructor

The practicum instructor will help students find field placements that adhere to the guidelines stated above. The instructor will assist the student in developing objectives to be met throughout the quarter. Additionally, the instructor will provide a copy of the syllabus for the term, which outlines the specific requirements and assignments to be completed.

The instructor will visit each student's placement site two times during the term. The first visit will occur during the first three weeks of the term. This visit will focus on the instructor meeting the supervising teacher, verifying the scope and extent of the student's work there, reviewing the agreed upon objectives and a brief observation of the student interacting in the classroom. The second visit will occur during the last two weeks of the term. This visit will consist of an on-site observation of at least half an hour and talking with the supervising teacher to receive feedback on how the student did in meeting the objectives. After the second visit, the practicum student and instructor will meet to discuss the observation, strengths and areas of improvement.