

**Del Mar College
Child Development / Early Childhood**

**Course Syllabus CDEC 1166 / 2166
Practicum**

Offered: Fall/Spring Semesters

**Instructor(s): Dr. Amy Mintz
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Course Description:

Practical, general workplace training supported by an individualized learning plan developed by the employer, college faculty, and student. The practicum experience is designed to strengthen students' job skills by providing an opportunity to use acquired skills and techniques with young children.

Course Objectives:

This lab course is designed to provide a supportive environment for students to practice teaching techniques and strategies needed to be a successful 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 observations, assessment, planning and guidance techniques in a collaborative early childhood classroom environment.

Prerequisites: Students must have completed or concurrently enrolled in CDEC 1313 (Curriculum Resources) to be enrolled in Practicum I (CDEC 1166).

Students must have completed or concurrently enrolled in CDEC 1319 (Child Guidance) to be enrolled in Practicum II (CDEC 2166).

Required Materials:

Course Manual (to be handed out by instructor)

Complete Orientation Packet (to be handed out by instructor)

Evidence of current TB test BEFORE being placed in a classroom

Evidence of current food handler's permit BEFORE being placed in a classroom

Suggested Additional Textbook:

Bredenkamp, S. & Copple, C. (1997) *Developmentally Appropriate Practice in Early Childhood Programs (3rd edition)* Washington D.C.: NAEYC.

Student Learning Outcomes:

The student will:

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 pro-social 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 pro-social behaviors.
 - b) Facilitate the development of positive problem solving strategies.
3. Apply principles of physically and psychologically safe and healthy environments for children:
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 and apply information to classroom planning based on the needs of specific children.
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:*

C7 Interprets and communicates information

C9 Participates as a member of a team

C14 Works with diversity

*The SCANS competencies identified by the Secretary's Commission on Achieving Necessary Skills have been infused into this course. The SCANS were developed to close the gap between training and workplace know how.

Course Time / Place:

Orientation Meeting:

There will be a mandatory orientation meeting at the beginning of the semester (please check posted signs in CEL classrooms as well as notices on Canvas for date/time of meeting). Students who miss the meeting are expected to read over the course manual (obtained from practicum instructor) on their own for information on course expectations and procedures. Separate orientation meetings for individual students will not be granted.

Students will **not** begin in at a field site until after the orientation meeting and after all orientation requirements have been completed.

<u>Field Experiences:</u>	Seven hours per week	8:00am-11:30am**
	Field Site‡	Placement to be determined once orientation paperwork completed

****Note:** Students may be placed at a practicum site that has after-hour or weekend care to fulfill required placement hours. In such cases, students will still be required to complete the minimum number of hours per week, but the start and finish time may vary.

- If employed full-time elsewhere, students may need to modify work their work hours to fulfill the required placement hours needed to complete this course.

‡Note: Some students currently employed at a site with young children may be able to use employment site as a practicum site per instructor's approval.

- Students will gain diverse teaching after completing CDEC 1166 (Practicum I) and CDEC 2166 (Practicum II). As such, placement site used for Practicum I cannot be used for placement site for Practicum II.

Attendance:

- If a student is going to be absent from their field site/employment site, they are expected to notify the practicum instructor of such absence either by phone or email by 8am. This will assist the instructor so she/he does not travel to field site for an observation until the student returns.
 - 5 points will be deducted off student's final grade each time they do not call/email their practicum site or practicum instructor by 8am when absent.
- Students who are placed (non-employed) at practicum sites will be required to have updated time log sheets with them at all times. Instructors will view time sheets, along with practicum assignment folder during observation visits.
- Students who are placed at practicum site are responsible for completing any hours missed due to absences. All make-up hours must be completed by the last day of class.
- Students who miss more than three days of field experiences (10.5 hours) may be withdrawn from the course.

- If students miss more than 7 hours, a conference with the instructor will be required. At such conference, the instructor and the student will develop an Action Plan which will outline the necessary steps the student must complete to fulfill course requirements.

Course Policies:

Students are expected to complete all requirements on the Orientation Checklist distributed by the instructor during the orientation meeting.

- If you are currently employed at a childcare center, you do not need to obtain a Food Handler’s Certificate, a Background check, nor a TB test (since these are already on file with your employer).

Students are expected to arrive at field site on time and stay the duration of their placement hours.

Students who are placed will work with the cooperating Master Teacher, taking his/her lead, and participate in curriculum and guidance interactions with the children.

Students who are placed will NEVER be left alone with children in the classroom without a practicum site teacher/supervisor present. If this does happen, please contact the course instructor.

The use of cellular phones during field site experiences is not permitted. Please notify the lead classroom teacher in emergency situations.

Students are expected to read and abide by the Code of Conduct found in the College Catalog. If you have any questions regarding the Code of Conduct, please consult with your instructor.

Office of Special Services:

Students requesting disability accommodations or information are encouraged to contact the Office of Special Services, Harvin Center Room 188, 698-1288.

Course Evaluation:

Professional Dispositions	10%
Field Site Evaluations from Instructor	20%
Weekly Reflection Journals	30%
Field Site Planned Activities	40%