

### Basic Course Information

Semester	<b>Spring 2015</b>	Instructor Name	<b>Becky Green</b>
Course Title & #	<b>Practicum-Field Experience</b>	Email	<b>Becky.green@imperial.edu</b>
CRN #	<b>20054</b>	Webpage (optional)	
Room	<b>Preschool</b>	Office	<b>2200</b>
Class Dates	<b>2/17/2015 – 6/12/2015</b>	Office Hours	
Class Days	<b>M</b>	Office Phone #	<b>760-355-6232</b>
Class Times	<b>0630-0835</b>	Office contact if student will be out or emergency	<b>Lency Lucas 760-355-6232</b>
Units	<b>3</b>		

### Course Description

A demonstration of developmentally appropriate early childhood teaching competencies under guided supervision. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning, and assessment; and knowledge of curriculum content areas will be emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for all young children. (C-ID ECE 210) (CSU)

### Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Integrate understandings of children’s development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children. (ILO2, ILO3, ILO4, ILO5)
2. Evaluate the effectiveness of an early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children. (ILO2, ILO3, ILO4, ILO5)
3. Design, implement and evaluate curriculum activities that are based on observation and assessment of young children. (ILO2, ILO3, ILO4, ILO5)
4. Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults. (ILO1, ILO2, ILO3)
5. Critically assess one’s own teaching experiences to guide and inform practice. (ILO1, ILO3)

### Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Assume teaching and non teaching responsibilities and demonstrate developmentally appropriate practices in an early childhood classroom.
2. Develop the persona of a professional educator.
3. Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.
4. Use and articulate current research and understanding of development and learning theories to select effective learning materials and experiences for all young children.
5. Analyze classroom space of its effect on the behavior and interactions of children/teachers.
6. Plan, present and evaluate a variety of developmentally, culturally and linguistically appropriate, play-based curriculum and activities.
7. Model and facilitate appropriate language and social behavior with children and adults including problem

solving and conflict resolution strategies.

8. Critically assess personal experiences to inform and guide future teaching and collaborative practices.
9. Develop a recordkeeping system to document and track children's progress.
10. Demonstrate professional behavior and preparation for the field of early childhood education.
11. Demonstrate a professional level of competence in written and verbal expression.
12. Apply principles of effective advocacy in assignments or projects.

### Textbooks & Other Resources or Links

**Browne, Kathryn and Gordon, Ann (2009). *To Teach Well: An Early Childhood Practicum Guide (2st/e)*. Prentice Hall. ISBN: 978-0131995024**

California State Infant/Toddler Learning & Development Program Guidelines, Available at:

<http://www.cde.ca.gov/sp/cd/re/documents/itguidelines.pdf>

Desired Results Developmental Profile, California State Department of Education, Available at:

<http://www.cde.ca.gov/sp/cd/ci/desiredresults.asp>

Developmentally Appropriate Practice in Early Childhood Programs, Bredekamp & Copple, current edition, NAEYC Publications 2009

Early Childhood Rating Scale, current edition, Harms, Clifford & Cryer, Teachers College Press 2011

California State Preschool Learning Foundations, Available at:

<http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

NAEYC Code of Ethical Conduct

### Course Requirements and Instructional Methods

Please come to class on time and prepared. All students must show clear TB test before starting lab.

All students are required to do 12 hours of lab per week.

Please go to the office and fill out a Criminal Background form, an Abuse Index form, and a lab school contract.

Students will be given a timecard and instructions on how to use the time clock. Students with any Criminal Background will not be allowed to begin until cleared. A minimum of 160 hours of lab must be completed in order to pass the course.

Grades will be based upon lab assignments, class participation, and completion of assignments, pop quizzes, quizzes, portfolio, and tests throughout the semester. All material presented in the text, study guide, videos, and handouts will be part of the evaluation process.

All writing assignments should be typed.

No assignments or projects will be accepted late. They are due on the date assigned. Every student has the same chance to prepare for quizzes and tests. If you miss a quiz and have extra time to study, it is unfair to those students who took the quiz on time. In order to make up a test, quiz or assignment you must show proof for the absence (doctor's note, hospitalization paperwork, etc.) and it must be approved by the instructor. Regardless of the reason for a missed quiz, all missed quizzes and tests must be made up within a week of when your class took that quiz. Make-ups are at my office during my office hours. Please make sure you are here when tests are scheduled. If you are not here for a scheduled test, you will receive no points for the test.

A missed assignment or test is considered an “F” and no points will be given. Plan your schedule to allow for ample study time so you will be prepared. There is no penalty for taking a quiz or test *before* the scheduled time.

All papers must be typed and completed in APA style.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

### Course Grading Based on Course Objectives

"When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the faculty member of the course, and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith or incompetency, shall be final."  
*California Education Code, Section 76224(a)*

Everyone in each class can earn an “A” grade. There is no set number or percentage that limits how many A’s can be earned in each class.

All assignments have a rubric by which the student can view what is required to receive the highest grade on that assignment.

The student’s ability to work directly with the children will be included in the grading.

### Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student’s status will be the same as that of any other student who desires to add a class. It is the student’s responsibility to drop or officially withdraw from the class. See General Catalog for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences.
- 12 hours of lab per week will be scheduled and students must follow that schedule. 160 hours of lab must be completed.

### Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

- When working in the lab: All students working in the labs are expected to behave in a professional manner and use appropriate language around children. Clothing must be suitable for working with children. No high heels or flip flops (dangerous for children and students). Students will be given a handbook and all policies of the Preschool and Infant center labs must be followed.
- Confidentiality: Students are not allowed to discuss the children in the lab or their families with anyone outside the class.

### Academic Honesty

- Plagiarism is to take and present as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to correctly 'cite a source', you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment or using or attempting to use materials, or assisting others in using materials, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment ;(c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment, (e) use of a commercial term paper service

### Additional Help

- Blackboard support center: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- Learning Labs: There are several 'labs' on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Learning Services (library). Please speak to the instructor about labs unique to your specific program
- Library Services: There is more to our library than just books. You have access to tutors in the learning center, study rooms for small groups, and online access to a wealth of resources.
- Lending Library: The Child Development Department has a lending library funded through CDTC. Students can check out text books (based on availability), DVDs, children's music, children's literature, and other materials needed for child development assignments.
- CDTC: Help applying for your permit can be obtained in the Preschool Lab office.
- NAEYC: [www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf](http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf)

### Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313 if you feel you need to be evaluated for educational accommodations.

### Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student->

[health-center/](#). The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at [http://www.imperial.edu/index.php?option=com\\_docman&task=doc\\_download&gid=4516&Itemid=762](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762)

### Information Literacy

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

### Anticipated Class Schedule / Calendar

The instructor will provide a tentative, provisional overview of the reading, assignments, tests, or other activity for the duration of the course. The faculty may find a table format useful for this purpose.

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1	Syllabus & Introduction Review of portfolio requirements What the Practicum Student Needs to Know <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Requirements</li> <li>• Professional Behavior</li> <li>• Schedule</li> </ul> Why do you want to become a teacher? What is it to be a “teacher”?	Chapter 1
Week 2	Becoming a Professional Teacher Professional Standards Have Read: Chapter 2 Read: NAEYC Code of Ethical Conduct and Statement of Commitment <a href="http://www.naeyc.org/files/naeyc/.../PSETH05.p...">www.naeyc.org/files/naeyc/.../PSETH05.p...</a> Teacher Assessment and Evaluation	Chapter 2- Already read My Ethical Responsibility activity <b>Homework:</b> Write 2 teaching goals for yourself. Each goal must have 2 objectives. Due next week
Week 3	Understanding and Guiding Behavior Discussion behaviors in the classroom Observing and assessing children Review assessments Review observation and cycle	<b>Chapter 3 and 4-</b> already read and ready to discuss <b>Homework:</b> Each student will be given an activity to create

Imperial Valley College Course Syllabus – Practicum- Field Experience CDEV200

		and complete with children. <b>Journaling Assignment</b>
Week 4	Environments and Schedules  Reflective activity	<b>Chapter 5 and 6-</b> already read and ready to discuss <b>Homework:</b> Each student will be assigned an area to create and a date it will be due <b>Homework:</b> Design your dream center
Week 5	Curriculum Value of Play	<b>Homework:</b> Each student will be given an activity to create and complete with children.
Week 6	Curriculum Planning Essentials for Curriculum Balancing Curriculum	<b>Homework:</b> Each student will be given an activity to create and complete with children.
Week 7	Environments and Curriculum Documenting learning Health and Safety	<b>Homework:</b> Each student will be given an activity to create and complete with children. <b>Homework:</b> Create a documentation panel for one of your activities
Week 8	Working as part of a team 2 + 2	<b>Homework:</b> Each student will be given an activity to create and complete with children. <b>Homework:</b> Complete a 2+2 on assigned peer
Week 9	Team Teaching	<b>Homework:</b> Each student will be given

Imperial Valley College Course Syllabus – Practicum- Field Experience CDEV200

		an activity to create and complete with children.
Week 10	Working with Families Family involvement Plan	<b>Homework:</b> Each student will be given an activity to create and complete with children. <b>Homework:</b> Teacher of the Day
Week 11	Dynamics of Diversity Meeting the needs of <u>ALL</u> children Facets of diversity	<b>Homework:</b> Each student will be given an activity to create and complete with children.
Week 12	Diversity Continued Putting Diversity into action Teacher Day	<b>Homework:</b> Each student will be given an activity to create and complete with children.
Week 13	Teacher of the Day Observations and Children's interest form due Journal entry due Activities will be assigned and discussed Portfolios Interview scheduled	<b>Homework:</b> Each student will be given an activity to create and complete with children.
Week 14	Teacher of the Day Portfolios presented to Panel Interviews	<b>Homework:</b> Portfolio
Week 15	Interviews	