Course Prefix and Number: CDYC 298  
Credit hours: 3

Course Title: Practicum in Early Childhood Settings

Course Prerequisites: All CDYC program courses with a grade of “C” or better, a candidate for graduation, and permission from the program coordinator.

Eligibility for Student Teaching
1. complete CDYC 101, 103, 105, 165, 211, 240, 261, 265 and 273 (or at least 27 CDYC credit hours) with a grade of C or better
2. complete additional required course work equal to 30 credit hours
3. Recommendation from the Program Coordinator in CDYC

Textbook(s): Not required. Course text will be provided.

Course Description: CDYC 298 is the CDYC program capstone course which consists of two different and simultaneous settings: lecture and supervised field experience. The student teaching experience will be supervised and evaluated by the college program coordinator and approved educators in at least two different settings of the following: Head Start and Early Head Start, center-based programs, Pre K schools, and public schools with Pre K, Kindergarten through the early elementary grades. Practicum students will be placed with at least two of the following age groups: birth – three years, three to five years, and five through eight years. (NAEYC Standard 7 Field Experiences) The field experience will provide students the opportunity to observe and participate in activities, plan, execute and assess lessons to provide optimal cognitive, physical, emotional, social, and creative developmental needs for each child,. During lecture, students will confer with other teacher candidates about techniques to solve issues as they participate in field experiences within the early childhood field. (CDYC 298 requires a mandatory 160 clock hours of actual field experience)

Learning Outcomes:

At the end of the course, the student will:

A. use research and prior learning experiences to demonstrate understanding of typical and atypical theory-based child development knowledge to promote social, emotional, cognitive, physical and creative growth and development in each child; (NAEYC Standard 1)
B. demonstrate application of strategies, methods, and ethical conduct to establish and maintain positive and respectful relationships with each family within the community; (NAEYC Standard 2)
C. develop and utilize appropriate strategies and technology tools to observe, document, and assess children in order to develop an appropriate learning plan for each child to communicate needs with the family; (NAEYC Standard 3)
D. apply developmentally effective approaches, including technology, when nurturing, guiding, and educating young children; (NAEYC Standard 4)
E. acknowledge and use content knowledge, inquiry skills, and technology to
design, implement and assess intentional learning outcomes to provide
meaningful and challenging curriculum for each child; *(NAEYC Standard 5)*
F. become an advocate for the early childhood profession; *(NAEYC Standard 6)*
G. observe and practice in field experiences in at least two different early
childhood settings and two different age groups (birth-3, 3-5, and 5-8 years).
*(NAEYC Standard 7)*

To achieve the learning outcomes, the student will:

1. design an Excel spreadsheet tool for observing and assessing each child’s
growth and learning to plan and utilize data to provide optimal physical,
intellectual, social and emotional development of children; *(A) (C) (Computer
Concepts Excel Document) (NAEYC Standard 1: Key Element 1a, 1b;
NAEYC Standard 3: Key Element 3a, 3b, 3c, 3d)*
2. demonstrate effective communication techniques to use with children and
their families; *(B) (NAEYC Standard 3: Key Element 3d)*
3. describe practices and adaptations, such as technology assisted activities, used
in educational settings that promote the inclusion of children who have
disabilities, other special needs, and a variety of learning styles; *(C) (D) (E)
(NAEYC Standard 3: Key Element 3d)*
4. describe how you will maintain a safe, healthy and nurturing learning
environment for young children; *(D) (Computer Concepts Word Document)
(NAEYC Standard 1: Key Element 1c)*
5. using Access, create a data base of materials and activities that are consistent
with early childhood education learning theory and techniques; *(A) (D) (E)
(Computer Concepts Access Data Base) (NAEYC Standard 4 Key Elements
4c, 4d)*
6. use excel to develop a monthly block plan using a developmentally
appropriate thematic approach; *(E) (Computer Concepts Excel Document)*
7. provide daily developmentally appropriate lesson plans which include all
curriculum areas and accommodations for special needs; *(C) (D) (E) (F) (G)
(NAEYC Standard 6: Key Element 6a, 6b, 6d; NAEYC Standards Key
Elements 4b, 4c, 4d; 5c;)*
8. reflect upon your philosophy about early childhood education and how your
beliefs have changed from your initial CDYC course work; *(A) (F) (Computer
Concepts Word Document) (NAEYC Standard 6 Key Elements 6a, 6b, 6c, 6d,
6e)*
9. create a power point slide document to present to peers including photos of
self-teaching activities; *(A) (B) (C) (D) (E) (F) (G) Computer Concepts Power
Point Presentation) (NAEYC Standard 6: Key Element 6c)
10. observe and practice in field experiences in at least two different early
childhood settings and two different age groups (birth-3, 3-5, and 5-8 years).
 *(A) (B) (C) (D) (E) (F) (G) (NAEYC Key Assessment Activity #6 Standard 7:
Key Elements 7a, 7b)*

**Course Requirements:** The following are intended to help the learner meet the stated learning
outcomes of the course: students will attend class; students will be evaluated on results of
semester exams; students will be required to participate in class discussions and activities.
In addition to requirements stated herein, each instructor will communicate additional requirements unique to his/her section via the instructor’s section syllabus.

Course Grading Scale:

A  90-100%
B  80-89%
C  70-79%
D  60-69%
F  59% or below

Attendance Policy: The college attendance policy is available at http://www.bpcc.edu/catalog/current/academicpolicies.html

Course Fees: None

Nondiscrimination Statement: Bossier Parish Community College does not discriminate on the basis of race, color, national origin, gender, age, religion, qualified disability, marital status, veteran's status, or sexual orientation in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of its operations. Bossier Parish Community College does not discriminate in its hiring or employment practices.

Title VI, Section 504, and ADA Coordinator
Sarah Culpepper, Manager
Career Services, F-246
6220 East Texas Street
Bossier City, LA 71111
Phone: 318-678-6539
Email: sculpepper@bpcc.edu
Hours: 8:00 a.m.-4:30 p.m. Monday - Friday, excluding holidays and weekends.

Equity/Compliance Coordinator
Teri Bashara, Director of Human Resources
Human Resources Office, A-105
6220 East Texas Street
Bossier City, LA 71111
Phone: 318-678-6056
Hours: 8:00 a.m.-4:30 p.m. Monday - Friday, excluding holidays and weekends.

Revised January 2016