CAS 464/464-L:  
Advanced Practicum in Early Childhood  

Fall 2006 – Revised 10-18-06

Meetings
Class: Tuesdays 7:00 – 9:00 PM  
Lab/Fieldwork: To be arranged

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Phone: 714-278-2930  
Office Hours: Monday 2:00-3:00 PM & Tuesday 6:00-7:00 PM  
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Website: http://faculty.fullerton.edu/sseidman

Course Overview
This course is designed to provide hands-on experience with caregiving, educational, and service support settings for infants, toddlers, preschoolers and their families. Students will work for at least 60 hours in an appropriate educational or service setting. This work will be supplemented by observational activities in other settings, course readings and class discussions. Through these experiences, students will come to understand legislative, ethical, and practical issues related to early childhood, and will be introduced to the principles, methodologies, and licensing requirements associated with early childhood education.

Students completing this course will:
- Understand ethical principles for child development professionals.
- Know the licensing and legal requirements for early childhood education.
- Investigate the principles of developmentally appropriate practice.
- Explore the diverse perspectives and professional paths related to early childhood.
- Perceive early childhood issues in California within a larger national and international context.
- Investigate cultural and familial implications of early childhood programs.
- Examine program quality and assessment techniques.
- Understand their professional responsibility to actively advocate in the legislative arena for improved standards and services in the early childhood profession.

Readings
- **Required texts:**

- **Additional readings posted on the class website.**

- **Required computer resources:** Internet access, email (checked weekly), and a disk or other memory device.
Grading

Course grades will be based on the number of points that you have earned out of the 450 possible points in the course. Points will be available as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Exercises</td>
<td>50</td>
<td></td>
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<tr>
<td>4 Quizzes</td>
<td>100</td>
<td></td>
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<tr>
<td>9 Reflection Papers</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Final Summary</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Fieldwork forms</td>
<td>10</td>
<td></td>
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<tr>
<td>Fieldwork log</td>
<td>15</td>
<td></td>
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<tr>
<td>Investigation Projects</td>
<td></td>
<td></td>
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<tr>
<td>Ethical Practices Project</td>
<td>25</td>
<td></td>
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<tr>
<td>Child Assessment Project</td>
<td>25</td>
<td></td>
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<tr>
<td>Program Observation Project</td>
<td>25</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>365</strong></td>
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This course does not use +/- grading. At the end of the semester, I will add your scores on the projects and exams and assign grades as follows:

- **A** 90-100% of the 365 points (328 – 365)
- **B** 80-89% of the 365 points (292 – 327)
- **C** 70-79% of the 365 points (255 – 292)
- **D** 60-69% of the 365 points (219 – 254)
- **F** less than 59% of the 365 points (218 or less)

A grade of C (2.0) or better is required in prerequisite courses and all courses counted in the CHAD major.

Course Requirements

In-Class Assignments
Your in-class participation is very important both for yourself and your fellow students. Almost every day (as shown in the course schedule below), we will complete one or more in-class activities. Ten selected activities will be collected and graded. These selected activities will be worth 5 points each (50 points total).

Reflection Papers
Each week (except weeks containing an investigation project and the week that I was ill, as describe below) you will respond to a set of questions about your fieldwork site and/or your readings. These reflection papers will be turned in weekly for feedback and during the semester we will review your papers to see if your responses have changed (90 points).

Final Summary
At the end of the course, you will write a final paper (3-5 pages) summarizing the experience, its strengths and weaknesses, and its influence on your professional goals (25 points).
Quizzes
In lieu of longer exams, there will be 4 quizzes during the semester. You will generally not need a scantron or blue book for these quizzes. Each quiz will include some combination of objective and open-ended questions (e.g. multiple choice, matching, short answer and essay questions), and will be worth 25 points each (100 points total).

Investigation Projects
This course includes 3 Investigation Projects, each addressing a different aspect of the curriculum and each worth 25 points. On weeks when these assignments are due, there will be no reflection papers assigned.

Ethical Practices Project
For this assignment, you will interview either 1) your field placement supervisor and other appropriate employees at your fieldwork site (e.g. school directors, owners, principals) or 2) similar employees at another school regarding standards for dealing with family, privacy and reporting issues, hiring and firing criteria and other ethical issues. You will then compare the answers produced by your interview(s) with the ethical standards of different professional organizations discussed in our course material (25 points).

Child Assessment Project
For this assignment, you will assess the development of one child at your fieldwork site using an age-appropriate standardized observation measure. Following the assessment, you will complete a series of questions your findings and reflecting on the relation between the skills assessed and priorities for early-childhood education as described by NAECY (25 points).

Program Observation Project
For this assignment, you will observe another classroom at your fieldwork site (not the classroom in which you normally volunteer) and record your findings using a standardized classroom rating scale. You will then answer a series of questions describing your findings, including a comparison of your observed classroom with NAEYC standards and an analysis of the observation tool (25 points).

CAS Standards and Expectations
The following are a summary of key department policies. For a complete description of all CAS Standards and Expectations, please see the course website.

Assignments
Students are responsible for all material covered in class and all assignments on the syllabus or made in class. Assignments are to be completed on the due date which appears on the syllabus.

Late assignments will be subject to a 5% penalty for each weekday that the assignment is late. Late assignments may be turned in to the CAS office in EC 105 or submitted electronically. If you turn your assignment in to EC 105, request that it be stamped with the date to avoid extra penalties. Assignments should never be turned in at a faculty office when the faculty person is not present (e.g., taped to or slid under the door).

Your work should be professional in both content and format. All written work prepared outside of class must be proofread and typed. If you do not understand the instructions for an assignment, you should ask the faculty for clarification.

Academic Honesty Policy
You are responsible for familiarizing yourself with the Academic Dishonesty section of the University Catalog (pp 558; 562). You can access this information online at
http://www.fullerton.edu/handbook/policy. If you have any questions about what constitutes plagiarism or cheating, please ask the instructor.

All assignments must be your own work or, in the case of group assignments, the work of you and your partners. Plagiarism is taking the work (words, ideas) of another and offering it as one's own without giving credit to the original source, whether that material is paraphrased or copied in verbatim or near-verbatim form. All incidences of plagiarism will be reported in accordance with University policy (available at: http://www.fullerton.edu/senate/PDF/300/ UPS300-021.pdf).

**Special Needs**

Please inform the instructor during the first week of classes of any disability or special needs that you have requiring specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to the California State University Policy, students with disabilities need to document their disabilities at the Disabled Student Services Office. You can access information online at http://www.fullerton.edu/disabledservices/.

**Approach to Learning**

Learning is a collaboration between teachers and students. In order to benefit fully from a course, you must set aside adequate time to complete all of the reading and assignments and to prepare for quizzes. The University recommends that you plan to spend approximately 9 hours per week of out-of-class time for each 3-unit course.

Your instructor will be available at the CSUF campus during her scheduled office hours and by appointment before and after class. If you wish to meet with your professor at another time, please schedule an alternative appointment.

**Attendance**

Attendance is vital to class participation and will be taken in class. You should strive to attend every class session and arrive on time. Arriving late to class and/or leaving early reduce your ability to learn and disrupt the learning of your classmates. If circumstances force a late arrival, you should enter class quietly.

Class lectures and discussions require that all students are respectful of their peers and faculty. Questions and conversations should be respectful at all times. Disruptive behavior will not be tolerated and disruptive students may be asked to leave the class. Please turn off (or place on vibrate) cell phones and pagers during class.

**Make-Up Quizzes**

Make-up quizzes will only be permitted under extenuating conditions. A 7% deduction will be assessed on all quizzes not taken on the assigned test day. Make-up quizzes will need to be taken within 2 business days of the missed quiz. Students are responsible for contacting the instructor immediately to schedule a make-up quiz.

**Extra Credit**

Students may earn extra credit by attending workshops or community events that are deemed relevant to the course and writing a short (1-2 page) summary of the event and its relation to their coursework. Appropriate workshops will be announced by the professor in class, via the course website, and/or through email. Students may select alternative activities if they are approved, prior to the activity, by the professor. Each activity and paper are worth up to 5 points. Students may earn up to 25 points of extra credit during the semester.
## Tentative Class Schedule

Any changes to this schedule will be announced in class and posted on the class website.

Readings are described as follows:
- **“Brewer”** refers to the required textbook entitled *Introduction to Early Childhood Education*
- **“DAP”** refers to the required textbook entitled *Developmentally Appropriate Practice in Early Childhood Programs*
- All other readings will be available online or distributed in class

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Class Meeting Topics</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/22</td>
<td>Course Overview</td>
<td>📗 CSUF fieldwork forms (distributed in class and available online)</td>
<td>In class activity: Getting to know each other and our goals</td>
</tr>
</tbody>
</table>
| 2    | 8/29 | Developmentally Appropriate Practice & Contexts of Learning | 📗 Brewer, Chapter 1  
哆 DAP, Part 1 (pp 3-30)  
哆 NAEYC Policy Statement: Responding to Linguistic & Cultural Diversity: Where We Stand (online) | Reflection 1 due  
哆 In class activity: Recognizing and encouraging developmentally appropriate practice |
| 3    | 9/5  | Early Care & Education Systems | 📗 Brewer, Chapter 2  
哆 California Title 22 Regulations (selected sections - online)  
哆 California Early Care and Education Workforce Study: Licensed Child Care Statewide Highlights | In class activity: Visualizing an effective system |
| 4    | 9/12 | Ethical Issues & Effective Practice | 📗 APA ethical code  
哆 NAEYC ethical code  
哆 Student selected ethical codes/policy statements | Reflection 3 due  
哆 In class activity: Ethical case study analysis |
| 5    | 9/19 | Informed Practice     | 📗 Brewer, Chapter 3  
哆 DAP, Part 2 (pp 33-52) | Reflection 4 due  
哆 In class activity: Applying research principles  
哆 Quiz 1 |
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| 6    | 9/26  | Curricular Issues-DAP in Context  
  - Thematic vs. content-based approaches  
  - Individual difference in the classroom  
  - Lesson plans | Brewer, Chapter 4  
  DAP, Part 4 (pp 97-136)                                                | Ethical Practices project due  
  In class activity: Creating lesson plans |
| 7    | 10/3  | Reasonable Expectations for Children                                                   | Brewer, Chapter 6  
  Desired Results Developmental Profile, Revised (DRDP-R) (online)  
  Desired Results Developmental Profile-Revised User’s Guide (online)  
  What Grownups Know about Children, Executive Summary (online) | Reflection 5 due  
  In class activity: Addressing common misperceptions |
| 8    | 10/10 | **No class due to faculty illness**                                                    |                                                                          | Reflection 6 due  
  In class activity: Working on subjectivity |
| 9    | 10/17 | Assessment in ECE Settings                                                            | Brewer, Chapter 7                                                      | Reflection 7 due  
  In class activity: Children’s book analysis  
  Quiz 2 |
| 10   | 10/24 | Literacy and Language                                                                 | Brewer, Chapters 9 & 10                                                | Child Assessment Project due  
  In class activity: Manipulative planning |
| 11   | 10/31 | Math and Science                                                                     | Brewer, Chapters 11 & 12                                               | Reflection 8 due  
  In class activity: Defining and supporting essential elements |
| 12   | 11/7  | Assessing ECE Quality                                                                | Brewer, Chapters 5 & 14  
  NAEYC Policy Statement: Early Childhood Curriculum, Assessment, and Program Evaluation (online)  
  Improving Child Care Quality (online) |                                                                                  |
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| 13   | 11/14  | Creativity and Physical Health | Brewer, Chapters 13 & 15  
Helping Young Children Succeed: Strategies to Promote Early Childhood Social and Emotional Development (online) | Reflection 9 due  
In class activity: Defining your own priorities  
Quiz 3 |
|      | 11/21  | No Class Meeting - Thanksgiving Break |                                                                       |                                                  |
| 14   | 11/28  | The Dilemma of Kindergarten Readiness | Still Unacceptable Trends in Kindergarten Placement  
California Kindergarten Standards  
Promoting School Readiness: The Role of Culture and Family in Supporting School-Readiness Skills | Program Observation Project due  
Quiz 4 |
| 15   | 12/5   | More Dilemmas:  
Culture & Values  
DAP & Academic Standards  
Cost & Quality Putting It All Together | Case studies | Final Summary due  
All work must be submitted by 9:20 PM |
| 16   |        | Final exam period scheduled for Tuesday 12/12, 7:30 – 9:20 PM | | |