
CDYC PRACTICUM HANDBOOK



Building Lifelong Relationships

Delgado
COMMUNITY COLLEGE

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Students will be required to undergo a federal background check through the [Department of Education Louisiana Believes](https://www.louisianabelieves.com/early-childhood/early-childhood-programs/criminal-background-checks). For more information, visit <https://www.louisianabelieves.com/early-childhood/early-childhood-programs/criminal-background-checks>, contact the Delgado’s [Joey Georgusis Center for Children](http://www.dcc.edu/go/joey-center) at (504) 671-6542, or visit www.dcc.edu/go/joey-center.



Introduction

The student teaching practicum process can seem complicated and confusing. This handbook describes the process and each of its elements. We hope you find the handbook “user friendly” and helpful. Please use the Handbook as a guide and resource to clarify roles, responsibilities, and expectations. Should you have questions, feel free to bring them to the practicum coordinators or other faculty members of the Care and Development of the Young Children Program with concerns or questions.

The student practicum provides an opportunity for students to integrate, to consolidate, and to apply the knowledge and skills learned during their program of study. There are few professions that have the potential to impact the trajectory of the life of a student like a teacher. Educators are the primary vehicle for promoting a spirit of rigor, relevance, and relationships within the classroom environment and among the students.

Providing CDYC student teachers with the tools and skills necessary for the stimulation of intellectual growth and maturation will better prepare them to function as primary agents toward positive change in the lives of learners.

CDYC Faculty

It is the goal of the CDYC program faculty to help make students’ practicum experience a truly rewarding learning experience that takes them into the next stage of their lives, but this must be a joint effort with you, the candidate, and the CDYC faculty. The following faculty members are employed full time at Delgado Community College in the CDYC program:

Lisa Melson, M.Ed., CDYC Program Chair

Lydia Goellner, M.Ed., CDYC Instructor

Shelly Reams, M.Ed., CDYC Instructor

Barbara Thomas, M.Ed., CDYC Instructor

Mission Statements

Delgado Community College Mission Statement

Delgado Community College, a comprehensive community college, offers programs through the Associate degree. The College provides a learning-centered environment through face-to-face and distance education to students from diverse backgrounds to attain their educational, career, and personal goals, to think critically, to demonstrate leadership and to be productive and responsible citizens.

CDYC Program Mission Statement

The Associate of Applied Science in Care and Development of Young Children is designed to prepare students for the workforce in occupations related to the direct care, education, curriculum development, and/or administration of programs for young children. Graduates will be prepared and eligible to open their own licensed childcare centers, serve as childcare providers and directors of licensed centers, and work in quality childcare programs such as Head Start and Early Start.

General Rules and Responsibilities for Practicum Experiences

Practicum experience is an integral part of the Care and Development of the Young Child Program. Students will complete a supervised practicum experience as part of their degree requirements. While enrolled in a practicum, students will spend time in an early childhood classroom directly involved with children, supported by a mentor teacher, to develop professional skills for working in the field of Early Care and Education. While the practicum experience is an exciting one, it is also challenging.

During the semester you are expected to:

- Practice applying what you have learned and are learning in your course.
- Support your mentor teacher.
- Plan and teach lessons.
- Provide peer feedback on practices.
- Be open to feedback on your practice.
- Manage your relationship with your mentor teacher and practicum instructor.
- Complete your course assignments.
- Continuously reflect on and adjust your practice.

Be mindful that students are expected to serve two roles—one as a Delgado student and one as a representative of the practicum school’s professional community. Students can best manage their responsibilities in each by learning and adhering to the expectations and standards of the program, the mentoring teacher, the host school, and the practicum instructor, and by being clear about what is expected of them.

As part of the practicum experience, students are required to attend four events in the course of the semester. In addition to the four events, students must provide evidence of seven previous professional development events/activities within three years. Students will be placed at sites only with the consent and cooperation of the practicum instructor. Students are expected to be interviewed at the approved practicum site. Practicum sites are identified by the instructor and are primarily sites accredited by the National Association for the Education of Young Children (NAEYC) or other accredited or licensed institutions. Additional sites are considered on an individual basis to meet student needs. Students must successfully complete 200 practicum hours.

Practicum work sites are selected according to the following:

- Instructors provide individual listings of day care centers.
- Students can only do practicum work in an early childhood environment.
- Students will have the opportunity to select from the provided list of approved day care centers.
- Students who are employed in a day care center may complete their practicum work at the employed center. (Must show current evidence of employment.)

Objectives for Practicum

A. The practicum experience provides students with opportunities to:

- Interact with young children in an early childhood setting.
- Observe children and teachers.
- Work with a mentor teacher to plan and implement activities in the classroom.
- Practice skills of evaluation that integrate knowledge, skills, and dispositions.

B. During the practicum, each student will serve as a teacher-in-training. Students are responsible for observing and reflecting on the practice of the mentor teacher and peers, assisting the mentor teacher, completing several content-area specific instructional assignments in one-on-one, small-group, and whole-group settings, and planning and delivering lessons that will be observed and assessed by the the practicum instructor.

C. Three stages of field experience are incorporated into this practicum.

- **Observation (Stage 1)** occurs throughout the semester as students experience the setting in an extended area requested and approved by the practicum instructor that will include everyday life of classrooms, teachers, and children.
- **Exploration (Stage 2)** takes place as practicum students conduct work with small groups of children. Activities include assignments provided by the lead teacher.
- **Implementation (Stage 3)** occurs as students design pedagogical materials and implement instructional plans with small groups of children and then the whole class. We encourage students to incorporate the pedagogical strategies and learning principles addressed in the co-requisite methods courses and to do so in ways that take seriously the obligation of all teachers to help children master challenging content and meet high academic standards.



Practicum Eligibility

It is the goal of the CDYC program to help make students' practicum experience a truly rewarding learning experience that takes them into the next stage of their lives, but this must be a joint effort with you, the candidate, and the CDYC faculty. Enrolling in the practicum should be an exciting time for you; nevertheless, there are other components that you must satisfactorily meet before you are eligible to register for CDYC 298 Practicum.

Prerequisites/Requirements for Practicum Placement

To be eligible for practicum placement, students must have completed the following "core" courses prior to the Practicum course with a "C" or better:

1. CDYC 105 (Introduction to Child Care and Development)
2. CDYC 111 (Observation and Assessment)
3. CDYC 115 (Guidance and Classroom Management)
4. CDYC 273 (Curriculum and Teaching Materials)

While enrolled in the practicum course, a student may not take more than two (3-hour) courses with the practicum. A student cannot enroll into any courses between 8 a.m. to 3 p.m.

A student must submit a CDYC Major Application to a CDYC advisor to be formally accepted into the CDYC practicum program.

All students must attend a mandatory pre-practicum seminar EACH semester prior to the semester in which they plan to enroll. Seminars will be held at the City Park and West Bank Campuses in the Fall and Spring Semesters only. No seminars will be held in summer; therefore, students enrolling for the Fall Semester must attend the Spring seminar.

If students have missed all eligibility meetings, they still have the opportunity to appeal for admittance into the practicum through a three (3) step process. All three (3) components (steps) must be satisfactorily met for candidates to be eligible for practicum or else they will apply for practicum the following semester (see pages 13 - 14).

Department of Education Federal Background Check

Children deserve to be safe and well cared for while you are not with them. One of the most important responsibilities of child care providers is to keep children safe from harm. One critical way is by making sure that all adults caring for or with access to children have had a comprehensive background check. This background check shows that the adult does not have a history of child abuse or violence. The type of background check is based on the day care center's requirement. However, you should also check with the practicum instructor to determine exactly what the police background check requirement entails. Criminal background checks are required for persons working as volunteers or visitors in child care and family child care settings. This process begins on the Department's Child Care Civil Background Check System and includes a fingerprint-based criminal history check. Students must report to the Joey Center to start the process for their background check.

Practicum Contact Hours

Practicum students are required to complete **200 contact hours** within a given timeframe. Those hours consist of **140 extended hours** in the student's main area of concentration, **60 hours** in areas of rotation, such as infant/toddler, preschool, special needs, and kindergarten depending upon the student's selected extended area of concentration. Practicum students are expected to report to the practicum site as arranged and are responsible for completing the hours required and all on-site assignments for credit. **If a practicum student is to be absent, it is his/her responsibility to notify the agency and the college supervisor prior to the designated time of arrival.** It is the practicum student's responsibility to make arrangements to make up the time within the semester's given time.

Practicum Work Description

Students will complete **140 hours** of practicum work for extended practicum experience and meet the following practicum criteria:

- During Fall and Spring Semesters, practicum students must be at their practicum sites five mornings a week during prime programming hours and work 4-hour increments each day (e.g. a 4-hour day would be similar to 8:30 a.m. - 12:30 p.m.), for a total of 20 hours a week through the required weeks of the semester's extended practicum experience. Students should be present during the morning hours but stay no later than 1 p.m.
- Students must be in the classroom at times when their mentor teacher is typically in the classroom.
- Students must be with the same group of children for all of their practicum hours.
- Practicum hours cannot be scheduled during children's napping hours. (Students can stay until 1 p.m. to help assist children with the transition into nap time but cannot stay past 1:30 p.m. as napping hours do not count as practicum hours.)

The Practicum Experience Team and the Responsibilities of Each Team Member

A. The CDYC Practicum Instructor

- Conducts practicum orientations and reviews practicum materials with students.
- Supports students in their practicum experience by guiding discussions about developmentally appropriate practices.
- Leads and assists students with reflections on what they have discovered about the needs and interests of the children in the classroom that should be used to plan activities that acknowledge and support these needs and interests.
- Guides students to determine and consider the teaching strategies and philosophy observed in the classroom to evaluate what they would implement in their own classrooms, what they would change, and why.

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- Brainstorms ideas for activity implementation and/or problem solving scenarios that may arise within the classroom setting.
 - Works with the student and the mentor teacher to coordinate approved activities and evaluate growth and potential of the student based on practicum observation visits, seminars, and coursework.
 - Schedules and arranges observations with the student.
 - Observes and evaluates the student during placement at the practicum site.
 - Meets with the student immediately following an observation for a follow-up conference.
 - Reviews practicum evaluations, the practicum portfolio, and the student's attendance form during the observation.
 - Works with the student and the mentor teacher to help ensure a successful practicum experience.

Prior to the practicum start date, the practicum instructor meets with the principal and mentoring teacher to discuss the following:

- a. Responsibilities of CDYC practicum students and mentor teachers.
- b. Placement—students must be placed in the areas of preschool - kindergarten.
- c. Schedules of potential CDYC students (though this information must be confirmed by the mentor teacher).
- d. Police background check.
- e. Paperwork required to be completed and copies to be given to practicum site and for portfolio.

B. Practicum Student Responsibilities

During practicum:

- After placement in a practicum site by the practicum coordinator, students must contact the director of the center to set up an appointment for a center orientation and schedule their days/hours at the center.
- Deliver practicum/seminar materials to the director/mentor teacher.
- Be dependable and punctual during the practicum placement.
- Call before scheduled starting time in case of absence (repeated absences without calling the center may result in dismissal from the practicum).
- Complete required hours and assignments.
- Begin each new practicum placement with a period of observation to identify the philosophy of the center, learn the names of the children and adults, become accustomed to the daily schedule, observe classroom events to aid in planning activities, etc.
- Plan and implement approved activities and take over days with assistance from the mentor teacher.
- Take responsibility for a group of children while under the guidance of a mentor teacher.
- Participate in midterm and final evaluations of their practicum work (as well as participate in daily reflections of their time in the classroom) with the mentor teacher.
- Return completed practicum midterm/final evaluation forms to the seminar instructor by the scheduled due dates (evaluation forms not returned by the due dates will result in a 20% deduction in the evaluation grade and/or a grade of F for the practicum).
- At the end of the semester, submit a professional portfolio with assigned documentation as required by the practicum instructor. Practicum attendance record forms documenting the hours at the practicum site must be included in the portfolio.

Development of Learning Professional Portfolio

The professional portfolio is the evidence of the student's learning. It contains a selection of records and data that support the completion of the practicum. Portfolio evidence includes examples of thoughtful reflection and an ability to personalize learning, such as showing innovation or unique approaches. Not only is the portfolio a record of your

learning, but it also provides the tool for you to discover ways to bridge the gap between where you are and where you aspire to be. It is both a learning and assessment tool.

In addition, a portfolio allows you to explore the possibilities and directions you can take in the future as a lifelong learner. Each practicum student will be asked to keep a journal of practicum experiences as a professional portfolio. **Confidential information should not be included.** The content should include information about activities the student is involved in at the practicum site and how he/she feels about the experiences. Questions, concerns, and notes on progress should be included. Journals of weekly experiences should record the progress throughout the extended practicum work site. The journal is also intended to keep the college instructor aware of what is happening during a student's practicum.

Required Paperwork for Practicum

Students will be required to turn in the following materials:

- Resume used for meeting/interview.
- Completed midterm evaluation.
- Completed final evaluation form.
- Completed time verification forms and program information.
- Daily journal entries during the practicum experience.
- Assignments as listed for each practicum.
- Any other assignments as required by the practicum instructor.
- Practicum portfolio (practicum field notebook) - contains copies of all assignments and time sheets.



The Use of Media

Practicum students are required to take photos or videos of teaching and learning experiences during the practicum. Instructors are typically not able to visit the student in the practicum daily due to the number of students and distance involved to observe students. **Therefore, it is mandatory that students take photographs of their practicum experiences to allow instructors the opportunity to assess the students' skills through the use of this media.**

It is imperative you speak to the site director or principal prior to accepting placement to ensure you can meet this component of your practicum experience. If not, you may need to transfer to a new practicum approved facility.

Be sure to discuss this topic early with your practicum instructor if you anticipate a problem. Most students use their cell phone to take pictures, but please be reminded that you are only to use your cell phone for the purposes of taking practicum photos. **If you are seen talking on your phone this could be a cause for dismissal.**

The student is responsible for the use of the media experience. However, centers may be asked to provide a staff member who can perform the actual photograph taking. Again, this person will only come into the center with the center's permission. We have found that this is a valuable learning experience for the students and helps to start the self-evaluation process that is so important to quality care.

Use of Digital Images

Students will respect the privacy rights of children, families, and colleagues and abide by the photo and digital image policies of their practicum or observation sites. Additionally, students will only capture digital images for the purposes of observation and documentation assignments. Students will not transmit, post, or share digital images of children, families, or site staff. Students will delete any stored digital images used for assignments before the end of the term in which they were used.

Professional Dress Code and Conduct

Students must follow the school's protocol for signing in and out of the building and wearing the required identifier (i.e. visitor's badge, Delgado Community College student ID). Students must maintain a positive, professional disposition at all times. The practicum student is expected to dress in a manner appropriate for a professional person in the agency.

The student is responsible for knowing and abiding by agency apparel, appearance, and grooming guidelines:

- Clothing should be attractively fitting, enabling ease of movement.
- Shirt length must fall below the pants' waistband or be tucked in.
- Spaghetti straps, tank tops, midriffs, bib overalls, and t-shirts with offensive or questionable language are not appropriate to wear.
- No cleavage should be visible when bending over either from chest or buttocks.
- Jeans are permitted; however, they should not have any holes, ragged hems, or be low cut at hips where underwear or any skin parts of buttocks can be seen.
- Shoes should cover the toes for safety. Platform and spiked heels are not appropriate.
- Cell phones should be turned off and placed out of sight during school visits. Distracting behaviors should be avoided while in the classroom, such as talking to peers during lessons.
- Cell phones should only be used when taking photos of practicum teaching experience.
- Breakfast should be consumed before entering the school building. Food and drinks (coffee, soda, breakfast foods, etc.) should not be brought into the classroom. Lunch should be eaten in the faculty lunchroom or other designated area.
- Address all faculty and administration personnel by title and last name until and unless you are invited to use first names.
- Keep an open mind and be flexible. Attempt to look at the context of the learning from multiple perspectives.
- Adhere to the Code of Conduct of Professional Practice for Educators as outlined by the Professional Standards and Practices Commissions online.

C. The Center Director

- Arranges and conducts the center orientation.
- Explains the program's philosophy, goals, and expectations.
- Offers encouragement to the student, finding ways to assist and support the relationship between the student and the mentor teacher for a successful practicum experience.

D. The Mentor Teacher

- Guides/supervises the student at the practicum site.
- Provides opportunities for students to practice implementing appropriate child development and child care theories.
- Gives the student increased responsibility as the student is ready but does not use the student as a staff substitute.
- Discusses and approves activity plans and offers written feedback on the student's implementation of the plans.
- Completes the practicum midterm/final evaluation form with the student.
- Monitors attendance and completion of activity plans.

An overview of the practicum experience, requirements, procedures, and responsibilities will be reviewed. Students may not begin their practicum experience until they have attended this practicum orientation and submitted completed forms. Students not attending a practicum orientation or completing required forms are not eligible for practicum and seminar classes.

E. Practicum Site/Child Care Center Orientation

It is the student's responsibility to arrange the center orientation after the practicum coordinator places him or her in a center. This orientation is designed to acquaint the student with the center and should include:

- Introductions.
- Center tour.
- Program philosophy.
- Oral/written guidelines.
- Policies and procedures.
- Official forms/paperwork.
- Hours and days of operation, special events, holidays, weather policy, etc.

Students are required to contact the director of their practicum site to schedule a center orientation and set up their practicum hours as soon as practicum coordinator notifies them where they have been placed.

Students will bring a practicum days and hours information form to the center director that must be filled out, indicating the days and hours the student will be at the practicum site, and signed by the center director. Students must return the form to the CDYC practicum coordinator by the due date on the form. **If the practicum days and hours information form is not returned by the specified due date, the student may forfeit his or her participation in practicum for the upcoming semester.**

F. Orientation with the Mentor Teacher (MT)

1. Mentoring Teacher

It is the student's responsibility to arrange a meeting with the mentor teacher. The meeting should include:

- Student sharing a syllabus, practicum assignment information, and assignment due dates with the mentor teacher.
- Classroom procedures.
- Daily schedule/routine.
- Oral/written guidelines.
- Location/storage of materials and supplies.
- Allergies and medical concerns of children.
- Questions the student has about the center.

2. Attendance

- Students must begin attending and participating at their assigned practicum placement site during the first week of the semester.
- Practicum students will document their attendance at their practicum site on the practicum attendance record form.
- Practicum attendance record forms must be initialed daily by the student's mentor teacher. The student and the mentor teacher will sign the completed form before turning in the original copy at the end of the semester.
- Students must remain current with their practicum hours. Students who do not meet this requirement and do not complete the required assignments will be advised to drop the practicum. Not completing the required work will result in an unsatisfactory grade and non-completion of the practicum, which will delay graduation.
- Students are expected to adhere to the scheduled hours at their practicum site. Any missed hours must be made up. Not showing up, not calling to report an absence, tardiness, leaving early, etc. may lead to dismissal from the practicum site.



3. Participation

Student participation at the practicum placement site includes, but is not limited to:

- Getting to know the children and adults.
- Observing children, teachers, and classroom happenings.
- Getting to know routines and procedures.
- One-on-one interaction with a child or small group activity.
- Planning and implementing activities that are based on and support the needs and interests of the children.

4. Confidentiality

It is the responsibility of the practicum student to respect the rights of families and the agency. Confidentiality is especially important. Any breach of confidentiality may result in dismissal from the practicum setting and/or the program. Specifically, the students shall not repeat confidential information outside of the practicum. The practicum student shall not:

- Give information to a parent about his/her child unless the site supervisor/cooperating teacher has granted permission.
- Request information from parents unless the site supervisor/cooperating teacher has granted permission.
- Attempt to request, evaluate, or interpret the program within the community unless granted permission by the director of the agency.
- Discuss the children, the families, or the agency staff outside of the seminar classroom.
- Discuss a child within his/her hearing or when other children or adults are present.
- Discuss anything spoken in confidence within the seminar class outside of that setting.

5. Professionalism

Students are to exhibit professional attitudes and ethics while working in the early childhood setting. Any breach in professionalism may result in dismissal from the practicum site and/or the CDYC Program. Specifically, students are to:

- Develop a professional, appropriate relationship with their mentor teacher, center staff, and the children and families at the center.
- Communicate responsibly and respectfully with all team members.
- Keep personal problems private.
- Consider children first when planning and implementing activities.
- Avoid diagnosing and/or labeling children.
- Dress appropriately at all times, adhering to the dress code established by the center.
- Refrain from cell phone use while in the classroom with children.

6. Liability

For the protection of students and the practicum placement program, students should not attempt to administer first aid or move an injured child unless directed by the teacher in charge.

- Students should report all bumps, cuts, falls, bites, etc. to the mentor teacher immediately.
- The mentor teacher is responsible for the classroom and children at all times. Students are not to be left alone with children and cannot be counted in ratio.

Practicum Evaluations

1. Evaluations by the Mentor Teacher

Students must schedule two formal evaluation sessions with the mentor teacher during the semester, at midterm and at the end of the semester, to discuss and complete the practicum midterm/final evaluation form.

2. Evaluations by a CDYC Faculty Observer

Students are observed three times during the semester by an assigned CDYC faculty observer. Observations made by CDYC faculty observers assess quality of teaching skills, degree of competence, depth of knowledge and theory, and demonstrated evidence of attitude and values. Students are observed while working directly with children in early childhood settings. The criteria for the evaluations include:

- Objectives met for each practicum experience.
- Child development theory.
- Professionalism.
- Interactions and rapport with children.
- Implementation of an activity.
- Follow-up conferences.



3. Practicum Observations

Each observation will last approximately 45 minutes - 1 hour depending on the practicum supervisor. During this time the student will implement planned activities and/or group times and take over day responsibilities. Faculty observers will also observe the student's interaction with children and adults in the room and the day to day routine. The faculty observer will complete the appropriate forms and will review them with the student. **Failing to respond promptly to your faculty observer's email or phone call when you are contacted to schedule your observation visits will result in a score/grade of '0' for an observation.**

4. Self-Evaluations

As evaluation is a continual process, students should daily reflect upon their time in the classroom and engage their mentor teacher in these reflections, seeking feedback concerning daily classroom events, interactions and communication between themselves and the children, and interactions and communication between themselves and their mentor teacher. The following can result in failure:

- Failing to notify your faculty observer of an absence on the day of a scheduled observation.
- Not having a curriculum plan to implement that has been approved by the faculty observer and mentor teacher on the day of the scheduled observation.
- Failing to bring and/or have supplies ready for your take over day and/or activity plan on the day of the scheduled observation.

Classroom Responsibilities

1. **Each CDYC student is responsible for observing during the first two weeks of the practicum (they can assist beginning with the second week).** During the first week, you should observe the teacher's instructional delivery, classroom management, classroom organization, and the planning process, as well as student behavior.
2. **During the next week or two, depending on the content area, you should spend time observing and assisting.**
3. **Teach individuals and small groups (one possible activity: teach the same lesson to two small groups).** Your mentor teacher may ask you to work with individuals or small groups of students. If not, take the initiative to tell your mentor teacher that you are willing to work with students at his or her request. One possibility: after the first few weeks, ask your mentor teacher if you can teach a 20 - 30 minute small group lesson (any subject area). The small group lesson should occur at the same time that your partner is teaching a different small group lesson to another group of students. Ideally, the teacher will split the class into two or three groups, and each of you will

teach a different lesson simultaneously. Then, after 20 - 30 minutes, you and your partner will teach your lesson (the same one you just taught) to a different group of students. In other words, your students will work with your partner while you work with your partner's group. You will teach the same lesson twice so that you can learn something about time management, active engagement, classroom management, and lesson delivery. This activity does not count as one of your formal observations.

Practicum Student Responsibilities Contract

The Practicum Student Responsibilities Contract describes the monthly and weekly activities and assignments across all learning centers (literacy, math and science, music, dramatic, and others as required). All students are expected to present the mentor teacher with a contract that should be **signed and returned** after your first practicum session. The contract should be copied. Keep one copy for yourself, give one to your mentor teacher, and keep copies in your portfolio.

Make-up Days for Missed Practicum Work

If you choose to make up a missed day for practicum you must first check with the practicum instructor and mentor teacher to make sure that you are approved and there will be a full school day. There are several professional days and holidays to consider.

Disciplinary Actions

Suspension of Practicum

If, at any time, the student's performance during practicum is deemed to be detrimental to the children or the functioning of the practicum site, the student may be asked to leave the practicum for the day and may risk being asked to leave the practicum program.

Termination of Practicum

Termination of a student's practicum placement at any time is a serious matter and will always be based on a thorough review of the issues and any steps taken to resolve the issue. A student's practicum may be terminated for the following reasons:

- Student's inability to follow work-related policies of the practicum site (i.e. behavior guidance policy, dress code, professional conduct, punctuality).
- Student failing to adhere to Delgado Community College and CDYC policies.
- Administrative changes within the practicum site that negatively impact the student's learning experience.
- Failure of the student or practicum site to meet expected standards for ethical professional practice.

If a change is made in the practicum placement to better accommodate a student's learning, there may be an extension of the number of required hours to ensure a successful learning outcome.

Procedure for Termination of Practicum

Prior to the termination of a student's practicum, the chair of the department must be informed of the concern.

The Practicum Instructor will meet with all parties to attempt to resolve the issues and may ask for assistance from the Dean of the division.

Mentor teachers and principals who believe a CDYC student behaved in an inappropriate manner should contact the college practicum instructor immediately. The instructor will assist the mentor teacher and principal or director in addressing the matter and will coordinate any further action needed.

Letter of Justification

If students have missed all eligibility meetings, they still have the opportunity to appeal for admittance into the practicum through a three (3) step process. All three (3) components (steps) **must be satisfactorily met** for the candidate to be eligible for the practicum.

Step 1: The candidate should submit a letter of justification, typed in 12-point font, stating why he or she missed the mandatory meetings. The letter must outline in detail the reason for the justification when explaining the absence from the mandatory meetings.

Step 2: After the candidate submits the letter, he or she is required to meet with the Dean of Arts and Humanities and the Chair of Care and Development of Young Children to explain and to defend the justification letter.

Step 3: Candidates will be notified by phone and by mail to inform them that they are eligible to move forward in the process or that they will have to apply for the practicum the following semester if denied as a result of the decision of the meeting and letter of justification.

“There is no trust more sacred than the one the world holds with children. There is no duty more important than ensuring that their rights are respected, that their welfare is protected, that their lives are free from fear and want and that they grow up in peace.”

—Kofi Annan

