

Course Syllabus

Course: **CDEC 1166.200 ~ Practicum: Child Care Provider / Assistant**
 Semester: Fall 2014
 Instructor: Johnanne Reynolds
 Office: Building #5, Room 512A
 Office Hours: Monday ~ Tuesday ~ Thursday 3:30-6:00
 Wednesday 3:30-4:00
 Friday By Appointment
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“South Plains College improves each student’s life.”

GENERAL COURSE INFORMATION

Course Description

This course provides practical, general workplace training supported by an individualized learning plan developed by the employer, college, and student. Prerequisite: Concurrent enrollment in CDEC 1313

Learning Outcomes

See attached NAEYC Associate Standards	NAEYC Standards	NAEYC Supportive Skills
Students will: Apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.	S1 S2 S4 S6 S7	SS1

Course Objectives

1. Discuss and apply ethics and confidentiality in the practicum setting. (F17)
2. Demonstrate the ability to implement developmentally appropriate activities for young children. (C1, C13, F2, F11, F12)
3. Use creative thinking in the development of a variety of activities. (F7)
4. Interact positively with children and adults in practicum settings. (C9, C11, C14, F5, F6,F15)
5. Demonstrate the ability to work as part of a team within the practicum setting. (C9, C13, C14, C15)
6. Assess current skill levels for working effectively with children, and set goals to improve areas of weakness. (F13, F16)
7. Exhibit responsibility and professionalism through promptness and regular attendance. (C11, F13)
8. Build self-confidence and positive self-esteem with increased experience in practicum setting. (F14)
9. Work within established schedules in the early childhood classroom to implement activities in a timely manner. (C1)
10. Acquire feedback from supervising teachers, and combine information with self-evaluation to improve overall performance. (C5, F8, F9, F16)
11. Choose from materials/equipment in practicum setting to facilitate activities. (C3, C18, C19)
12. Select, plan, implement, and evaluate developmentally appropriate learning experiences for children. (C1, C2, C4, C5, C6, C7, C8, C10, F6, F7, F10, F13)

Evaluation Measures

- Regular practicum attendance – total of 112 hours
- Observations and follow-up by practicum supervisor
- Completed center evaluations
- Self-Evaluation

Academic Integrity

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

Cheating Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations, to daily reports and to term papers.

Plagiarism Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

***These standards also apply to accurate and verifiable documentation of practicum hours, including valid signatures.**

SCANS Competencies & Foundations Skills

Resources ~ Information ~ Interpersonal ~ Systems ~ Technology
Basic Skills ~ Thinking Skills ~ Personal Qualities

Refers also to Course Objectives /SCANS and Foundation Skills attached

Verification of Workplace Competencies

Students will document 112 or more contact hours working with young children.

SPECIFIC COURSE REQUIREMENTS

Textbook and Materials

No additional text or materials are required for this course. Students will use textbook and materials from corresponding CDEC 1319 as a resource.

Attendance Policy

Students are expected to set and maintain a regular schedule at the **practicum site**. Each session will be documented in the practicum folder, with a supervisor's signature, to be completed daily. **112 contact hours (= 8 hours per week)** When an absence is necessary, the student must notify personnel at the practicum site. All absences should be made up as soon as possible in order to meet the hourly requirement of the course.

Student Conduct

All students are expected to abide by the standards of student conduct as defined in SPC Student Guide pages 11-14. Please see last page of syllabus for signature form.

Grading Policy

Grades will be assigned using the following criteria:

Attendance - Practicum Hours **600 points**

2 observations & follow ups **200 points**

Center Evaluation **100 points**

Self-Evaluation **100 points**

1000 points

900-1000 pts.	90 - 100%	A
800-899 pts.	80 – 89%	B
750-799 pts.	75 – 79%	C
700-749 pts.	70 – 74%	D
0-699 pts	69% & below	F

***A grade of C or above is required to be applied to a degree or certificate in Child Development.**

Communication Policy

- Electronic communication between instructor and students in this course will utilize the South Plains College “My SPC” email system. Instructor will not initiate communication using private email accounts. Students are encouraged to check SPC email on a regular basis.
- The CDEC program has a Facebook page at www.facebook.com/pages/South-Plains-College-Child-Development-Early-Childhood-Program/590234334335824. In addition to the South Plains College website, this Facebook page will be used to keep students up-to-date on program activities, weather delays, South Plains College announcements and will help with program recruitment. “Liking” the CDEC Facebook page is not mandatory, nor are personal Facebook accounts, in order to access this page.
- Blackboard is an e-Education platform designed to enable educational innovations everywhere by connecting people and technology. This educational tool will be used in this course throughout the semester.

ACCOMMODATIONS

Diversity Statement

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

ADA Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office through the Guidance and Counseling Centers at Reese Center (Building 8) [716-4606](tel:716-4606), or Levelland (Student Services Building) [716-2577](tel:716-2577).

FOUNDATION SKILLS

BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations,

Listens and Speaks

F-1 Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing—communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic— performs basic computations; uses basic numerical concepts such as whole numbers, etc

F-4 Mathematics—approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening—receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking—organizes ideas and communicates orally.

THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

F-7 Creative Thinking—generates new ideas.

F-8 Decision-Making—specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 Problem Solving—recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind’s Eye—organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

F-13 Responsibility—exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem—believes in own self-worth and maintains a positive view of self.

F-15 Sociability—demonstrates understanding, friendliness, adaptability, empathy, politeness in group settings.

F-16 Self-Management—assesses self accurately, sets personal goals, monitors progress & exhibits self-control.

F-17 Integrity/Honesty—chooses ethical courses of action.

SCANS COMPETENCIES

C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.

C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION - Acquires and Uses Information

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

INTERPERSONAL—Works With Others

C-9 Participates as members of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers—works to satisfy customer’s expectations.

C-12 Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates—works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works With Diversity—works well with men and women from diverse backgrounds.

SYSTEMS—Understands Complex Interrelationships

C-15 Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY—Works with a Variety of Technologies

C-18 Selects Technology—chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies.

National Association for the Education of Young Children Standards for Early Childhood Professional Preparation

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

- 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
- 1b: Knowing and understanding the multiple influences on early development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

- 2a: Knowing about and understanding diverse family and community characteristics
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in young children's development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

- 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
- 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
- 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
- 3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
- 4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

- 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL

- 6a: Identifying and involving oneself with the early childhood field
- 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
- 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e: Engaging in informed advocacy for young children and the early childhood profession

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

- 7a. Opportunities to observe & practice in at least two of the three early childhood age groups (birth–3, 3-5, 5-8)
- 7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

NAEYC SUPPORTIVE SKILLS

Supportive Skill #1: Self-assessment and self-advocacy

Supportive Skill #2: Mastering and applying foundational concepts from general education

Supportive Skill #3: Written and verbal communication skills

Supportive Skill #4: Making connections between prior knowledge/experience and new learning

Supportive Skill #5: Identifying and using professional resources

August 2014



I _____ have received a copy of the South Plains College Student Guide. I understand that I must comply with all areas of the Student Guide as a student in the Child Development/Early Childhood program at South Plains College.

I have also received a copy of the syllabus for this course _____. I understand the requirements and accept the responsibilities as described.

Signature

Date