Course Syllabus

Course: **CDEC 2166-200 ~ Practicum: Child Care Provider/Assistant**
Semester: Fall 2020
Instructor: Stephanie Deering
Office: Building 5, Room 512A
Office Hours: Monday through Thursday 1:00 - 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 Curriculum Resources**.

Learning Outcomes

Students will:	*See attached NAEYC Associate Standards*	NAEYC Standards	NAEYC Supportive Skills
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.		S7	SS1 SS3

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, 13, F2, 11, 12)
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. (F13,16)
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 evaluation
- 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 and Foundation Skills - See Objectives. SCANS and Foundation Skills attached.

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

Verification of Workplace Competencies- CAPSTONE EXPERIENCE

Students will document 112 contact hours working with young children and complete required evaluations. Copies of observations and evaluations will be added to professional portfolio during capstone course CDEC 1292.

SPECIFIC COURSE REQUIREMENTS

Textbook and Materials

Students will use textbook and materials from CDEC 1313 as resources.

Attendance Policy

- Students are expected to set and maintain a regular schedule at the practicum site.
- It is the student's responsibility to make arrangements for the practicum site, given instructor guidance.
- Each session will be documented daily in the practicum folder, with site supervisor's full signature.
- 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.
- Students will be notified of the dates of (2) observations by the practicum supervisor. It is the student's responsibility to be present for each scheduled observation. Absence will result in loss of credit.
- Students who find that they cannot successfully complete the course/practicum experience should withdraw from the course to protect overall GPA. Last drop date for the semester is **November 19, 2020**.

NOTE: Students who are unable or unwilling to participate fully in the practicum experience may be administratively dropped from this course.

Communication Policy

- 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.
- Outside the Blackboard system, any electronic communication between instructor and students in this course will utilize the South Plains College **email** systems. Instructor will not initiate communication using private email accounts. Students are encouraged to check SPC email on a regular basis.

Student Conduct

Students are expected to abide by the standards of student conduct as defined in the **Student Guide**, available on the South Plains College website. Please see signature page at end of syllabus.

CAMPUS CARRY

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: (http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php) Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

Grading Policy Grades will be assigned using the following criteria:

Attendance – Practicum Hours	600 points
Observations & Follow-Ups (2)	200 points
Evaluation from Site	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 for course to be applied to a degree or certificate in Child Development.

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.

Disabilities 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. For more information, call or visit the Disability Services Office at, Reese Center Building 8, 806-716-4675.

Pregnancy Accommodations Statement

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Crystal Gilster, Director of Health and Wellness at 806-716-2362 or email cgilster@southplainscollege.edu for assistance.

Face Covering Statement

It is the policy of South Plains College for the Fall 2020 semester that as a condition of on-campus enrollment, all students are required to engage in safe behaviors to avoid the spread of COVID-19 in the SPC community. Such behaviors specifically include the requirement that all students properly wear CDC-compliant face coverings while in SPC buildings including in classrooms, labs, hallways, and restrooms. Failure to comply with this policy may result in dismissal from the current class session. If the student refuses to leave the classroom or lab after being dismissed, the student may be referred to the Dean of Students on the Levelland campus or the Dean/Director of external centers for Student Code of Conduct Violation.

RESOURCES

C-1 TIME – Selects goals-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 – understand 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.

FOUNDATIONS 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 and politeness in group settings.

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

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

**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

☐   I have reviewed the syllabus for this course and understand the requirements as described.

☐   I am familiar with the South Plains College **Student Guide** and agree to follow the code of conduct as given in the guide.

Signature _____ Date _____