

Course Syllabus

Course: **CDEC 2167.200 ~ Practicum: Child Care Provider/Assistant**
 Semester: Spring 2014
 Instructor: Stephanie Deering
 Office: Reese Center, Building #5, Room 512D
 Office Hours: Monday 2:00 – 6:00
 Tuesday, Wednesday 4:00 - 6:00
 Thursday 12:00-2:00 (online) and by appointment
 Friday By appointment
 Phone: 806-716-4645 (office) 806-745-5732 (home)
 E-mail: sdeering@southplainscollege.edu
 Facebook: <https://www.facebook.com/pages/South-Plains-College-Child-Development-Early-Childhood-Program/590234334335824>

"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 1323 – Observation and Assessment.

Learning Outcomes

| *See attached NAEYC Associate Standards* Students will: | NAEYC Standards | NAEYC Supportive Skills | Head Start Core Knowledge |
|---|-----------------|-------------------------|---------------------------|
| 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 | all |

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 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 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 or more contact hours working with young children, and complete required evaluations.

SPECIFIC COURSE REQUIREMENTS

Textbook and Materials

Students will use textbook and materials from CDEC 1323 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 **April 22, 2014**.

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

Communication Policy

- ➔ Outside the Blackboard system, any electronic communication between instructor and students in this course will utilize the South Plains College "My SPC" and email systems. 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 <https://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.

Student Conduct ~

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

Grading Policy Grades will be assigned using the following criteria:

| | | | | | |
|--|--------------------|---------------|-------------|---|--|
| Attendance – Practicum Hours | 600 points | 900-1000 pts. | 90 - 100% | A | A grade of C or above is required for course to be applied to a degree or certificate in Child Development. |
| Observations & Follow-Ups (2) | 200 points | 800-899 pts. | 80 – 89% | B | |
| Evaluation from Site | 100 points | 750-799 pts. | 75 – 79% | C | |
| Self-Evaluation | 100 points | 700-749 pts. | 70 – 74% | D | |
| | 1000 points | 0-699 pts. | 69% & below | F | |

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 to the Coordinator of Disability Services. For more information, visit the Disability Services Office at Reese Center, Building 8, or call 806-716-4654.

SCANS COMPETENCIES

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