

**Child Development 392
Child Development Practicum
Fall 2011**

Instructor & Course Information

Dr. Melissa Groves

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Email: mgroves@csuchico.edu; course communications and assignment submissions **must** be done via Vista once class officially begins. Submissions to university email will be not recognized.

Office Hours: Mondays 2:00-4:00 pm; Tuesdays 9:15-11:15 pm; & by appointment

Course Pre-requisites: ENGL 130 with a grade of C- or higher; CHLD 250 or 252; CHLD 251, CHLD 282/352, and CHLD 353 with C- or higher; junior standing.

Note: WebCT Vista use is mandatory in this class. This is accessed via the CSU, Chico portal at <http://portal.csuchico.edu>.

Associated Students Child Development Lab (ASCDL) Information:

Office in AJH 120; Phone 898-5564

Director: Susan Toussaint

Asst. Director: Steve Erwin; Clerical: Shiva Faroky

Infant Room (0-24 months): Sherrie Oilar and Stephanie Davis [898-4549]

Blue Room (22 to 36 months): Megan Brady and Sarah Correll [898-5197]

Purple Room (3 to 5 year olds): Ember Funk and Lisa Borges [898-4174]

Modoc 131: (3 to 5 year olds): Dayna Silveira and Cate Kaylor [898-6439]

Support Teacher: Vacant [898-5865]

Course Texts:

Required

NAEYC (2005). *NAEYC Early Childhood Program Standards and Accreditation Criteria*, NAEYC, Washington DC.

The Student Staff Handbook of the ASCDL (Available online and printed copy distributed in orientation packets).

Weekly article readings that are available through course Vista page. See reading assignment for details.

Recommended

Bredenkamp, S., & Copple, C. (Eds.) (1997). *Developmentally appropriate practice in early childhood programs*. NAEYC, Washington, DC.

Course Objectives and Assignments/Experiences:

Students who successfully complete this course will:

1. Apply knowledge of Child Development for children ages 0-5 years.
 - a. Observation Notes
 - b. Desired Results Developmental Profile, 2010 + narrative
 - c. Community of Learning & Practice participation
 - d. Reading Based assignments
 - e. Weekly Participation in Children's classrooms
2. Interpret how Child Development programs are operated, organized, and managed to meet the developmentally appropriate needs of young children and their families.
 - a. Community of Learning & Practice participation
 - b. Family events
 - c. Individual Inquiry Investigations
 - d. Reading Based assignments
 - e. Planned Experience Implementation & Documentation
 - f. Weekly Participation in Children's classrooms
3. Practice observation skills in assessing children's development and from results, plan appropriate programming.
 - a. Observation Notes
 - b. Journal Entries
 - c. Reading Based assignments
 - d. Desired Results Developmental Profile, 2010 + narrative
 - e. Planned Experience Implementation & Documentation
4. Apply behavior management skills to enhance children's growth.
 - a. Behavioral Guidance assignments
 - b. Reading Based assignments
 - c. Desired Results Developmental Profile, 2010 + narrative
 - d. Weekly Participation in Children's classrooms
5. Apply and practice effective communication and interpersonal skills in human relationships with both children and adults
 - a. E-journals
 - b. Community of Learning & Practice participation
 - c. Weekly Participation in Children's classrooms
 - d. Wrap up leader
6. Demonstrate knowledge and skills of professional behavior including self-assessment, reflection and leadership.
 - a. Self-Assessment assignment
 - b. Wrap up leader
 - c. Reading based assignments
 - d. Individual Inquiry Investigation
 - e. Planned Experience Implementation & Documentation
 - f. Weekly Participation in Children's classrooms

Students with Special Needs:

Students with disabilities should meet with your faculty instructor early in the semester to discuss any needs for support services. Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) may arrange reasonable accommodations with Disability Support Services, 170 Student Services Building, V/TTY: 530-898-5959. Online at: <http://www.csuchico.edu/dss/>.

Child Development Program Mission statement:

Within the context of the broader university commitment to higher education, the Child Development Program offers opportunities for students to engage in the purposeful acquisition and integration of child development theory, research, and practice. Specifically, the program centers on the Foundations of Child Development, Child and Environmental Assessment, Programs for Children and Families, Professionalism, Critical Thinking, and Developmental Context.

Child Development Program Vision Statement:

Students in the Child Development Program will gain an understanding of the development of children and families and how to apply this knowledge in a variety of human service and educational settings. Faculty will facilitate students' professional development through teaching, leadership, promoting scholarly activities, and guiding relevant practical experiences. Graduates of the program will be knowledgeable and reflective professionals who recognize and value the uniqueness and diversity of children and families within and across multiple ecological contexts.

Associated Students Child Development Lab Mission Statement:

The Mission of the ASCDL is to provide access to higher education for student families and to serve as the teaching/learning laboratory for the University by operating an accredited early childhood education facility. It is committed to respecting and advancing the adopted organizational tenets of the Associated Students; Child Development Program; and the University.

Course Objectives and Student Learning Outcomes (SLO'S):

All the assignments completed in this class may be appropriate contributions to the Cumulative Portfolio to be submitted in Child Development 495. Elements of all the Child Development Program SLO's are found throughout this course. Of primary importance in this class are SLO 3 (Programs for Children and Families) and 4 (Professionalism). SLO 2 (Child and Environmental Assessment) and 6 (Developmental Context) are of secondary emphasis. SLO 1 (Foundations of Child Development) and 5 (Critical Thinking) are foundational skills that are more embedded in the course experience.

The detail descriptions for SLO 3 & 4 are listed below but all SLO descriptions can be found at: <http://www.csuchico.edu/chld/program/strategicLearning.shtml>.

SLO 3: Programs for Children and Families

Students will gain knowledge and appreciate, in relation to appropriate program practice, the developmental needs of children, families, and communities.

SLO 4: Professionalism

Students will understand professionalism by demonstrating knowledge, attitudes, and skills of those individuals who are committed to understanding and working with children and families.

Course Expectations:

Ethical Conduct

This course is operated within a program that educates and cares for children. As such, there are certain expectations such as a dress code, behavioral expectations, and personal obligations that are different than other coursework. These expectations are for the well being, health, and safety of the children and adults in the program. These expectations are detailed in the ASCDL Student Staff Handbook and are discussed at Orientation. Students are also expected to adhere to guidelines for confidentiality as outlined in the Student Staff Handbook. Additional guidelines for confidentiality and professional expectations are described in a separate handout for course (see *CHLD 392 Students and Confidentiality Responsibility* handout).

Additionally, students should refer to the NAEYC Code of Ethical Conduct as a guide. This document is available with the Orientation material as well as within the Course webpage. Questions regarding these expectations should be discussed with your faculty instructor. Refusal or inability to demonstrate ethical conduct at all times during this course as specified in the Code of Ethical Conduct developed by the National Association for the Education of Young Children may result in termination of this course, the major, and a referral to the Office of Student Judicial Affairs.

Orientation

All students must complete the six hour orientation led by the ASCDL staff. Those students who are not able to attend and complete the regularly scheduled orientation which occurs immediately before each semester begins will use their first six hours of scheduled on-floor time to complete a self-guided orientation.

On-floor requirements

Before working with children, students must have turned in a current, negative TB skin test. This is required even if students have worked in the facility previously.

Time requirements

As part of this course, you are required to participate 8 hours per week throughout the 15 week semester in your assigned placement. You are expected to sign in and out for each

scheduled on-floor session using the designated sheet in each classroom using exact time (use clocks in classrooms) rather than scheduled time. This process will be reviewed in class or orientation. You should sign in when you start your individual shift and sign out when you leave. You SHOULD NOT sign out until your individual shift is complete and you are leaving for the day. If a student misses an assigned session, the missed hours must be made up. Failure to complete the 120 hours within the children's program will result in a failing grade. Falsification of documentation of hours can result in consequences to a course grade as well as a referral to the Office of Student Judicial Affairs.

Additionally, students are expected to be on time and engaged in center activities for the entirety of their assigned shift. Your schedule is set for the semester unless your request is made in writing (see below). Students who are habitually late or frequently leave early are not demonstrating professional expectations required in this class. Students should treat the lab time as professional commitment and demonstrate an understanding of such. Failure to meet these expectations can lead to the student being removed from the course.

During the second hour of the weekly Monday class each week (5:30-6:30), students attend the ASCDL Community of Learning and Practice session in their assigned classrooms with cooperating teachers, faculty supervisor, and student staff members. Student attendance and participation is expected. As this is part of the CHLD 392 class expectations, there will be a reduction in class points for missed sessions.

Schedule changes

All requests for permanent changes from exact hours of scheduled time must be first submitted in either via course email or in writing to your assigned faculty member for approval. Any changes will also need approval from the ASCDL Director.

Handling absences

Each CHLD 392 student has the responsibility to be present during scheduled lab hours except when an absence is unavoidable (for example, personal illness or death in family). When such an unanticipated emergency will cause an absence, the CHLD 392 student is responsible for promptly notifying the Lab and their instructor. Absences for any other reason are discouraged; however, planned anticipatory absences may be approved at the discretion of the CHLD 392 Instructor.

Procedures for Unavoidable Absences

In the event you are ill or unable to make your assigned shift, call your assigned classroom as soon as you can with a minimum of 2 hours notice required. The exception to the 2 hour notification requirement would be only for those students who have the early morning shifts (7:30 or 8:00 a.m.). The classroom numbers to call are: Infant 898-4549; Blue 898-5197; Purple 898-4174; and Modoc 898-6439.

Note: These phones **do not** have voice mail so you will need to be sure to talk to "real" person. If the phone is not answered, call the ASCDL office at 898-5865 and leave a message with a person or on voicemail.

Additionally, you **must notify** your CHLD 392 Instructor via the course (Vista) email within 24 hours of your absence indicating the day and time missed. The words "absence report" should be used in the subject line.

Procedures for Anticipatory Absence Requests

Sometimes students will have situations that arise that would constitute a need for an anticipatory absence. While to be used sparingly, the following steps must be used to request an anticipatory absence.

1. Anticipatory absence requests should first be submitted in writing or via Class email to the CHLD 392 Instructor **at least 2 weeks** ahead of time. The subject line should contain the words, "Anticipatory Absence request" and the date of the absence is being requested.
2. If the anticipatory absence request is approved by the CHLD 392 Instructor, he/she will inform the ASCDL Director and Classroom Career staff via email of the decision.
3. The student will arrange make up time using the procedure outlined below.

Procedures for late arrivals/early departure

It is expected that students **arrive on time for each and every shift**. Therefore, it is not anticipated that CHLD 392 students will be late except in rare circumstances. If a student should be more than 5 minutes late, he/she should call the classroom letting them know when they should be arriving. Using class email, students should inform the class instructor that they were late within 24 hours of the incident.

Students arriving late may not 'make up' the time by staying longer on that specific day but arrange for make up time using the procedure outlined below. This make up time can be added to a regularly scheduled shift.

Unless a student becomes ill during a shift, no early departures from a lab time are allowed.

Make-up of missed time in the lab

Makeup of missed time will be addressed at the end of the weekly ASCDL Community of Learning and Practice session. You will be expected to arrange your make-up the Monday following your absence. Make up arrangements are made with the classroom Career staff. Make-ups **SHOULD** not be arranged at time other than Community of Learning and

Practice session. Make-ups should occur as soon as possible; time for make up should be convenient to classroom needs and student schedules.

Once make-up time has been arranged, students are expected to fulfill this commitment unless they are ill. If they are ill, they should follow required procedures regarding classroom notification and rescheduling of time for make up.

Additionally, you must use Vista email and let your instructor know once your make-up has been completed. Students should review the absence and make up policy statement provided in the Student Staff Handbook that details the process of this part of the course expectations.

Late assignments

There is a 10% deduction per 24 hour period for late assignments¹. No assignments will be accepted if late beyond **5 (five)** days. However, if a whole assignment is missing, there is an additional penalty of 50 points deducted from the course grade, on top of any missing assignment points.

¹ An exception to the late policy for assignments is for ejournal submissions. If not posted within 36 hours of a shift completion, **no points** will be earned for a submission.

Course Requirements:

Competency: Professionalism	Assignment	Points Possible/SLO Focus
	E-journal 2x for 15 weeks @ 3 pts each	90; SLO 3 & 4
	Wrap up leader	15; SLO 3 & 4
	Self Assessment (5 parts)	100; SLO 4
	Reading Based Assignments 1 response for 14 weeks @ 5 pts	70; SLO 3
	Planned Experience Implementation & Documentation	30; SLO 3, 4 & 5
	Community of Learning & Practice sessions	30; SLO 4
		Competency Total = 335
Programs-Children & Families	Assignment	
	Family Event Write Ups	15; SLO 3 & 6
	Desired Results Outcomes & Narrative (25 + 30)	55; SLO 2, 3, 4
	Observation Notes	45; SLO 1, 2
	Behavior Guidance assignment (1 for 5 weeks @ 5 pts each)	25; SLO 2 & 3
	Individual Inquiry	75; SLO 3, 4, & 5
		Competency Total = 215
	Total Points for Course	550 points

Final Course Grade Percentage breakdown

100-93 = A	79-77 = C+
92-90 = A-	76-73 = C
89-87 = B+	72-70 = C-
86-83 = B	69-67 = D+
82-80 = B-	66-60 = D
	59 or below = F

Please see individual assignment descriptions for specific information on each assignment as well as additional elements of assignments that may be due throughout semester.

Course Schedule

Week	Date	Topics, Reading Response, Assignments, Deadlines
1	August 22	<p><i>Topics: Course Overview, requirements and expectations</i> <i>To complete in class: One question or insight; informational paperwork; pictures if needed; Discussion of Core Weekly Assignments and Behavior Guidance Assignment</i> <i>To complete as homework: Course and assignment overview in Vista—self-guided; Additionally, students should complete 1st Reading Response; 3 Observation notes and 2 ejournal entries per individual assignment guidelines throughout week (these will be your ongoing "Core Weekly Assignments"). Details regarding all course assignments as well as the specific reading assignments are available in WebCT Vista.</i> <i>Individual Classroom Community of Learning & Planning (CLAP)</i></p>
2	August 29	<p><i>Topics: Assignment Review—Self-Evaluation Assignment; Sign up for Target Children & Student Lead Assignments, Global feedback on Observation notes and Behavior Guidance Assignment, Wrap Up (Faculty Led)</i> DUE: Core Weekly Assignments—Submitted electronically prior to class—ejournals and Reading Response #1, Bring to class 3 Observation notes and Behavior Guidance Assignment #1 as well as Signed Syllabus Review Confirmation (printed and submitted in class). <i>Individual Classroom Community of Learning & Practice (CLAP)</i></p>
3	September 5	<p>NO CLASS—UNIVERSITY CLOSED for Labor Day DUE: Core Weekly Assignments & Behavior Guidance #2 (due to holiday any paper copy material can be submitted to my mailbox in 216 Modoc before noon on Wednesday, 9/7 without late penalty).</p>
4	September 12	<p><i>Topics: Assignment Review --Individual Inquiry Investigation Assignment; Wrap up (faculty led)</i> DUE: Core Weekly assignments ; Behavior Guidance #3; Self-Reflection Paper #1 (Send electronically before class and bring paper copy to class) <i>Individual Classroom Community of Learning & Practice (CLAP)</i></p>

5	September 19	<p><i>Topic: Assignment Review--DRDP 2010; Reflections; Wrap up (Student led &/or Faculty Led)</i> <i>DUE: Core Weekly assignments, Behavior Guidance #4 & Individual Inquiry Investigation Phase 1;</i> <i>(Send electronically before class and bring paper copy to class)</i> <i>Individual Students begin Reading Leader Assignment</i> <i>Individual Classroom Community of Learning & Practice (CLAP)</i></p>
6	September 26	<p><i>Topic: DRDP 2010 Questions; General Assignment review updates; Reflections; Wrap up (Student led)</i> <i>DUE: Core Weekly assignments, Behavior Guidance #5 & ASCDL Feedback Form—Self-Evaluation</i> <i>(Send electronically before class and bring paper copy to class)</i> <i>Note: Conferences with Cooperating Teachers to be completed by Wednesday, October 13. This will be done as part of one of your regular scheduled shifts by that date.</i> <i>Individual Classroom Community of Learning & Practice (CLAP)</i></p>
7	October 3	<p><i>Topic: Assignment review; Reflections; Wrap up (Student led)</i> <i>DUE: Core Weekly assignments, Individual Inquiry Investigation Phase 2</i> <i>Send electronically before class and bring paper copy to class</i> <i>Individual Classroom Community of Learning & Practice (CLAP)</i></p>
8	October 10	<p><i>Topic: Assignment review; Reflections; Wrap up (Student led)</i> <i>DUE: Core Weekly assignments</i> <i>Individual Classroom Community of Learning & Practice (CLAP)</i></p>
9	October 17	<p><i>Topic: Assignment review; Reflections; Wrap up (Student led)</i> <i>DUE: Core Weekly assignments; Desired Results + Narrative for Target Child #1</i> <i>(Send narrative electronically before class and bring paper copy of narrative & profile sheet to class)</i> <i>Individual Classroom Community of Learning & Practice (CLAP)</i></p>
10	October 24	<p><i>Topic: Assignment review; Reflections; Wrap up (Student led)</i> <i>DUE: Core Weekly assignments; Individual Inquiry Phase 3</i> <i>(Send electronically before class and bring paper copy to class)</i> <i>Individual Classroom Community of Learning & Practice (CLAP)</i></p>
11	October 31	<p><i>Topic: Assignment review; Reflections; Wrap Up (Student led)</i> <i>DUE: Core Weekly assignments; Self-Reflection Paper #2</i> <i>Individual Classroom Community of Learning & Practice (CLAP)</i></p>

12	November 7	<p><i>Topic: Assignment review; Reflections; Wrap up (Student led)</i> DUE: Core Weekly assignments; Desired Results + Narrative for Target Child #2 (Send narrative electronically before class and bring paper copy of narrative & profile sheet to class) <i>Individual Classroom Community of Learning & Practice (CLAP)</i></p>
13	November 14	<p><i>Topic: Assignment review; Reflections; Wrap up (Student led)</i> DUE: Core Weekly assignments <i>Individual Classroom Community of Learning & Practice (CLAP)</i></p>
	November 21	<p><i>No Class - Fall Break (ASCDL closed all week)</i></p>
14	November 28	<p><i>Topic: Assignment review; Reflections; Wrap up (Student led);</i> Sign up for individual final conferences during finals week DUE: Core Weekly assignments; Self Reflection Paper #3 (Send electronically before class and bring paper copy to class) <i>Individual Classroom Community of Learning & Practice (CLAP)</i></p>
15	December 5	<p>Due: Core Weekly Assignments (Note class will meet in BMU) Individual Inquiry Investigation Presentation and Write up (Send Powerpoint electronically before class and bring hard copy to post to class). Individual Classroom Curriculum Planning & Professional Development will be CHLD 392 <i>Individual Inquiry Presentations (BMU)</i></p>
Finals Week	Week of May 16	<p>Final Exam: Individual Conferences with Faculty DUE AT TIME OF CONFERENCE: Observation notes for Week 15 and Parent Conference Assignment Write up if not submitted electronically earlier</p>