

Spring 2024
Child Development 392
Child Development Practicum: Advanced

Classroom: Modoc 120

Class Time: Monday 4:30 pm-7:20 pm

Instructor: Dr. Yeojoo Yoon

Office Location: Modoc 107

Office/Student Hours: Monday 2:30 pm - 4:30 pm, Tuesday 11:00 am - 12:00 pm, or by appointment

Email: yoon@csuchico.edu

Course Messages: Please use Canvas Message for all class communication, specifically for absence reporting.

COURSE DESCRIPTION AND FORMAT

In this Child Development Practicum course, students will enhance their proficiency in comprehending a variety of programs that impact children and families within our community. The course aims to foster civic engagement by prompting students to critically assess their own role, as well as the role of global citizens, in supporting the mission of relevant agencies. Emphasizing the significance of supporting these agencies for the greater good of the community, Civic Engagement will raise awareness about real-world, community-based needs from both personal and global perspectives. The course will explore the celebration of personal diversity and highlight ways in which individuals can honor their life experiences while actively participating in service.

Weekly Class Times:

4:30-5:20 pm Meet in your assigned classroom in ASCDL

5:30-7:20 pm Class with Professor Yoon at Modoc 120

*Instructor reserves the right to alter class time breakdown.

Course Prerequisites:

CHLD 251, CHLD 252, CHLD 282, CHLD 353 (with a C- or better); junior standing; department permission

Course Corequisites: CHLD 382

COURSE TEXTS

Recommended

Bredenkamp, S., & Copple, C. (Eds.). 2008. Developmentally appropriate practice in early childhood programs. 3rd edition. NAEYC, Washington, DC. ISBN: 978-1-928896-64-7

COURSE EXPECTATIONS

On-floor Requirements

Before working with children, students must have turned in a current, negative TB skin test, as well as documentation of MMR and TDAP vaccines. A current (within a year) flu shot is also required, though you may sign an exemption. This is required even if students have worked in the facility previously.

120-Hour 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 (**total 120 hours**). You are expected to sign in and out for each scheduled on-floor session using the designated sheet in each classroom using the exact time (use clocks in classrooms) rather than the 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.

***Students who fail to complete the required hours of the lab will not pass this course.**

***Falsification of documentation of hours and/or signatures can result in consequences to a course grade as well as a referral to the Office of Student Rights and Responsibilities.**

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 the professional expectations required in this class. Students should treat the lab time as a 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 first hour of the weekly Monday class each week (4:30-5:20), students attend the Staff Meeting in their assigned classrooms with cooperating teachers, a faculty supervisor, and student staff members. Student attendance and participation are expected. As this is part of the CHLD 392 class expectations, there will be a reduction in class points for missed sessions. Subsequently, absences or tardies to the first session or second session of our class meeting will result in a loss of points.

Ethical Conduct

This course is operated within a civic engagement experience that educates and cares for diverse groups of children and families. As such, there are certain expectations such as a dress code, behavioral expectations, and personal obligations that are different from other coursework. These expectations are for the well-being, health, and safety of the children and adults in the program. These expectations are discussed at Orientation.

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 on the Course webpage. Questions regarding these expectations should be discussed with your faculty instructor. Refusal or inability to always demonstrate ethical conduct 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.

Civic Engagement/Internship Orientation

All students must complete the two-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 two hours of scheduled on-floor time to complete a self-guided orientation.

***If a student is injured at an internship site, there are several options for medical care:**

- **Emergency Services**
- **Student Health Center (530) 898-5241**
- **The student's private insurance arrangements**

The student should inform both the internship supervisor and the faculty as soon as possible of the details regarding the incident. It is imperative that the student DOES NOT report an incident as an employee, as this would be considered a Worker's Compensation claim.

Schedule Changes

All requests for permanent changes from the exact hours of scheduled time must be first submitted either via course email or in writing to Professor Yeojoo Yoon 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 causes an absence, the CHLD 392 student is responsible for promptly (see below) notifying their classroom and their instructor. Absences for any other reason are discouraged; however, planned anticipatory absences may be approved at the discretion of the Instructor. ANY STUDENT THAT MISSES ANY SHIFT FOR ANY REASON WILL RECEIVE A POINT PENALTY OF 4 POINTS (approximately 1% of the total course points). THIS INCLUDES PREVIOUSLY SCHEDULED ABSENCES, ILLNESS, FAMILY EMERGENCIES, ETC. If you are absent for an extended period of time and need to request official excused absences, please contact the department chair for more information.

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 a 2-hour 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 AM).

Note: The ASCDL phones do not have voice mail, so you will need to be sure to talk to a “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 Canvas message by the end of the day of your absence indicating the day and time missed. The words “Absence Report – Your Name” should be used in the subject line. Any student who fails to follow this procedure will be subject to point deductions for each infraction; 15 points will be deducted from your final point total for every infraction. Additionally, repeated infractions may lead to additional penalties including removal from the course.

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. 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.

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. 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 lab time are allowed.

Make-up of Missed Time in the Lab

The make-up of missed time will be addressed at the end of the weekly ASCDL Staff Meeting. Make-up arrangements are made with the classroom Career staff. Make-ups SHOULD NOT be arranged at time other than a staff meeting. Make-ups should occur as soon as possible, though no later than two weeks after the original absence; 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 the required procedures regarding classroom notification and rescheduling of time for make-up.

*Additionally, you must use Canvas message and let your instructor know once your make-up has been completed. Any student who fails to follow the procedure outlined above will receive a 15-point penalty as described in the “Procedures for Unavoidable Absence” section above.

Late Assignments

Late submissions will be subject to a deduction schedule: 10% for the initial 24 hours, 20% for two days, 30% for three days, 40% for four days, and 50% for five days. A grace period of 5 days is allotted to accommodate unforeseen circumstances. However, submissions beyond this grace period will not be accepted.

Please see individual assignment descriptions for specific information on each assignment as well as additional assignments that may be due throughout the semester. The student is responsible for setting up any arrangements for past-due work.

Digital Devices Policy

This course recognizes the importance of technology in education and allows students to use laptops during specific in-class activities to enhance their learning experience. However, to maintain a focused and productive learning environment, the general use of digital devices, including laptops, is restricted outside of these designated activities.

- Laptops are permitted during designated in-class activities, such as group discussions, collaborative projects, or specific exercises that require digital tools.
- Students are expected to use laptops responsibly and solely for course-related activities during these times.
- Outside of designated in-class activities, the use of laptops and other digital devices is not allowed.
- Students are expected to respect the instructor and their peers by refraining from distractions caused by digital devices.

Contributions to the Child Development Major Cumulative Portfolio

In order for the Department of Child Development, and more importantly, the student to assess whether or not they have met the Student Learning Outcomes, a final cumulative portfolio will be required from Child Development students. Within this cumulative portfolio, students will be asked to reflect upon what they have learned and how they can apply learned material upon graduation. In order for students to reflect upon their own personal growth and development, they will be asked to compile a cumulative portfolio of their college/university work. Students must safeguard all assignments, particularly the assignments listed below which will be needed to compile the Child Development Major Cumulative Portfolio.

Course Requirements and Points

Course Requirements	Frequency	Points Each	Total Point Value
Mandate Reporter Certificates	2 certificates	10	20
Pest Certificate	1x per semester	10	10
Biography	1x per semester	10	10

Weekly Observation Notes	1x/week for 14 weeks	10	140
Self-Reflection	3 total assignments	20	60
Timesheet Submission	4x per semester	15	60
Family Conference Reflection	1x per semester	15	15
Curriculum Project (Group work)			200
-Plan	1x per semester	40	.
-Implementation	1x per semester	40	.
-Poster	1x per semester	40	.
-Presentation	1x per semester	40	.
-Reflection	4x per semester	10 (total 40)	.
Class Attendance	15 weeks	2	30
392 Monday Night Attendance	15 weeks	2	30
Total (*may vary during semester)			575

GRADING SCALE

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

ASSOCIATION STUDENTS CHILD DEVELOPMENT LAB (ASCDL) INFORMATION

- Office in AJH 120; Phone 898-5865
- Director: Jackie Hansen; Assistant Director: Ember Funk
- Willow Room: 898-4549
- Maple Room: 898-5197
- Lilac Room: 898-4174
- Magnolia Room: 898-6439

CHILD DEVELOPMENT STUDENT LEARNING OUTCOMES (SLOs)

1. Critical Thinking in Child Development

Critical thinking is a habit of mind, characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Students will use higher order thinking to evaluate information regarding child development.

2. Written Communication in Child Development

Written communication is the development and expression of ideas through iterative experiences which may include mixing texts, data, and images across the curriculum. Students will effectively articulate the scientific foundations of human development using professional style guidelines.

3. Oral Communication in Child Development

Oral communication is the ability to effectively share purposeful information designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, beliefs, or behaviors. Students will prepare and orally present information regarding children's development in professional contexts.

4. Information Literacy in Child Development

Information literacy includes the ability to know when there is a need for information, and to be able to identify, locate, evaluate, and effectively and responsibly use and share that information with appropriate audiences. Students will evaluate and disseminate information across contexts regarding the diversity that exists within human development.

5. Quantitative Literacy in Child Development

Quantitative literacy is a "habit of mind," competency, and comfort in working with data in order to reason and solve problems, and the ability to communicate information using words, tables, graphs, and equations. Students will analyze data as critical consumers of information regarding child development.

6. Professionalism in Child Development

Professionalism includes a multitude of behaviors that communicate respect, cultural humility, competence, and ethical behaviors. Students will demonstrate appropriate professional behavior in professional contexts.

*Elements of all the Child Development Department's SLOs are found throughout this course. Of primary importance in this class are SLO 6 (Professionalism) and SLO 1 (Critical Thinking). SLO 2 (Written Communication) and SLO 3 (Oral Communication) are of secondary emphasis. SLO 4 (Information Literacy) and SLO 5 (Quantitative Literacy) are the foundational skills that are more embedded in the course experience.

DISABILITY SERVICES

If you have a documented disability that may require a reasonable accommodation, please contact Accessibility Resource Services (ARC) for coordination of your academic accommodations. They can be reached at 898-5959. More information about their services can be found at: [ARC](#)

ACADEMIC HONESTY

- All written work is to be individually produced unless otherwise noted in the assignment.
- Plagiarism is the use of the written work of others (either direct copies or close paraphrases) as one's own original work. If quotations and/or passages from other works are used in papers, they must be accorded the proper citation in order to avoid any misunderstandings about plagiarism.
- When there is evidence suggesting that a student has committed plagiarism, copied the work of others, allowed others to copy their work, falsified internship hours or signatures, altered class material or scores, the incident will be investigated by Student Judicial Affairs. The consequences for academic dishonesty are severe, including failure of this course, dismissal from the CHLD major, academic probation, and expulsion from the university.
- All assignments, quizzes, exams and writing are expected to be individually produced without assistance from others unless otherwise noted in the assignment.

TITLE IX: CONFIDENTIALITY AND MANDATORY REPORTING

- As a Chico State instructor, one of my responsibilities is to help create a safe learning environment for Chico State students. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct with the University.
- Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information about campus reporting obligations and other Title IX related resources are available here: www.csuchico.edu/title-ix.

***This syllabus constitutes a contract between the instructor and student. Your continued enrollment in this class establishes an agreement to abide by the elements stated in this syllabus. The instructor reserves the right to amend this syllabus as deemed appropriate to best fit student learning. Changes will be posted on Canvas and announced in class as possible.**