

**MARTIN COMMUNITY COLLEGE
COURSE SYLLABUS**

Semester/Year: Spring 2011

COURSE NUMBER: EDU 284 (50)

INSTRUCTOR: Elaine Spellman, M.S.Ed

COURSE TITLE: Early Childhood Capstone
Practicum

INSTRUCTOR'S EMAIL:
espellman@martincc.edu

CREDIT HOURS: 4

OFFICE LOCATION: Building 3, Room 2

CONTACT HRS/WK: 1 class; 9 clinic

OFFICE NUMBER: 789-0305

PREREQUISITES: Take one set. Set 1: ENG 090, RED 090, EDU 119, EDU 144, EDU 145, EDU 146 and EDU 151. Set 2: ENG 095, EDU 119, EDU 144, EDU 145, EDU 146 and EDU 151.

OFFICE/VIRTUAL HOURS:

Mon: 3p-5p

Tues: 10:30a-12p & 2:30p-3:30p

Wed: 10a-12p & 2:30p-4:30p

Thurs: 10:30a-12p & 1p-3p

Fri: 10a-12p (*varies depending on site visits*).

***If any days/times are not convenient, please call for an appointment.*

COREQUISITES: None

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COURSE DESCRIPTION:

This course is designed to allow students to apply skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors as indicated by assignments and onsite faculty visits.

PROGRAM LEARNING OUTCOMES:

1. Promote Child Development and Learning (NAEYC Standard 1)

Key Elements: **1a:** Knowing and understanding young children's characteristics and needs.

1b: Knowing and understanding the multiple influences on development and learning.

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

2. Build Family and Community Relationships (NAEYC Standard 2)

Key elements: **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 their children's development and learning.

3. Observe, Document, and Assess to Support Young Children and Families (NAEYC Standard 3)

Key elements: **3a:** Understanding the goals, benefits, and uses of assessment

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child

3d: Knowing about assessment partnerships with families and with professional colleagues

4. Use Developmentally Effective Approaches to Connect with Children and Families (NAEYC Standard 4)

Key elements: **4a:** Understanding positive relationships and supportive interactions as the foundation of their work with children

4b: Knowing and understanding effective strategies and tools for early education

4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches

4d: Reflecting on their own practice to promote positive outcomes for each child

5. Use Content Knowledge to Build Meaningful Curriculum (NAEYC Standard 5)

Key elements: **5a:** Understanding content knowledge and resources in academic disciplines

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

6. Become a Professional (NAEYC Standard 6)

Key elements: **6a:** Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for children and the profession

COURSE LEARNING OUTCOMES:

1.Design, implement and evaluate developmentally appropriate and meaningful activities for all children within the assigned placement classroom in a variety of content areas (Ex. Art, music/movement, math, science, etc.) and learning centers (Ex. Art area, blocks, manipulatives, dramatic play, sensory, outdoors, etc.) SS#1 (Self assessment/evaluation), SS#2 (applying foundational concepts from general education)

NAEYC Standards:

4b: Knowing and understanding effective strategies and tools for early education

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

2.Utilize authentic child observation/assessment in planning for the needs, experiences and classroom environments of young children within the assigned placement classroom.

NAEYC Standards:

3a: Understanding the goals, benefits, and uses of assessment

3b: Knowing about assessment partnerships with families and with professional colleagues

3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

3.Adhere to the NAEYC Code of Ethical Conduct and Statement of Commitment while working with children and staff in the placement classroom.

NAEYC Standards:

6b: Knowing about and upholding ethical standards and other professional guidelines

4.Demonstrate positive relationships and supportive interactions with children and families within the assigned placement classroom.

NAEYC Standards:

4a: Understanding positive relationships and supportive interactions as the foundation of their work with children

5.Demonstrate ways to involve families of the children within the placement classroom being sensitive to various cultures, languages and socio-economic status.

NAEYC Standards:

2c: Involving families and communities in their children's development and learning

REQUIRED TEXTBOOKS:

Nilsen, B. (2007). Week by week: Plans for Documenting Children's Development (5th ed.). Clifton Park, NY: Cengage Learning. ISBN: 13:978-0-495-81317-0

SUPPLEMENTAL RESOURCES:

This is an online course. Thus, access to a computer is necessary for participation in the course. Students may also be asked to access information on various websites online, where access to computers and internet service is also necessary. The use of Martin Community College email is necessary for the course. Hence, instructor responses will only be given to students if MCC email is used; personal email accounts should not be used. Composition Book for Journal, Folders and Notebook for Activities will be needed.

LEARNING/TEACHING METHODS: The students will work at an approved childcare center or Head Start Program for a minimum of 9 hours per week, utilizing a sign-in sheet as documentation of hours present to be signed by the supervisor. The student must complete professional activities to meet the objectives of the course. The activities must be suitable for individual needs, which must be submitted to the faculty coordinator and supervisor for approval. Each practicum student participant must be observed by the faculty coordinator. Students are required to submit a mid-term and end of the semester evaluation that has been completed by the supervisor as well as a self-evaluation at the end of the semester. Regular attendance is required and students must notify the faculty coordinator and the supervisor of absences. For the class portion of the course, there will be a combination of online discussions, reading assignments and writing assignments, individual and group projects/assignments; quizzes and tests; as well as computer and other types of research throughout the semester. The following learning principles also will be used during the implementation of course material as well:

1. Individualized learning is essential to course success. Thus, the learning environment will incorporate and support each student's individual development.
2. Knowledge is individually constructed through receiving and processing of information through higher-order thinking and inquiry.
3. Learning is experiential, thus an active engagement in an effort to help students understand and apply the content will be used during the course.
4. Methods will be used to challenge students to gain and retain knowledge as students learn best when they are given challenges, choices, and responsibility in their own learning.
5. Self reflection is necessary in the learning environment, thus a balance of opportunities for student absorption and expression will be used to help students self-monitor and assess the emergence of their learning during the course experience.

ASSESMENTS/METHODS OF EVALUATION:

All of the aforementioned course requirements are expected to be completed and submitted upon due dates given. Grades will also be assigned based on faculty coordinator's and supervisor's observation and evaluations for the practicum portion of the course. All required documentation must be received and properly completed before receiving a grade.

1. Discussion Board.....10%
2. Assignments (This includes outside reading).....10%
3. Midterm Exam.....15%
4. Final Exam15%
5. Practicum Experience50%

<u>GRADING POLICY:</u>	93 – 100%	A
	85 – 92%	B
	77 – 84%	C
	70 – 76%	D
	69% and below	F

COURSE OUTLINE:

- Week 1: Instructor/Student Introductions/Review Syllabus/Practicum Handbook
 - Week 2: Introduction Chapter: Getting Started
 - Week 3: Chapter 1: Using the Class List Log to Look at Separation and School Adjustment
 - Week 3: Note: MCC closed on Monday, January 17; Monday classes will meet on Tuesday, January 18.*
 - Week 4: Chapter 2: Using Anecdotal Recordings to Look at Self-Care
 - Week 5: Chapter 3: Using Checklists to Look At Physical Development
 - Week 6: Chapter 4: Using Running Records to Look at Social Development
 - Week 7: Chapter 5: Using Frequency Counts to Look at Emotional Development
 - Week 8: Chapter 6: Using Conversations to Listen to Language and Speech
 - Week 8: Midterm
 - Week 9: Chapter 7: Using Time Samples to Look at Attention Span
 - Week 10: Chapter 8: Using Standardized Measurements to Look at Cognitive Development
 - Week 10: Note: MCC closed for Spring Break March 9-11.*
 - Week 11: Chapter 9: Using Rating Scales to Look at Literacy
 - Week 12: Chapter 10: Using Work Samples to Look at Creativity
 - Week 13: Chapter 11: Using Technology for Documentation of Sociodramatic Play
 - Week 14: Chapter 12: Using Documentation for Child Abuse Suspicions and Looking at Self-Concept
 - Week 15: Chapter 13: Using Program Assessments to Look at Children in Groups
 - Week 16: Course Overview & Final Exam
 - Week 16: Note: MCC closed on Friday, April 22 & Monday, April 25; Friday classes will meet on Thursday, April 21.*
- *This is an outline and subject to change at the instructor’s discretion if necessary. Assignment directions and due dates as well as exam dates will be given approximately one week prior to the due date.

STUDENT ATTENDANCE POLICY: Martin Community College recognizes that academic success is tied to regular attendance and completion of assigned work and tasks in a timely manner. Students are expected to attend a minimum of 80 percent of the total hours for a course, which includes classes, labs, and shops. Some courses and programs have stricter attendance requirements of 85, 90, or 95 percent based upon the difficulty and complexity of the subject matter. General Education and Developmental courses require 85 percent attendance. The attendance requirement for Early Childhood Education and School Age Program students is ninety percent (90%).

To enter section 50 (Internet) courses, students must do two things:

(1) First, students must send an e-mail to the instructor stating his/her NAME and that he/she is enrolled in the course (e.g., John Smith - EDU 131, section 50). This MUST be done within seven (7) days of the beginning of classes.

(2) Second, students must complete a technology assessment located on the Blackboard login page. Both the e-mail and the technology assessment must be completed for students to remain in the course. If students are taking more than one online course, the student ONLY takes the technology assessment ONE time.

After sending the e-mail and completing the technology assessment, students then return to the course in Blackboard.

The census date is the date on which ten percent (10%) of the total course hours have met. Students must be present in at least one class during the first ten percent (10%) of a course in order to be considered enrolled in the class. If a student has not attended at least one class by the ten percent (10%) census date, the instructor will administratively withdraw the student. Attendance requires students to not only log into the Blackboard course, but students must complete the weekly discussion boards and assignments.

Students who miss more than six contiguous contact hours or fail to attend the required percentage of total hours without a justifiable absence and verifiable contact with the instructor may be administratively withdrawn from the class by the instructor and given a grade of "WF." The "WF" will be equivalent to an "F" when calculated into the student's GPA. Online courses require students to log into Blackboard on a weekly basis. This course specifically requires that students log in weekly and completed posted discussion boards and/or assignments, quizzes, test, etc. Students may remove a "WF" by submitting appropriate paperwork for an official withdrawal by the last day to officially withdraw without receiving an "F." The last day to officially withdraw without receiving an "F" is published in the academic calendar for each academic year. The official withdrawal date for mini sessions, block courses, or other non-traditional schedules are available from the registrar and will be included on the course syllabus.

Make-up work may be allowed at the discretion of the instructor. Late work or make-up work receives an automatic deduction of ten percent (10%) from the earned grade for each day it's late. Late assignments will not be accepted after three days. Participation in weekly discussion boards is required. However, late discussion posts are not accepted as they count as attendance and participation.

Students will be counted absent from the date they register for each course.

Note: Under DVA regulations, the enrollment of veterans or dependents will be terminated or adjusted if they are administratively withdrawn or if they officially withdraw.

Missed Tests and Quizzes: Any missed test and quizzes will result in a "0" for the grade without proper documentation. Students must notify and receive approval from the instructor prior to missing the test/quiz to be eligible for a make-up test.

Missed Class Participation: Discussion boards count as class attendance and participation. Thus, any missed discussions will result in a "0" for the grade.

REQUEST FOR EXCUSED ABSENCES FOR RELIGIOUS OBSERVANCES*

***In compliance with G.S. 115D-5, MCC policy permits a student to be excused, with the opportunity to make-up any test or other missed work, a minimum of two excused absences per academic year for religious observances required by the student's faith. The policy limits the excused absences to a maximum of two days per academic year.**

Students who wish to be excused for a Religious Observance required by their faith must complete and submit a request form to the instructor(s) prior to the census date of each class. The ***Request for Excused Absences for Religious Observances*** form can be picked up from Student Services. This does not supersede the college-wide attendance policy as outlined in the college catalog or syllabus, with the exception of a reasonable accommodation for the make-up of missed course work.

COURSE POLICIES:

Professional Behavior Policy:

This course places a strong emphasis on learning through a variety of methods. Your continuous participation in in-depth online discussions of course readings, homework assignments, activities, and projects are all required for success. Students are expected to contribute to the class by engaging in discussion with fellow students and the instructor. I believe that group discussion is relative in many cases to a student's ability gain knowledge and effectively apply it in the early childhood field based on research. Hence, each student's written contributions to class discussions are respected and valued. During this semester, I am not only interested in teaching content,

but also in the development of your professional knowledge, dispositions, attitudes, and behavior. These traits include but are not limited to: being organized and prepared; effectively communicating verbally (when necessary) and in writing; showing initiative; demonstrating commitment, honesty, and reliability; demonstrating effective problem-solving skills; being flexible, and having a sense of humor; demonstrating the ability to work independently and as a group ; accepting ownership/responsibility; being accepting of constructive criticism, and the ability to balance injecting fun into the environment yet maintaining professionalism, etc. All of these attributes will be in your graded assignment and class participation grades, which will be an important part of your overall grade in the course.

Students in the Early Childhood or School Age Programs at Martin Community College are expected to exhibit the highest personal integrity in all academic work and behavior. Lying, cheating, and plagiarism are forms of academic dishonesty that violate the integrity of any academic process and WILL NOT be tolerated. For purposes of this class:

-Lying includes but is not limited to falsifying information provided as verification for the reason you were not able to complete work on time.

-Cheating is receiving, giving, or helping another student receive or give any information during a quiz, test, examination, or individual assignment without the express permission of the instructor; copying work from another student, or submitting work done by another student as your own; using unauthorized materials or equipment during a quiz, test, or examination, e.g. notes or books or electronic devices; communicating the subject matter, or contents of a quiz, test, or examination to another student unless specifically authorized by the instructor to share it; taking a quiz, test, or examination for another student; obtaining quiz, test, or examination questions beforehand, including viewing any quiz, test, or examination presented on the internet before answering for submission; tampering with the grading of a quiz, test, or examination; working with others in completing take-home quizzes, tests, or examinations, or individual assignments unless the instructor specifically authorizes collaborative work. This includes both in class and online portions of the coursework.

-Plagiarism is to take ideas, writing, etc. from another and pass them off as one's own. Plagiarism is fraud, and under U.S. law it is theft. Almost all forms of expression are covered by some form of legal protection, as intellectual property of the originator. Using another's words or thoughts and not giving them credit appropriately is plagiarism.

Any violation of academic integrity will result in disciplinary actions for a violation of academic integrity. An instructor may give a zero for the assignment, quiz, test, or examination. The student will receive an "F" for the course and will be dropped from the current semester roll. For more information concerning the behavior expected of a student at Martin Community College, please see the Student Governance and Conduct Code on pages 50-51 of the Martin Community College Career Catalogue for 2009-2011.

Keep in mind that as your instructor, I am often asked to be a reference on your behalf. Academic integrity violations and/or violations of the Student Governance and Conduct Code, as well as a lack of professionalism may affect your ability to get a job in the future. You are studying to obtain work in a field that requires high standards.

You should be developing your professional communication skills, attitudes, actions, and behaviors starting now.

-Because this is a practicum experience that is being provided to ensure that students are able to demonstrate the ability to apply their knowledge as well as their demonstration of professional practices, students are required to adhere to the NAEYC Code of Ethical Conduct and Statement of Commitment while working with children and staff in the placement classroom. (NAEYC 5b) The student must also demonstrate positive relationships and supportive interactions with children and families within the assigned placement classroom. (NAEYC 4a)

- All assignments will be graded using the Microsoft editing tool, thus they **MUST** be submitted electronically (Through the Blackboard's Assignment Tab). Students will be given a time and due date for all assignments to be submitted electronically. Any time after the given date and time requirement is considered late. Thus, the late assignment penalty will apply. In addition, feedback will be given on assignments using this method. Students are strongly encouraged to review the feedback and use it to improve upon future assignments.

-All written communication (student to instructor as well as student to student) is required to be professional. This includes emails, assignments, discussion boards, etc. Failure to comply with this rule will be considered in the calculation of the assignment and participation grades.

If you cannot reach your instructor, you may contact Dr. Phyllis Broughton, Dean of Academic Affairs and Student Services at (252)789-0246 by phone, pbroughton@martincc.edu by e-mail, or in person at her office in Building 2, Room 33.

To access the Martin Community College Career Catalog for policies and curriculum requirements, please go online to www.martincc.edu.

If you have a need for a disability-related accommodation, please notify the Student Services counselor at (252) 789-0293.