



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – Practicum (or Field Experience) Child Development

Course Prefix and Number – CDEC 1164

Department – Education/ Early Childhood

Division – Technology and Business

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture Hours # : Lab/Other Hours # 1:0:7

Equated Pay hours for course - 1

Course Catalog Description -

Practical, general workplace training supported by an individualized learning plan developed by the employer, college, and student. (Capstone Course for Level I Certificate)

List Lab/ Other Hours
Lab Hours 0
Clinical Hours 0
Practicum Hours 112
Other (list) 0

Prerequisites/Co-requisites – Permission of the Program Director for enrollment. Capstone Course for the Child Development Certificate. . Must have a GPA of 2.0 or higher.

Prepared by Barbara Lynn

Date 06-19-2015

Reviewed by Department Head Barbara S. Lynn

Date 06-19-2015

Accuracy verified by Division Chair David Kucera

Date 07/10/2015

Approved by Dean or Vice President of Instruction Leigh Ann Collins

Date 12/3/15



I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

Practicum experiences of 7 hours per week for 16 weeks (112 hours total) will allow the student to practice

- Arrangement of the environment for safety and for optimal learning
- Positive child guidance and discipline
- Observation and assessment of a target child using checklists, anecdotal records, running records, or other appropriate authentic assessment measures
- Lesson planning and implantation for small groups of children and large groups where appropriate
- Evaluation of the child, the environment, and lessons presented
- Professional dress, communication, demeanor, and behavior

II. Course Learning Outcomes

Learning Outcomes	Methods of Assessment
<p>Upon successful completion of this course, students will:</p> <p>As outlined in the learning plan,</p> <ol style="list-style-type: none"> 1. 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 2. and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, 3. and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry 	<ol style="list-style-type: none"> 1. A portfolio of lesson plans geared to the assigned age group (ages 3- 8 years) in the areas of language arts, math, science, social studies, motor development, music, art, and sensory play.* 2. Evaluation of professional conduct provided by the site director, the instructor, and the student’s self-evaluation.* 2. Environmental safety evaluation of the indoor and outdoor learning environment at the assigned site.* 1,3. A case study of a selected target child including anecdotal records, checklists, running records assessing development in the physical, cognitive/language, and social-emotional domains. * <p>*As evaluated by a departmental rubric with a grade of 70 indicating mastery</p>

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Eptstein, A. S. (). *The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning*

(Rev. ed.). Washington, DC: NAEYC. ISBN: 978-1-938113-06-2

IV. Suggested Course Maximum - 35

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

None

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course
Students will complete

- a case study worth 25%
- Lesson Plans and Implementation worth 40%
- Weekly Diary/Journal/ Reflections of the practicum worth 10%
- Evaluation of the Site director and instructor-25%.

Grading Scale

A-90-100%

B-80-89%

C-70-79%

D-60-69%

F-59 and below

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed

- **Academic WCJC Core Course**
Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**
If needed, revise the Program SCANS Matrix & Competencies Checklist.