CHD4070-1 FA22 - Practicum In Child Development

Department of Sociology

Social Work and Family Sciences (SSFS)

CHD 4070 – Practicum in Child Development

3 Units

Fall 2022

Meeting days: Thursdays

Meeting times: 6:00 PM - 7:45 PM

Meeting location: Liberty Station 205A (LBRT 205A)

Final Exam: December 14, 2022

Start date: First meeting

Thursday, September 1.

Instructor title and name: Adjunct Emma M. Ah Sing

Cell phone: 619-804-6124

E-mail: eahsing@pointloma.edu

Office location and hours: by appointment

End date: 12/10/2022 (Finals week: DEC 13-17)

Our Final: Thursday, Dec. 15 6:00 PM – 10:00 PM

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and

service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description:

Supervised practicum is a laboratory experience in an approved Early Childhood Center. It is designed for students who plan careers in early childhood and family support programs. Students become familiar with observing the development of children, while guiding, and teaching them in a preschool program. This course may be used towards the experience component of the State of California Child Development Site Supervisor Permit. Offered one semester every year.

Prerequisites: CHD 1020 Child and Adolescent Development

CHD 3010 Early Childhood Education and consent of instructor

Program Student Learning Outcomes:

1. Identify and describe normative similarities and differences of physical, cognitive, emotional and social theories at each developmental stage from prenatal through adulthood.
2. Analyze what are developmentally appropriate concepts, activities, materials and resources in the community as related to children from infancy through adolescence.
3. Identify and assess scientific research to evaluate current evidence-based research related to child and adolescent development.
4. Evaluate the effects of society and culture upon the family micro systems, family types, and the subsequent macro systems within which they co-exist.
5. Identify career paths and faith integration within the child and adolescent professions.

Course Student Learning Outcomes:

1. Apply knowledge and understandings gained from CHD 1020 Child and Adolescent Development and CHD 3010 Early Childhood Education in an approved Early Childhood Center for a minimum of 90 hours.
2. Develop skills in observation, assessment and development of the whole child emotionally/socially, cognitively and physically.
3. Explore and utilize a variety of assessment and observation techniques in understanding the developmental needs of young children.
4. Utilize observations and documentation to identify needs of young children and design a plan for their growth and development.
5. Design and implement an age appropriate assessment tool for use with the young children in her/his assigned practicum classroom.
6. Design and implement age appropriate learning environments and weekly exploration centers (art, reading, math, science and dramatic play) for three and four-year-olds.
7. Develop and implement age appropriate curriculum and lesson plans for young children.
8. Develop skills and strategies to meet the needs of the emergent reader at a variety of levels.

9. Design and implement a four to six week emergent project or thematic unit.
10. Build skills in managing a group of children in a positive fashion.
11. Practice using conflict resolution skills in helping young children develop social problem-solving skills.
12. Develop and demonstrate a variety of classroom management tools as opportunity is given to conduct circle times and other group activities.
13. Collect documentation of children's work to be used in portfolios and documentation boards.
14. Assist the mentor teacher in planning and implementing parent/teacher conferences.
15. Practice communication as a professional with parents through parent letters and oral communication.

Course Signature Assignments:

Evaluation/Summary/Critique/Application

Lesson Plan Design: Mastery
Teaching   Mastery Level

Project/Thematic Unit
Design   Mastery Level

Assessment Tool
Design   Mastery Level

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Machado J., Botnarescue, H., (2011,2008) *Student Teaching: Early Childhood Practicum Guide,7th Edition.* Belmont, California: Wadsworth, Cengage Learning.

SSFS DEPARTMENT POLICIES AND PROCEDURES

Note: Failure to abide by the rules will negatively affect your grade.

1. Class Attendance: Class will begin promptly. Class attendance is essential for success in this class. Students are expected to work efficiently and respectfully.
2. Electronics In Classroom: NO CELL PHONES or IPODS or similar electronics. Turn them off and keep them off. NO TEXTING, NO PHONING. They are inappropriate in the classroom. Using them in class may result in having them moved to the front of the classroom and made available for pickup only after the class meeting concludes. Repeat offenders will lose points.
3. Computers in Classroom: Personal and lab computer use in class must be related to this course. Other uses will result in requiring the computer to be turned off and a

personal computer may be moved to the front of the classroom and returned only after the class meeting concludes.

4. Classroom Presentations: All assignments done on PowerPoint must be turned in as a pdf file. PDF format required. Student is responsible for ensuring that files for viewing in class are compatible with PC classroom equipment. All deadlines apply.

5. Work Completed in This Course: Student work completed in this course may be used in course materials now and for future professional purposes. Photos taken in the course are the property of the professor and may be used on the department website, in grant applications, in scholarly publications or in other materials.

6. Computer-Generated Work: File name must START with student's last name, then course number and then project name. Example: Doe315FitnessNutritionJournal. Including student's name in the file name ensures the instructor knows whose work it is.

7. Email: Check PLNU email regularly for any new postings or communications from the instructor. READ THEM! Regularly is defined as at least twice a week and to include the day before each class meeting. Ensure receipt of course emails by regularly deleting old emails.

8. Email Rules:

9. Use the subject line effectively and include the course number

10. Allow 24 – 48 hours for a reply

11. NO ALL CAPS

12. Email is not for submitting assignments

13. Late Policy: Due dates are enforced rigorously. (see below)

14. Activities in Class: All classroom activities are due the day they are presented in class. No makeup activities are given.

15. Exams: No makeup exams or quizzes given. Emergencies processed on an individual basis.

16. Emergencies: Everyone has them. Be responsible, communicate promptly and privately, tell the truth, don't take advantage of the instructor's goodwill. Each will be evaluated on its merits. Documentation may be requested.

ACADEMIC ACCOMODATIONS:

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with special needs may require academic accommodations. At Point Loma Nazarene University, students requesting academic accommodations must file documentation with the Disability Resource Center (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center contacts the student's instructors and provides written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and ADA Amendments Act of 2008, all of which prohibit discrimination against students with special needs and guarantees all qualified students equal access to the benefits of PLNU programs and activities.

COURSE REQUIREMENTS:

Instructor and student will meet weekly during the regularly scheduled class time. Instructor and student will dialogue about learning, both from readings and classroom experiences.

ASSESSMENT PROJECTS:

- Evaluate/Summarize/Critique/Apply current philosophical learning methods and compare them.
- Journal Observations: Students will use eight observations as a guide to assess the developmental level of children. A variety of observation techniques and documentation types will be used. The observation journal will be reviewed and discussed at each meeting with instructor.
- Students will design and implement an assessment tool to use with preschool age children to be placed in their portfolio. This tool will be used by the student to assess development of the children in his or her assigned classroom.
- Students will assist the Classroom Teacher in assembling the portfolio collection of each child in his/her class including picture documentation, work samples and written documentation.
- Each practicum student will help the Classroom Teacher present four to six parent/teacher conferences with the use of the portfolio assessment.

Project Design:

- Students will design and implement an investigative project that is prompted by children's demonstrated interest. The project will help stimulate children's cognitive, social/emotional, spiritual and physical growth. Students will work directly with the instructor in weekly sessions to help scaffold this project. The project will last for at least four weeks depending on children's interest.

Lesson Plan Design:

- Students will design eight lessons using Madeline Hunter's Mastery Teacher Lesson Design. Students will be evaluated by script taking method in lesson delivery and classroom management skill on two occasions. The times will be set up with the student and instructor in advance.
- Students will design and implement classroom centers each week. Centers will include art, sensory, discovery/science, dramatic play, and writing centers. In addition, students will create a math activity by creating a game to be played with children.

COURSE ASSESSMENT AND GRADING CRITERIA:

GRADING: TOTAL POSSIBLE POINTS

Practicum Field Experience (Time Sheet)…………...180 points, (90 hours, 2 points per hour)

Observation…………………………………….................80 points, (8 entries, 10 points per entry)

Lesson Plan Design.................................……..80 points, (8 at 10 points each)

Centers Plan Design Reflective Journal...................55 points (11 at 5 points each)

Parent Letter ....20 points (4 at 5 points each)

Partner Project..25 points

Project Design, Implement, & Documentation(includes assessment tool)...........100 points

Project Design, Implement & Documentation Presentation..60 points

TOTAL POINTS...600

Grade Distribution:

GRADE	PERCENTAGE RANGE	GRADE	PERCENTAGE RANGE
A	>93	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	<59%

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

FINAL EXAM POLICY

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the **Class Schedules**Links to an external site. site. No requests for early examinations or alternative days will be approved.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See **Academic Policies**Links to an external site. for definitions of kinds of academic dishonesty and for further policy information.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See **Academic Policies**Links to an external site. in the Undergraduate Academic Catalog.

CLASS SCHEDULE AND PROGRESSION (ATTACHED)