



SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATION

SYLLABUS

OVERVIEW/SCHEDULE/INSTRUCTIONS

**I. COURSE NAME AND NUMBER: INFANT PRACTICUM
ECEC 1111**

Hours credit: 1

Instructor: Mrs. Tanisha Billingslea

Office: Nance-Boyer 1078F

Office Phone: 581-2305

Classroom: As assigned

Office Hours: As Posted

Email: tanishab@cameron.edu

II. COURSE DESCRIPTION:

Supervised practical experiences with infants (birth-12 months) in the workplace. This course requires 100 clock hours in the workplace. Prerequisites: ECEC 2123 or concurrent enrollment and consent of instructor which includes arrangements for the practicum site prior to enrollment.

III. CONCEPTUAL FRAMEWORK:

The Department of Education at Cameron University is dedicated to producing COMPETENT, CARING, and COMMITTED educators who can successfully work with diverse students.

An educator who is COMPETENT displays the following dispositions:

- Values the subject matter (s)he teaches
- Appreciates multiple teaching strategies
- Uses fair and consistent practices

An educator who is CARING displays the following dispositions:

- Exhibits a belief that all students can learn
- Demonstrates strong interpersonal skills
- Is sensitive to student needs

An educator who is COMMITTED displays the following dispositions:

- Demonstrates professionalism
- Is a reflective decision-maker
- Is dedicated to the profession

IV. SPECIFIC LEARNING OBJECTIVES: The following objectives are aligned with the National Association for Education of Young Children (NAEYC) Standards. Please see attached standards.

The students who successfully complete this course will

- A. apply knowledge of theoretical bases to the care and education of infants in the workplace. (NAEYC 5)
- B. use their knowledge of children's interests and development to plan developmentally appropriate activities for infants. (NAEYC 1, 4d)
- C. use a variety of resources when planning curriculum. (NAEYC 4b)
- D. plan a curriculum that includes all areas of development. (NAEYC 1, 4)
- E. use developmentally appropriate guidance techniques while working with infants. (NAEYC 1)
- F. cooperate with others in the child-care setting. (NAEYC 5)

V. Teaching Strategies

This class will utilize class discussion and videos, which primarily center on the weaknesses reported in the self-evaluation.

VI. ACTIVITIES, REQUIREMENTS, AND ASSIGNMENTS:

The student is expected to be a contributing member of our class community. Therefore, you are expected to actively participate in class discussions and activities. Students will complete the following assignments.

- A. Work at the practicum site with children ages birth to 12 months for a minimum of 100 hours.(NAEYC 5)
- B. Complete and submit a Practicum Data Sheet.(NAEYC 5)
- C. Meet with the instructor 1 hour each week to discuss any ideas or concerns.(NAEYC 5)
- D. Write a one week lesson plan that incorporates activities from each of the following areas: physical, intellectual, emotional, social, sight, hearing, smelling, touching, and language. (NAEYC 1, 4, 4b, 4d)
- E. Write a 200-500 word summary of your experience during your practicum. Include a statement telling how you have grown through this experience. Also include what you would do differently, if you were to do the practicum again.(NAEYC 5)
- F. Do three self-evaluations: one in the first ten hours, one after sixty hours, and one in the last ten hours. (NAEYC 5)
- G. Develop one form of parent communication. (NAEYC 4)

VII. TEXTBOOK/MATERIALS:

Optional: Gonzales-Mena, J. & Eyer, D.W. (2001). *Infants, toddlers, and caregivers* (6th ed.). McGraw-Hill.

VIII. EVALUATION/GRADING

Grading will be on a Pass/Fail basis. Because a practicum is intended for the student to obtain practical, hands-on experience and learn from that experience, attendance at the practicum site and weekly meetings with the instructor will count heavily.

All assignments are due on the date noted in this syllabus. Late work is discouraged.

Attendance at practicum site - 5 points per hour (maximum 500)

Attendance at weekly meetings with instructor - 5 points per meeting (maximum 75)

Practicum data sheet - 20 points

Lesson plan - 300 points

Experience summary - 200 points

Self-evaluations - 100 points each

Parent communication - 50 points

Points will be recorded for each item listed above. The total number of points possible is 1445. You must have at least 1012 points to pass.

All assignments are to be free of spelling and grammatical errors. Each assignment submitted should represent the **original** work of the student whose name is written on the paper. Submitting assignments that are not original is academically unacceptable according to the Cameron University Student Handbook. Such work will receive zero points for the assignment and will not be allowed to be resubmitted. Credit for others' ideas or words must be cited in work.

Late Work:

Grades on late assignments will be lowered by 20% for each class meeting they are late. Students may turn in one late assignment with no penalty.

IX. ATTENDANCE/WITHDRAWAL

Students are expected to be at the practicum site at the agreed upon days and times. If an emergency occurs and you cannot make it to the site, you are responsible for contacting the practicum site and the instructor. You will be given a Practicum Record Sheet on which to record the hours you have spent at the practicum site. Students are also required to meet with the instructor one hour per week. **Please note, students who miss more than two scheduled meetings with the instructor or at the practicum sight will have their total points lowered by 10% for each additional absence.**

Students who cease to attend class and who do not bring an official Cameron drop form for the instructor's signature will receive an "F" in the course regardless of their grade at the time they cease to attend class. Current Cameron policy prohibits the instructor from giving students a grade of "W" in such a circumstance.

Important Dates:

Last date to enroll or add a class.....	August 27, 2007
Last date for full refund.....	August 31, 2007
Last date to drop without entry on transcript.....	August 31, 2007
Last date to withdraw with an automatic “W”	November 14, 2007
Last date to withdraw from a class.....	December 3, 2007

X. COURSE OUTLINE AND SCHEDULE:

CLASS SCHEDULE

(subject to change)

- Week one - Orientation,
- Week two -Developmental appropriateness, Lesson plans - Practicum Data Sheet Due
- Week three -Language Development
- Week four –Dealing with families in crisis – 1st self-evaluation
- Week five -Physical
- Week six –Intellectual, Aesthetics
- Week seven -Emotional and Social
- Week eight - Room Arrangement, Scheduling
- Week nine - Open Forum -2nd self-evaluation
- Week ten - Parent Communication
- Week eleven - Health and Safety – Parent Communication Due
- Week twelve - Child Abuse Recognition
- Week thirteen – Identifying Drug Abuse in Parents
- Week fourteen - Special needs, - Lesson plan due
- Week fifteen - Multiculturalism - 3rd self - evaluation
- Week sixteen - Review of experience - summary of experience due

ADA Statement: It is the policy of Cameron University to accommodate students with disabilities, pursuant to federal and state law. Students with disabilities who need classroom accommodations must make their requests by contacting the Office of Student Development at (580)581-2209, North Shepler Room 314.

Should an emergency arise while you are on campus and you are using a cell phone, the Cameron University emergency number is 581-2911.

XI. BIBLIOGRAPHY

- Billman, J. & Sherman, J.A. (1997). *Observation and participation in early childhood settings: A practicum guide, birth through age five.* Boston: Allyn & Bacon.
- Draper, H. E. & Draper, M.W. (1977). *Studying children: Observing and participating.* Peoria, Ill.: Chas. A. Bennett.
- Geist, E. (2003). Infants and toddlers exploring mathematics. *Young Children*, 58 (1),

10-12.

Gonzales-Mena, J. & Eyer, D.W. (2001). *Infants, toddlers, and caregivers* (6th ed.). Boston: McGraw-Hill.

Herr, J. & Swim, T. (1999). *Creative resources for infants and toddlers*. Albany: Delmar Publishers.

Machado, J.M. & Meyer, H.C. (1984). *Early childhood practicum guide*. Albany: Delmar Publishers.

National Academy of Early Childhood Programs. (1991). *Guide to accreditation* (Rev. ed.). Washington: National Association for the Education of Young Children .

Szamreta, J. M. (2003). Peekaboo power: To ease separation and build secure relationships. *Young Children*, 58 (1), 88-94.

Torquati, J. & Barber, J. (2005). Dancing with trees: Infants and toddlers in the garden. *Young Children*, 60 (3), 40-46.