Casper College
Early Childhood Education

COURSE NUMBER AND TITLE: EDEC 1105-01, 02, 03, 04

Field Experience in the Observation and Guidance of Young Children

SEMESTER/ YEAR: Spring 2013

LECTURE HOURS: 0 LAB HOURS: 2 CREDIT: 1

ROOM: Inga Thorson Early Childhood Learning Center

Class Time/Location: Monday, Tuesday, Wednesday or Thursday 9:00-11:30

Instructor: Kerri Mahlum. Ed. D.

Office: LH 151-C

Office Hours:
Monday 1:30-2:30
Tuesday 1:30-2:30
Wednesday 12:00-1:00
Thursday 2:00-3:00
Friday 10:00-12:00

Telephone: (O) 268-2430
Email: kmahlum@caspercollege.edu

Catalog Description:
A study of the principles of guidance and the development of skills to meet children’s needs individually and in groups, with an emphasis on promoting a positive and constructive climate in the early childhood setting. Classroom management techniques including organizing environments, scheduling, assessments, parent-teacher communication and related areas will be covered.

Prerequisites: EDEC 1020 and PSYC 2300 or consent of instructor

Goal: The student will gain an understanding of the principles of observation, guidance, and classroom management skills of young children.

General Education Outcomes:
1. Demonstrate effective oral and written communication
3. Solve problems using critical thinking and creativity
4. Demonstrate knowledge of diverse cultures and historical perspectives

Course Objectives:
1. The student will demonstrate skills in the guidance of young children and classroom management through acquiring knowledge in the following areas:
   • organizing the physical and temporal environment (3)
   • observation and assessment techniques (1)
   • understanding and guiding individual growth and development (4)
   • understanding and developing positive interpersonal relationships including children, parents, and teachers (4)
   • promoting the positive functioning of children in groups (1, 3, 4)
2. The course will serve as a bridge between theory and application through student experiences.

**Methodology:** The students will spend 2.5 hours per week for 12 weeks in a preschool laboratory setting for a total of 30 clock hours.

**NOTICE!!!**

LATE WORK WILL NOT BE ACCEPTED WITHOUT PRIOR ARRANGEMENTS WITH THE INSTRUCTOR.

IF PRIOR ARRANGEMENTS HAVE NOT BEEN MADE, ASSIGNMENTS WILL NOT BE ACCEPTED AND A SCORE WILL NOT BE GIVEN.

**EXCUSED LATE WORK WILL BE REDUCED BY HALF CREDIT**

**Lab Attendance:**

In this practicum experience, students are to be modeling the highest level of professionalism. As a result, punctuality and attendance are mandatory.

Students who know they will need to miss lab must contact their instructor prior to the absence. At that time it will be determined by the instructor if the absence is excused or unexcused.

If a student has an unexcused absence from their practicum, their course grade will be lowered two grade levels and will be addressed in their final mentor and instructor evaluations.

NON-COMPLETION OF LAB HOURS WILL RESULT IN FAILURE OF THIS COURSE regardless of points accumulated.

**Evaluation Criteria:**

Students will be evaluated based upon written reports of individual laboratory assignments and competencies demonstrated in the laboratory by the supervising teacher/s and the college instructor

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<thead>
<tr>
<th>Laboratory Assignments</th>
<th>8 @ 20</th>
<th>160 points</th>
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<tbody>
<tr>
<td>Instructor/Mentor Evaluations</td>
<td>2 @ 120</td>
<td>240 points</td>
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</tbody>
</table>

*All points are approximate*

Grades will be assigned based on the following percentages:

- 93 and above: A
- 85 to 92: B
- 77 to 84: C
- 69 to 76: D
- 68 and below: F

Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.

**TEXT:** Lab Manual and additional handouts-provided by instructor
Course Requirements:
1. Attendance at one 2.5 hour morning lab session per week.
   ✷ Lab sessions meet Monday through Thursday, 9:00 -11:30 AM.
   ✷ Laboratory site: ECLC Casper College campus
   ✷ All missed laboratory sessions must be made up with date of make up day approved by instructor
     prior to attendance. If you cannot attend on the day assigned, call and notify the Center at 268-2586
     and
     the instructor at 268-2430.

2. Written reports of lab sessions are due in lab the week following the assignment.
   ✷ Follow observation criteria as listed in Laboratory Manual.

3. **ALL PAPERS MUST BE TYPED AND SCHOLARLY**

CHAIN OF COMMAND:
If you have problems with this class you should first contact the instructor in order to solve the problem. If
you are not satisfied with the solution offered by the instructor, you should then take your problem through
the appropriate chain of command starting with the department head (Kerri Mahlum) then the Dean of the
School of Social and Behavioral Sciences (Dr. Shawn Powell), and lastly the Vice President for Academic
Affairs, (Dr. Tim Wright).

NOTICE OF BACKGROUND CHECK:
All education students are subject to background checks and finger printing for selected educational
coursework involving student contact and future employment as professionals in education and related
fields.

ELECTRONIC PORTFOLIO REQUIREMENT FOR EDUCATION MAJORS:
All education students at CC are required to show evidence of program outcomes (artifacts) through the
completion an electronic portfolio. These outcomes will include appropriate pedagogical practices, as well
as knowledge and skills of content area as outcomes for the CC education program.

These artifacts are also utilized to demonstrate NCATE (National Council for Accreditation of Teacher
Education) and INTASC (Interstate New Teacher Assessment and Support Consortium) proficiencies and
documented within the electronic portfolio - eFolios – provided via Minnesota State Colleges and
Universities.

Early Childhood Education majors will also be required to document proficiencies for NAEYC (National
Association for the Education of Young Children) through the use of eFolio.

eFolio accounts are initially paid for by Casper College (based upon continued funding). Beyond this course,
continuation and maintenance of eFolio may be conducted solely between the student and eFolioWorld.
Students will adhere to the user policy or will forfeit their eFolio account.

LAST DATE TO CHANGE TO AUDIT STATUS: April 16, 2015
LAST DATE TO WITHDRAW WITH A W GRADE: April 16, 2015

ACADEMIC DISHONESTY:
Cheating and Plagiarism: Casper College demands intellectual honesty. Proven plagiarism or any form of
dishonesty associated with the academic process can result in the offender failing the course in which the
offence was committed or expulsion from school. See the Casper College Student Code of Conduct.
**Official Means of Communication:** Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly.

**ADA Accommodations Policy:** If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college’s Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

**Student's Rights and Responsibilities:** Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

**PROFESSIONAL TEACHING STANDARDS BOARD EARLY CHILDHOOD CERTIFICATION DOCUMENTATION:** EDEC 1105 may partially meet the following Early Childhood Certification Outcomes and Standards:

A. Outcome 1. The student shall demonstrate knowledge of physical maturation, cognitive and language, and social/emotional development from pre-birth to approximately 8 years of age, including individual differences and the impact of early experience. (Standard III)

B. Outcome 2. The student shall demonstrate knowledge relating to diverse perspectives of the child within the family, community, and school system and various approaches to parent involvement. (Standards VIII, X, XI, XII)

C. Outcome 3. The students shall demonstrate competence in articulating rationale for and implementation of developmentally appropriate practices in the education of all children including techniques of informal and formal assessment and the process for evaluating early childhood programs. (Standard IX)

D. Outcome 4. The student shall demonstrate competence in planning and implementing developmentally appropriate curriculum through the facilitation of play and the design of appropriate learning environments to meet the needs of all young children. (Standards XIV, XVI)

E. Outcome 5. The student shall successfully complete teaching or internship experiences with appropriately certified supervisors, which are of sufficient length and concentration in order to experience the full range of teacher activities. (Standard XIX)
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<tr>
<th>WEEK</th>
<th>Date</th>
<th>To Do During Lab:</th>
<th>DUE at Lab</th>
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<tbody>
<tr>
<td>WEEK #1</td>
<td>1/19-1/22</td>
<td>NO LAB</td>
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<tr>
<td>WEEK #2</td>
<td>1/26-1/30</td>
<td>NO LAB</td>
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<td>WEEK #3</td>
<td>2/2-2/5</td>
<td>Thumbnail Sketch</td>
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<td>WEEK #4</td>
<td>2/9-2/12</td>
<td>*Family Permission Form</td>
<td>Thumbnail Sketch</td>
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<td>*Anecdotal Record (1)</td>
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<td>WEEK #5</td>
<td>2/16-2/19</td>
<td>NO LAB</td>
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<td>WEEK #6</td>
<td>2/23-2/26</td>
<td>Transitions Assignment</td>
<td>Anecdotal Record (Conference with Kerri)</td>
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<td>*Anecdotal Record (1)</td>
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<td>WEEK #7</td>
<td>3/2-3/5</td>
<td>&quot;I Statements&quot; Assignment</td>
<td>Transitions Assignment</td>
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<td>*Anecdotal Record (1)</td>
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<td>WEEK #8</td>
<td>3/9-2/12</td>
<td>*Formal Assessment</td>
<td>I Statement Assignment</td>
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<td>*Anecdotal Record (1)</td>
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<td>WEEK #9</td>
<td>3/17-3/19</td>
<td>SPRING BREAK</td>
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<td>WEEK #10</td>
<td>3/23-3/26</td>
<td>Setting Limits Assignment</td>
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<td>*Anecdotal Record (1)</td>
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<td>WEEK #11</td>
<td>3/30-4/2</td>
<td>*Anecdotal Records (2)</td>
<td>Setting Limits Assignment</td>
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<td>WEEK #12</td>
<td>4/6-4/9</td>
<td>*Anecdotal Records (2)</td>
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<td>WEEK #13</td>
<td>4/13-4/16</td>
<td>*Anecdotal Records (1)</td>
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<td>Mistaken Goals</td>
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<td>WEEK #14</td>
<td>4/20-4/23</td>
<td>*Anecdotal Record (1)</td>
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<td>Time Sample Aggression</td>
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<td>WEEK #15</td>
<td>4/27-4/30</td>
<td>Conflict Resolution</td>
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<td>*Anecdotal Record (1)</td>
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<td>WEEK #16</td>
<td>5/4-5/7</td>
<td>Conflict Resolution</td>
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<td>*Anecdotal Record (1)</td>
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<tr>
<td>WEEK #17</td>
<td>5/11-5/14</td>
<td>FINALS WEEK- MAKE UP LABS ONLY</td>
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*Due in Case Study*