

SUNY ORANGE/ORANGE COUNTY COMMUNITY COLLEGE
Education Department

COURSE SYLLABUS

COURSE #:	EDU 204 FH	NAME:	Child Care Curriculum Dev/Field Experience 2
INSTRUCTOR:	Jennifer Mirecki	SEMESTER:	Spring 2012
PHONE:	341-4367	OFFICE:	Sarah Wells Room 106
EMAIL:	Jennifer.mirecki@sunyorange.edu	HOURS:	As posted, or by appointment

REQUIREMENTS

Refer to Field Experience Handbook online at www.sunyorange.education for specific requirements in this course.

You are also required to have:

- Completed physical exam on official DSS form
- TB test results
- State Central Registry Clearance
- Fingerprint Clearance

COURSE DESCRIPTION AND RELATIONSHIP TO PROGRAM

A continuation of EDU 203 including Science, Math, Culturally Inclusive Classrooms, Special Needs Populations, Modern Issues, Transitions, Thematic Webs, Parent Interactions, Professional Preparation. Requires local site observations beyond college attendance of 90 hours. A grade of C is required to continue and graduate in the AAS program. Prerequisite: EDU 203 3 Lecture 6 labs 5 credits

This course is part of the final stage in the education and training of early childhood practitioners at SUNY Orange. In this course, students will become familiar with planning specific elements of early childhood education programs and improve their skills working with young children. Upon successful completion of this course, students will be able to begin work in an early childhood facility with little or no further training.

REQUIRED TEXT

Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education, Kostelnik, Soderman & Whiren, Pearson (2011), 5th ed.

STUDENT LEARNING OUTCOMES

The student who successfully completes this course will be able to:

- Plan short and long-term themes and creative activities in early childhood education.
- Implement and supervise curriculum themes in a developmentally appropriate manner.
- Plan, supervise, and evaluate activities in all developmental areas.
- Guide children in appropriate behavioral methods, self-discipline, and creative problem-solving.
- Assess individual development and plan or suggest appropriate intervention.
- Communicate with other adults in a sensitive, respectful, and professional manner.
- Participate in all mutually agreed-upon aspects of early childhood program at her/his site.
- Exhibit responsibility in attendance, preparation, manner, self-evaluation, cooperation and communication.

MAJOR ASSIGNMENTS/ACTIVITIES

Students will be responsible for:

1. Completion of 90 hours of field work
2. Reflective journals
3. Lesson Plans with accompanying materials, written, presented in class, and executed in field placement
4. Other projects, written exercises, and papers, as assigned (ex. Resume, Philosophy, Portfolio, Thematic Unit)
5. Plan and presentation of Lead Teaching Day

GRADING SYSTEM

Grades will be based on:

- Evaluation of the student's competency as demonstrated in the field placement site by observation and assessment of the cooperating teacher in collaboration with college supervisor
- Quality of the reflective journal entries, lesson plans and other assignments
- Successful participation in weekly seminars on campus.

Instructor withdrawals are done only in extraordinary circumstances. Dropping a class without going through the official procedures will result in a failing grade.

Successful completion of this course can only occur with at least a grade of C. A C- or lower would mean that you would have to repeat this class the following Spring semester, thereby postponing graduation from this program, by a full year.

GENERAL COURSE INFORMATION

1. Seminar attendance is essential, and **one unexcused absence** may result in an Instructor withdrawal.
If an emergency arises please call my office.
2. You must be present for the entire class to be counted as attending that day. If absence is unavoidable, you **MUST** contact me prior to class. This is **CRUCIAL**. Unusual circumstances **MUST** be communicated to me. (**Make up work will be required.**)
3. Students may withdraw themselves and receive a "W" during the first 10 weeks of the semester. During weeks 11 through 13 they may only withdraw and receive a "W" at the discretion of the instructor. All others receive a final mark which may be A, B, C, D, Z or ZF.
(A grade of ZF will be assigned to students who stop attending before the end of the 10th week of the semester and do not withdraw themselves or receive an instructor withdrawal.)
4. Changes in topics, due dates, assignments or presentations may occur due to unforeseen circumstances with or without prior notice.
5. Students are responsible for determining and proving the credibility and accuracy of the information they use in course assignments, and cannot reasonably assume the lack of errors or inaccuracies particularly in such online sources as Wikipedia.
6. Proper grammar and correct spelling are **mandatory** for each written assignment. Please do not rely solely on your spell/grammar check. Points will be deducted if work is not at "college level."
7. All work must be typed or computer text, preferred use of Times New Roman, Font Size 12 or 14, unless otherwise specified.
8. Please remember to keep a copy of **ALL** of your assignments for your own personal files.

SUPPORT SERVICES

SUNY Orange is committed to assisting students to achieve their best. Resources for you include:

Tutorial Center, Writing Lab, Math Lab, Student Success Center, Advising and Counseling, Library and Career Services. Computers and printers are available for your use in the Library, Shepard Student Center and Bio Tech Building.

ADA DOCUMENTED DISABILITY

If you have a documented disability, or believe you **MAY** have one, and you anticipate needing special accommodation, meet with me at the **START** of the semester. You must also request a letter from the Advocate for Students with Disabilities verifying your situation. To receive help you must contact that person at 341-4000. Office is Shepard Student Center, 3rd Floor.

CELL PHONE USAGE POLICY

The active use of any device classified as a telecommunications device, including but not limited to, pagers, cellular phones, PDAs and messaging devices, is prohibited in classrooms, as well as in other areas where a classroom atmosphere is assumed (e.g. libraries, labs, theaters, administrative offices), except by special permission of the instructor. Passive use, including silent and vibrate mode may be used, provided it does not compromise the education process or promote an unethical situation. Instructors reserve the right to regulate the monitoring of such devices as necessary.

CHRONOLOGY OF STUDY
EDU 204/ Spring 2012

Class Date	Topic	Assignments Due NEXT Class
1/ 23/12	Class Overview: syllabus, assignments Developing a Portfolio and Philosophy	Resume, Philosophy Reach Ch. 11 pgs. 318-323 Getting To know You Activity
1/30/12	Preschool Math	Journal #1 Math Experience Due 2/13
2/6/12	Transitions/Effective Praise	Math Experience (refer to p. 324) Journal #1 Response
2/13/12	Math Experience Presentations	Journal #2 Read Ch. 11 pgs. 314-317
2/20/12	Preschool Science	Science Experience Due 3/5 Read Chapter 16 Journal #2 Response
2/27/12	Developing Thematic Plans/ DAP Centers	Science Activity Begin Lead Day Planning
3/5/12	Science Experience Presentations	Journal #3 Read Chapter 15
3/12/12	Daily Routine as Framework for Active Learning Behavior	Rough draft of Lead Day Plans Behavior Paper Due 4/16 Journal #3 Reponse
3/19/12	SPRING RECESS – No Class	
3/26/12	BOCES C- Tech Visit Feedback on Lead day Plans	Journal #4 Read Ch. 14 pgs. 405-418 Portfolio Due 4/30
4/2/12	Preschool Social Studies Multicultural Education	Journal #4 Response Read Pgs. 281-289 and 295-300 1 st Choice Activity
4/9/12	Affective Education	Read assigned article Behavior Paper
4/16/12	Special Needs students	Journal #5 (year reflection) 2 nd Choice Activity
4/23/12	Fieldtrip	Portfolio
4/30/12	Different philosophies of teaching young children	Lead Day Reflections Time Sheets
5/7/12	Fieldtrip	

*See college policy regarding religious observance.

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