



## Apprenticeship for Child Development Specialist Semester Four Course Syllabus

**County:** \_\_\_\_\_

**Class Time:** \_\_\_\_\_ **Class Location:** \_\_\_\_\_

**Date of First Class:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Available Times:** \_\_\_\_\_

**Phone Number(s):** \_\_\_\_\_

**Email Address:** \_\_\_\_\_

**Course Description:** ACDS exist to build an educated, competent, sustainable workforce that provides quality care and education for West Virginia children. The ACDS course focuses on the role of the caregiver, partnerships and the family, establishing high quality programs, and ensuring all children learn and develop through utilizing best practice.

**Fourth Semester Course Description:** This semester concentrates on the development of school age children, up to age 12. The coursework will include appropriate procedures and best practices to use when caring for children in school age and/or after school classroom settings. This semester also includes the importance of community and how community influences young children. This course is taught through a combination of guided group activities, lectures, role-play, small and large group discussions, and independent activities. Class participation is essential in order to develop the skills necessary to complete the course.

**Attendance Policy:** Attendance is very important. Students are expected to sign in and out of class each session with time noted. The U.S. Department of Labor Bureau of Apprenticeship Training has established a non-negotiable absence policy. No more than 3 absences are allowed. Absences are not judged as excusable or inexcusable – all absences are treated the same. Any absence beyond 3 classes will result in the apprentice's immediate dismissal from the semester with no credit earned. The apprentice will be required to retake the course at a later date. Being tardy or leaving early will be counted as "minutes not in class". If these total 2 ½ hours, it will be considered an absence. There is no penalty for 1 absence. However, 3% of total points will be deducted for the second absence and an additional 5% (for a total of 8%) will be deducted for the 3<sup>rd</sup> absence. This policy applies to students participating both virtually and in-person. Any student not adhering to the virtual participation guidelines is subject to being counted as absent by the instructor or the ACDS administration staff.

**On the Job Training Time Logs (OJT):** Monthly logs signed by your supervisor indicating paid time for working with children must be turned in to the instructor at the end of each month. Copies are to be kept by: the apprentice (in portfolio), your employer, and the instructor. These logs are required so that the apprentice can continue to the next semester.

**Re-entry When Unemployed:** If an apprentice becomes unemployed, she/he may complete the current semester of related instruction. All assignments must be completed. On-the-job training hours are not accumulated when the apprentice is unemployed. If the apprentice is not employed in a registered site by the time the next semester begins, she/he cannot continue until they are employed by a registered sponsor. The apprentice may re-enter the program if employed in a registered site within 24 months of discontinuing attendance.

**Inclement Weather Policy:** \_\_\_\_\_ County School Closing Policy will be followed for in-person classes. If schools are closed, class is cancelled. If class sessions have to be cancelled due to unfavorable weather that occurs during the day, this decision will be made by 2:00 pm on the day of the class. Every effort will be made to contact the apprentices. However, apprentices may FIRST contact the instructor's work number, then the instructor directly, if the weather is a concern. When unable to meet in-person, instructors also have the option to hold class virtually.

**Assignments:** Each week, apprentices will be assigned at least three homework assignments. These will be a researching a professional journal, a self-reflection, and a work-site relevant experience assignment. All assignments are to be typed or neatly hand written. These are due at the beginning of each class session. Please place returned, graded assignments in a three ring binder making this your personal resource journal.

**Research Assignments:** Apprentices will be assigned an article from a professional magazine with a Reader’s Card (Instructor to provide). Read and follow the directions on each card to complete the assignment.

**Reflection Assignment:** Students will be given a statement or situation and asked to write about their thoughts, feelings, or ideas on the topic. This writing should be more than a paragraph, but not more than two pages.

**Relevant Experience Assignments:** Each week students will complete an observation/activity. The format will be given each week. This assignment should be at least one page.

**Final Project:** During the first three weeks of the course, apprentices receive a final project topic. This project will be presented orally to the class, with a copy of appropriate handouts for classmates.

**Portfolio:** Even though apprentices do not receive a grade for their portfolio, it must be checked and approved before they receive the certificate for the semester.

**Grading and Late Work Policy:** The ACDS grading scale is: 100-94% (A), 93-86% (B), 85-80% (C). Apprentices must complete all assignments and achieve at least an 80% to pass (total of 521 points). All weekly assignments (research, reflection and relevant experience) are due at the beginning of the next scheduled class. Neatness, spelling and grammar will be considered when assigning points. If an assignment is turned in late, one point will be deducted **each** week and for each assignment. All assignments **MUST** be submitted by week 14, to be considered for successful completion. The instructor may provide opportunities for extra credit, if needed. Homework comprises 60% of total grade, 30% is quizzes and tests and 10% is the final project. The following is the point system that will be used.

|   |                    |                           |
|---|--------------------|---------------------------|
| Relevant Experience                         | 15 points per week | 195 points possible       |
| Research                                    | 10 points per week | 130 points possible       |
| Reflection                                  | 5 points per week  | 65 points possible        |
| Quizzes                                     | 50 points each     | 100 points possible       |
| Final Project                               | 65 points          | 65 points possible        |
| Final Exam                                  | 100 points         | 100 points possible       |
| <b>TOTAL</b>                                |                    | <b>655 total possible</b> |
| Points deducted for 2 <sup>nd</sup> absence |                    | 20 points deducted        |
| Points deducted for 3 <sup>rd</sup> absence |                    | 52 points deducted        |
| Extra credit points                         |                    | 25 maximum                |
| <b>Final Grade</b>                          |                    |                           |

**Student Conduct:** Per the National Association for the Education of Young Children Ethical Code of Conduct, students are expected to conduct themselves as early childhood professionals. Only original work will be accepted. Using artificial intelligence (AI) to assist with assignments is prohibited. Plagiarism and cheating will result in disciplinary action, up to and including dismissal from the program.

**Recording Policy:** If an apprentice wishes to record a class, he/she must receive permission from all parties in the class out of common courtesy and good ethics.

**Confidentiality: Remember, what is said in class – stays in class!** Everyone needs to feel comfortable enough to talk about their experiences without fear of comments being shared with others. Whenever a situation is discussed in class, names of children and families should be changed to protect identity of all parties involved.

**Four Semester Weekly Course Topics**  
**Schedule Is Subject To Change**

| Lesson        | Date | Lesson Title   |
|---------------|------|--|
| Week One      |      | <ul style="list-style-type: none"> <li>• Review of Syllabus</li> <li>• Early Childhood Theory &amp; Philosophy</li> </ul>  |
| Week Two      |      | <ul style="list-style-type: none"> <li>• Afterschool Standards</li> </ul>  |
| Week Three    |      | <ul style="list-style-type: none"> <li>• Language &amp; Literacy</li> </ul>  |
| Week Four     |      | <ul style="list-style-type: none"> <li>• Life Skills</li> <li>• Quiz review</li> </ul>   |
| Week Five     |      | <ul style="list-style-type: none"> <li>• STEM/STEAM</li> <li>• Quiz 1, lessons 1-4</li> </ul>  |
| Week Six      |      | <ul style="list-style-type: none"> <li>• Health &amp; Physical Activity</li> </ul>   |
| Week Seven    |      | <ul style="list-style-type: none"> <li>• Exceptionalities &amp; Disabilities</li> </ul>  |
| Week Eight    |      | <ul style="list-style-type: none"> <li>• Responding to Trauma</li> </ul>   |
| Week Nine     |      | <ul style="list-style-type: none"> <li>• Adverse Childhood Experiences</li> <li>• Quiz review</li> </ul>   |
| Week Ten      |      | <ul style="list-style-type: none"> <li>• Positive Guidance</li> <li>• Quiz 2, lessons 5-9</li> </ul>   |
| Week Eleven   |      | <ul style="list-style-type: none"> <li>• Individual Behavior Plans</li> </ul>  |
| Week Twelve   |      | <ul style="list-style-type: none"> <li>• Professionalism &amp; Presentation Skills</li> </ul>  |
| Week Thirteen |      | <ul style="list-style-type: none"> <li>• Final Project presentations</li> <li>• Financial Literacy</li> <li>• Final exam review</li> </ul>                                   |
| Week Fourteen |      | <ul style="list-style-type: none"> <li>• Guest Speaker</li> <li>• Final Quiz, comprehensive</li> <li>• Local Resources</li> </ul>  |
| Week Fifteen  |      | <ul style="list-style-type: none"> <li>• Reflective Learning</li> <li>• Final Projects (if needed)</li> <li>• Portfolio reviews</li> <li>• Final graduation plans</li> </ul> |

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