



## Apprenticeship for Child Development Specialist

# Semester Three Course Syllabus

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

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

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

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

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

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

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

**Course Description:** ACDS exists 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.

**Third Semester Course Description:** This semester concentrates on the development preschool age children in the areas of language, literacy, mathematical concepts, science inquiry, and the arts. The students will learn strategies and techniques to support the development of these skills in the early childhood classroom. The importance of intentional planning will be discussed, as well as how to write and understand a lesson plan. Semester Three will introduce students to a variety of approaches to learning, such as Montessori, Reggio Emilia, and nature-based curriculum. Students will revisit classroom management and become more familiar with the function of behaviors and how to support children with challenging behaviors. The coursework will include appropriate procedures and best practices to use when caring for children in early care settings. 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 three absences are allowed. Absences are not judged as excusable or inexcusable – all absences are treated the same. Any absence beyond three 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 two and a half hours, it will be considered an absence. There is no penalty for one 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 third absence.

**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), the 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 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 handwritten. 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>		

**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.

*This program is being presented with financial assistance as a grant from the West Virginia Department of Human Services and is administered by West Virginia Early Childhood Training Connections and Resources, a program of River Valley Child Development Services.*



**Third 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>• Observation &amp; Family Interactions</li> </ul>
Week Two		<ul style="list-style-type: none"> <li>• Developmentally Appropriate Practices &amp; Curriculum</li> </ul>
Week Three		<ul style="list-style-type: none"> <li>• English Language Arts</li> </ul>
Week Four		<ul style="list-style-type: none"> <li>• Math Concepts &amp; Block Play</li> </ul>
Week Five		<ul style="list-style-type: none"> <li>• Math Concepts &amp; Theory</li> <li>• Review for Quiz 1, Lessons 1-5</li> </ul>
Week Six		<ul style="list-style-type: none"> <li>• Scientific Inquiry</li> <li>• Quiz 1, Lessons 1-5</li> </ul>
Week Seven		<ul style="list-style-type: none"> <li>• The Arts</li> </ul>
Week Eight		<ul style="list-style-type: none"> <li>• Approaches to Learning</li> </ul>
Week Nine		<ul style="list-style-type: none"> <li>• Guidance</li> <li>• Review for Quiz 2, Lessons 6-9</li> </ul>
Week Ten		<ul style="list-style-type: none"> <li>• Value of Play</li> <li>• Quiz 2, Lessons 6-9</li> </ul>
Week Eleven		<ul style="list-style-type: none"> <li>• Brain Development – Boys vs. Girls</li> </ul>
Week Twelve		<ul style="list-style-type: none"> <li>• Various Approaches to Learning</li> </ul>
Week Thirteen		<ul style="list-style-type: none"> <li>• Project Presentations</li> <li>• Review for Final Comprehensive Quiz</li> <li>• Last night to submit late assignments</li> </ul>
Week Fourteen		<ul style="list-style-type: none"> <li>• Local Resources</li> <li>• Final Quiz</li> </ul>
Week Fifteen		<ul style="list-style-type: none"> <li>• Reflective Learning</li> <li>• Final Projects (if needed)</li> </ul>