

**Randolph Technical Career Center
17 Forest Street
Randolph, Vermont 05060**

2011 – 2012 Program Syllabus

Program: Human Services and Education
Embedded Credit: Social Studies
Instructor: Nyra Whipple

Program Description: The Human Services Program is designed to provide students with basic skills and competencies needed for entry-level positions or further education in the Human Services field. Individuals interested in a career in early childhood care or education; counseling; social services; or eldercare may participate in an individually designed program to explore and/or meet their future goals. Components include health and wellness through the life cycle, human growth and development across the lifespan, career exploration, communications, employability skills and leadership training. Students focusing on the education field will complete the “Experiencing Education” curriculum.

All students participate in job shadows in the community and most choose a co-operative education component obtaining work experience in the field. Education students complete an internship in a school.

Successful completers of the program receive a program certificate and other industry certificates as appropriate. (e.g. CPR, First Aid, VT Childcare Industry Certificates of Proficiency, CDA). It is also possible for students to receive dual enrollment credit from Community College of Vermont if they pass the Accuplacer and the program with a score of 85. Work place skills, attitude, and responsibilities are emphasized and practiced.

Year One Program of Study Units:

- Introduction to Careers in the Human Services Field
- Working with Young Children
- Health and Safety Across the Lifespan
- Child Abuse Reporting
- Guiding Children’s Safety
- First Aid and CPR
- Understanding Development from Birth to Age Five
- Brain Development
- Behavior Management and Self Esteem
- Guidance Problems
- Guiding Learning through Learning Centers
- Guiding Science and Math Activities
- Guiding Music and Movement Experiences
- Nutrition for a Lifetime
- The Elder Client

Problems of Aging
Working with Elder Clients
Working With Special Needs Clients
Designing Activities for Individuals and Groups
Problems of Adolescents
Employability Skills
Portfolio Production
Group Dynamics
Peer Relationships
Workplace Protocol

Program Goals:

A successful student in the Human Services Program will be able to:

1. Exhibit professional work habits
2. Exhibit professional interpersonal skills
3. Analyze health and wellness issues throughout the life cycle
4. Practice work place safety
5. Explain the stages of development and needs of clients at various ages
6. Demonstrate competence in a minimum of one area of
Specialty: Infant-Toddler Services, Early Childhood Services or
Education, School-Age Services or Education, Adolescent Services or
Education, Special Populations Services or Education, or Elder
Services
7. Plan and execute activities for groups
8. Design a career plan
9. Obtain or practice to obtain certifications related to area of specialty

Year Two: Students who attend a second year in the program design an advanced study plan that includes proficiency certification, co-op experience and college level courses. The student will gain proficiency in a specialty area with at least one of these populations – Infant-Toddler, Early Childhood, School-Age Child, Adolescents, Special Populations, or Elders.

Course Objectives:

1. Demonstrate understanding of services provided by human service agencies
2. Specific objectives relating to chosen population of study including: developmental stages and needs, appropriate services, planning and execution of activities, appropriate safety measures and assessment practices.
3. Practice advanced employability skills.

Course Expectations:

Students will participate in program components including job shadowing, work site training, skills and proficiency training, and community-based co-operative education. All students participate in our on-site preschool program as part of their training and develop a career plan.

Social studies credit is embedded in this program. Areas of study include objectives in geography, world cultures, history, psychology and sociology.

Technical Communications is the English Credit provided by RTCC. Work throughout the year is related to the program and time and support are given in the classroom. Juniors do a tech project, research presented as a PowerPoint presentation, and a final presentation. Seniors complete a technical project, a research paper and final presentation. All students conduct job interviews and develop portfolios. Portfolios include all Tech Communications assignments and the student's best work from the program.

Grading: Each marking period includes these components with varying percentages.

Attitude, Responsibility, Initiative and Appearance	30%
Homework, quizzes, tests	20-40%
Projects and worksite	20-40%
Journals and early work	10%

Initiative Points are used to balance student's time in class and give the student an opportunity to branch out into areas in which they have a special interest.

The instructor for this program, Nyra Whipple, has 41 years of teaching experience at various age levels with 14 years in this position. She has a B.S. in Consumer and Family Sciences Education from the University of Vermont plus many credits of study in other areas. She also has an endorsement in Technical Education – Human Services. Ruby Runnals, part-time paraprofessional, is a certified early childhood educator with an endorsement in special needs. They can be reached at 728-5709.

Program of Study Components Human Services and Education

Recommended courses and activities students should complete before enrolling in the Human Services and Education program:

- ✓ Students should be considered at, at least junior status in English, social studies, math, and science.
- ✓ Students should have completed their physical education, driver education (if possible) and art credits.
- ✓ Students in education need to be able to demonstrate reading and writing at or above grade level.

Courses that will be helpful to students to take as prerequisites to this program are:

- ✓ Child development,
- ✓ Psychology,
- ✓ Nutrition

Students would benefit from employment or volunteer work with people in the age group they are interested in working with (e.g. aide in an elementary classroom, volunteering at an eldercare facility, or care of handicapped, developmentally disabled or elder person(s), babysitting, child care).

Dual Enrollment Courses available through the Human Services and Education program

If enrolled for two years in the program, there are four CCV courses, for a total of 12 college credits, available to students who have passed the Accuplacer test with a score of at least an 85:

- ✓ Introduction to Child Development
- ✓ Infants and Toddlers
- ✓ Creativity in Young Children
- ✓ Communication in the Early Childhood and After School Workplace

Industry-recognized certifications available through the program: Infant, Child and Adult CPR and First Aid, Certificates of Proficiency.

The program is pursuing Child Development Associate certification.

Occupations graduates of the program have entered:

- ✓ elementary school teaching
- ✓ early childhood classroom teaching
- ✓ teacher's aide
- ✓ social work & counseling
- ✓ center-based child care
- ✓ home day care
- ✓ eldercare
- ✓ nanny
- ✓ military

Colleges that graduates have attended:

University of Vermont, Castleton State College, Johnson State College, Community College of Vermont. The Human Services and Education program provides a foundation for application to any colleges and universities with programs related to any that have early childhood education, education, social work, counseling, gerontology degrees or certificates.

Pre-Education Mission Statement

The primary goal of the “Experiencing Education Program” is to encourage academically able students who possess exemplary interpersonal and leadership skills to consider teaching as a career. An important secondary goal of the program is to provide these talented future community leaders with insights about teachers and schools so that they will be civic advocates for education.

Standards for the Experiencing Education Program**Experiencing Learning****AWARENESS AND REFLECTION**

- I.1.1: Students will identify own strengths and areas for improvement as learners.
- I.1.2: Students will evaluate themselves as individuals, learners, and community members.
- I.1.3: Students will be able to work cooperatively with others.
- I.1.4: Students will understand the factors contributing to self-esteem.
- I.1.5: Students will analyze their own diversity.

STYLES AND NEEDS

- I.2.1: Students will identify and evaluate different learning styles.
- I.2.2: Students will identify the special needs and exceptionalities of learners and describe how these needs affect the learning process.
- I.2.3 Students will identify major physical, social, and personal challenges that impede successful learning.
- I.2.4: Students will encourage acceptance of others’ diversity.

GROWTH AND DEVELOPMENT

- I.3.1: Students will sequence the physical stag of learners.
- I.3.2: Students will recognize and distinguish between the moral stages of learners.
- I.3.3: Students will recognize and recall cognitive stages of learners.
- I.3.4: Students will order the steps in the psychological stages of learners.
- I.3.5: Students will make intrapersonal applications of the developmental changes of learners.

Experiencing the Profession

HISTORY AND TRENDS

- II.1.1: Students will trace the state and national history of education.
- II.1.2: Students will understand the educational trends that have influenced the issues in today's education.
- II.1.3: Students will predict future educational trends based on past and current events.
- II.1.4: Students will identify positive and negative perceptions of the teaching profession.

STRUCTURE AND GOVERNANCE

- II.2.1: Students will identify and describe careers in special education.
- II.2.2: Students will compare the various types of schooling available today.
- II.2.3: Students will describe the governance structure of their local, state, and national educational systems.

CERTIFICATION AND EMPLOYMENT

- II.3.1: Students will describe the steps to teacher certification.
- II.3.2: Students will identify areas of teacher shortages.
- II.3.3: Students will demonstrate effective job application and interview skills.

Experiencing the Classroom

OBSERVATION AND PREPARATION

- III.1.1: Students will identify their own strengths and areas for improvement as potential teachers.
- III.1.2: Students will choose appropriate instructional objectives after analysis of developmental stages of learners.
- III.1.3: Students will describe characteristics of an outstanding teacher.
- III.1.4: Students will analyze in which a teacher's personality impacts instructional style and interaction.
- III.1.5: Students will recognize effective teaching strategies.
- III.1.6: Students will identify the elements of an effective lesson for all learners.
- III.1.7: Students will plan and deliver a lesson for all learners.
- III.1.8: Students will identify components of effective classroom climate, management and discipline.
- III.1.9: Students will describe effective use of technology in the classroom.
- III.1.10: Students will identify different assessment techniques.

APPLICATION AND INSTRUCTION: THE INTERNSHIP

III.2.1: Students will implement meaningful ways to build confidence, knowledge, and skills in all learners.

III.2.2: Students will provide developmentally appropriate learning activities for groups and individual learners.

III.2.3: Students will accommodate major physical, social, and personal challenges that impede successful learning.

III.2.4: Students will apply knowledge of learning styles, multiple intelligences, and Bloom's Taxonomy to instruction and assessment.

III.2.5: Students will plan and deliver a lesson for all learners.

III.2.6: Students will participate in teaching the real classroom.

III.2.7: Students will document their field experience their field experience activities with a collection of artifacts.

ANALYSIS AND REFLECTION

III.1.1: Students will critique their teaching of at least one lesson from FLAY, MAY, or SAY.

III.1.2: Students will describe, analyze, and reflect on their field experiences.