Appalachian State University
Department of Family and Consumer Sciences

FCS 3104 Practicum I (3 s.h.)
Spring Semester 2015

Instructor: Dr. Cindy G. McGaha    Lecture: W 2:00-3:50
Office: LB 013      Room: RCOE 509C
Phone: 262-2632 or 262-3120 (secretary)
Email: mcgahac@appstate.edu
Office Hours: TR 9:30-12:00 or by appointment

Required Texts: Readings/TBA

Course Description

This practicum is designed to provide opportunities for students to plan and implement developmentally appropriate learning environments, learning experiences, and interactions with children and their families. In addition, students are required to demonstrate a basic level of reflection and professional behavior. Students in this practicum will be required to work with children ages birth-2 or 3-5 years of age. The practicum consists of a minimum of 150 contact hours in a program serving young children. Periodic seminars will be required. Prerequisite: Consent of the instructor. graded on an S/U basis. (Same as CI 3104/SPE 3104.) (Writing; Crossdisciplinary)

Objectives:

1. Demonstrate knowledge of health and safety procedures, and skill in meeting the health, medical and physical needs of children.
2. Demonstrate skill in fostering high quality interactions through play, routines, and planned interactions.
3. Demonstrate skill in fostering self-regulation in children through appropriate guidance techniques.
4. Demonstrate a variety of teaching strategies.
5. Carry out plans developed by a lead teacher.
6. Carry out appropriate interactions and activities for individuals and groups.
7. Select appropriate moments that are meaningful in development and have potential as a basis for planning.
8. Observe and record children’s behavior for purposes of documentation, assessment and curriculum planning.
9. Demonstrate a beginning understanding of utilizing observations for planning.
10. Demonstrate beginning skills in engaging with families.
11. Demonstrate beginning skills in engaging with other professionals in a positive way to ensure optimal classroom functioning.
12. Demonstrate professionalism including adherence to ethical standards, respect for diverse cultural values and family structures, a focus on strengths of children and families, and the ability to work well with colleagues.
13. Demonstrate through reflective discussion, an understanding of developmentally appropriate practice and inclusive early childhood education.


15. Improve written communication skills within the content area.

Course Requirements

1. **Field Work:** Prior to beginning your field experience, you must complete an ASU criminal background check as well as any requirements of your site, i.e. N.C. criminal background checks, TB tests, etc. Meet with your site supervisor and review responsibilities and expectations for the course during the first week of the practicum. Develop a fixed schedule for a minimum of 150 hours participation (at a minimum of 3-4 hour blocks of time with the majority of the hours during curriculum rich parts of the day, i.e. mornings) at the site and demonstrate professionalism in adhering to the schedule throughout the semester. Completion of the minimum number of hours does not mean you stop going to your site. You must continue to complete hours until the end of the semester. **YOU are responsible for keeping a legible log of your participation hours (verified by site supervisor) AND for scheduling written evaluations of your work at the midterm and at the end of the semester.** The instructor will attend the mid-term and final evaluations. In addition, during the first week you must write an introduction letter to the families at the site, as well as sign the site agreement with the site supervisor. Site agreement form and attendance record form are attached.

2. **Weekly Reflections:** Students will be required to provide a weekly check-in. Students will do this via ASULearn. The check-in may include a response to a prompted question or a required posting of documentation. Postings should display evidence of thoughtful reflection. Journal entries should be submitted **no later than Saturday at 12:00 pm.** It is expected that students will thoughtfully respond to at least two other students’ entries for the week. Journal entries submitted later than that will not be accepted and may result in the student receiving an unsatisfactory for practicum. Further guidelines will be discussed in class seminars. Please feel free to email the instructor with any information or concerns you wish to share individually and that are confidential. However, the weekly discussion with classmates is still required. **Please be aware of confidentiality. You should not include last names of children in your reflections. In addition, events shared in practicum should not be shared outside the practicum experience. This includes information regarding any children and/or adults (directors/teachers/staff/parents) involved with the practicum experience.**

3. **Seminars:** Attend all seminars for the fully scheduled time. Absences without a valid medical excuse will require make-up activities to be determined by the instructor. **Active participation in seminar discussions includes-at a minimum-indicating with eye contact, body language, and follow-up questions or comments that you are giving full attention to speakers, as well as contributing your own**
ideas and examples from practicum experiences and reading. **Active participation in observation of LB curriculum meetings** includes attention to the discussion occurring in the meeting. Students should not be texting or using other electronic devices. The goal of seminar is to observe and learn from others’ reflections on curriculum development.

4. **Other Course Assignments:** Students will also be required to complete written assignments related to their experiences at their field site. These assignments can include, but are not limited to observation and documentation of children and experiences in the classroom, provocations and planning, pictures and videotaping of children and/or the student, and reflection on experiences.

*NOTE: All assignments should be double-spaced with a 12-point font.

**Grading**

The practicum is graded on a Satisfactory/Unsatisfactory basis. To earn a grade of Satisfactory, you must complete **ALL** requirements at least at a satisfactory level. Students will be jointly evaluated by the university supervisor and the site supervisor. This includes evaluation of direct work with children, as well as assignments.

Unsatisfactory performance at the site can also result in a grade of unsatisfactory for practicum. If performance is considered borderline or unsatisfactory by the university supervisor and/or the site supervisor, performance will undergo additional review by at least one other B-K faculty member. Thus, a decision of Unsatisfactory performance is made through a consensus by committee review. Unsatisfactory performance in any of the course requirements will result in a grade of Unsatisfactory (U), requiring either additional work or repetition of the course.

**Attendance Policy**

**Attendance at all seminars and scheduled workday at the practicum site is required.** Absences from seminars without a medical excuse, or missed workdays will result in a grade of Unsatisfactory. **The minimum number of hours required is 150; however, you will be expected to continue your weekly hours throughout the semester.** This is a minimal requirement, but your commitment to the site is semester-long. Professionally, it is most appropriate to go above and beyond minimal requirements when possible. Such information is shared with other instructors in the program and is considered in completing letters of recommendation. It is suggested that students complete 12 hours per week on-site.

If you miss a practicum workday due to illness or other serious emergency, call the site director before your scheduled participation time. Then email the instructor. When you return to the practicum site, arrange a suitable make-up time in consultation with the director. Failure to do any of these steps can result in receiving an unsatisfactory in practicum.
If you must miss a seminar, you are responsible for the following:

- Send me an email message before class starts so I know what the problem is.
- Arrange to have a classmate turn in any assignments due, get copies of any handouts for that day and share class notes.
- Make-up in any in-class assignments.
- If you have questions about notes or handouts after you have reviewed them, email me as soon as possible.

Late Assignments

Many assignments form the basis for class discussions and activities; for that reason, the general rule is that in order to receive full credit for any work, you must be present in class and turn it in on the day it is due. I understand that emergencies happen, however, and you can avoid late penalties by following the procedures for a missed class described above. Work turned in late or in your absence without prior arrangements with me will be considered unsatisfactory and may require additional make-up work on your part. You can avoid this problem by discussing your situation with me in advance. If assignments are frequently submitted late, this may result in an Unsatisfactory for the course.

Academic Integrity

As a community of learners at Appalachian State University, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Furthermore, we recognize that academic dishonesty detracts from the value of an Appalachian degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form and will oppose any instance of academic dishonesty. This course will follow the provisions of the Academic Integrity Code, which can be found on the Office of Student Conduct Web Site: [www.studentconduct.appstate.edu](http://www.studentconduct.appstate.edu).

Cell Phones/PDA’s/Beepers

The above electronic devices will be set on vibrate during class lecture. See instructor before class if there is an emergency situation where you may need to leave class to respond to a call.

Contact of Students

Students will be contacted via their ASU email.

Classroom Decorum

Everyone is expected to be respectful of others. Diversity in all areas (including differences of opinion) will be honored during class and class discussions. Students are expected to be on time, prepared, stay awake, and not work on other assignments during class.
Disabilities

Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. If you have a disability and may need reasonable accommodations in order to have equal access to the University’s courses, programs and activities, please contact the Office of Disability Services (828.262.3056 or www.ods.appstate.edu). Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations.

Available Support Services

*Note that this list is not exhaustive of student services at ASU

- Writing Center ………x 3144
- Library …………….. x 2186
- Disability Services …..x 3053
- Learning Assistance/Student Support Services……..x 3046
- Computer Helpline for Students ……………………..x 8324
- Computer Labs
- Peers

Inclement Weather:

Please refer to the ASU inclement weather policy located at the following website: http://www.theapp.appstate.edu/archives_96-97/96-11-19/backpage.htm#Inclement%20Weather%20Policy

The instructor will follow ASU policy. If class is cancelled, you will be contacted via your ASU email account. If you will be driving to your site or to Boone for seminar; then be professional and use your judgment as to whether or not you should attend your practicum hours or class that day. Your safety is important. If you do not attend, make sure to inform the appropriate persons.

Recommended Readings


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<tr>
<th><strong>Date</strong></th>
<th><strong>Topic</strong></th>
<th><strong>Assignments Due</strong></th>
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</table>
| 1/14     | Course Introduction  
           Instructor Assignments | Criminal Background Checks |
| 1/28     | Introduction to Documentation: Reflecting on and sharing children’s learning | Site Agreement  
           Letter of introduction |
| 2/11     | Discussion of Documentation  
           Introduction to the Cycle of Inquiry  
           COI Forms 1 and 2: Observation and Interpretation  
           Professional Practice I | Documentation 1 |
| 2/5      | Continued Work on Cycle of Inquiry  
           Practice Group COI  
           COI Form 3: Developing lines of inquiry | Group COI 1 & 2  
           Professional Pract I  
           Scheduling Midterm |
| 3/18     | Practice: Group COI  
           Selecting Individual COI topics | Group COI 3 |
| 4/1      | Continued Work on Cycle of Inquiry  
           COI Forms 4: Planning  
           Professional Practice II | Individual COI Forms 1-3 (draft) |
| 4/15     | Continued Work on Cycle of Inquiry  
           Group Share: COI Form 4 | Group COI Form 4  
           Individual COI Forms 1-4 (draft)  
           Professional Pract II  
           Scheduling Final Eval |
| 4/29     | Group Reflection | COI Forms 1-5 (complete) |
| 5/6      | Final Exam period (9:00-11:30) | |

*Seminar schedule is tentative and dates may have to be shifted due to weather or other unexpected events, so keep all Wednesdays at this time open in case seminar needs to be rescheduled.*
# Assignments and Due Dates

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<tr>
<th>Assignment</th>
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<tbody>
<tr>
<td>Criminal background check</td>
<td>1-14</td>
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<td>Site agreements</td>
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<td>Letter of introduction</td>
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<td>Professional Practice I</td>
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<td>Professional Practice II</td>
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<td>Individual COI Forms 1-3</td>
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<td>Individual COI Forms 1-4 (complete before implementation)</td>
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<td>Individual COI Forms 1-5 (after implementation)</td>
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<tr>
<td>Seminar assignments</td>
<td>See seminar schedule</td>
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<tr>
<td>Documentation</td>
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<td>Observation of a LB Curriculum Meeting</td>
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<td>Week</td>
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<td>Week 1</td>
<td>January 12-16</td>
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<td>Week 3</td>
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<td>Week 4</td>
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<td>Week 12</td>
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Week 13: April 8-10  
Leading teacher developed Activities
Post Doc. 6 On Site

Week 14: April 13-17  
Leading teacher developed Activities

Week 15: April 20-24  
Leading teacher developed Activities
Implement Provocation 1
Final Evaluation Visits

Week 16: April 27-May 1  
Leading teacher developed Activities
Course Assignments

Midterm and Final Evaluation
You will be responsible for scheduling a time with your instructor and cooperating teacher. The student’s performance will be reviewed by the student, the cooperating teacher and the instructor. Progress will be discussed, as well as areas for further improvement. Evaluation will focus on the development of interaction skills with all children, implementation of guidance strategies, growth in documentation, and professionalism. Other areas that may also be addressed include knowledge of child development, emerging understanding of curriculum, individualization for children, interactions with families and diversity. After both the midterm and the final evaluation, the form should be reviewed and signed by both the student and the site supervisor. The site supervisor should be given the opportunity to read the feedback provided to the student after the midterm in the week it is returned to the student.

Site Agreement
This is your schedule in written format signed by you and your site supervisor. Forms are attached.

Letter of Introduction
You will create a letter of introduction for the parents of the children in your classroom. The letter should include who you are and your purpose in the classroom. The letter will be APPROVED by your cooperating teacher before distributing. If you plan to take pictures of children, a request should be made and a place for parents to give their permission (sign) should be indicated in the letter. Your cooperating teacher will initial this. Remember, you cannot take pictures of children without their legal guardian’s permission. If your placement is at Lucy Brock, permission for pictures has already been obtained.

Documentation
You will begin to use documentation as a way of observing, recording and reflecting on children’s development. Documentation is a way for teachers to observe and reflect on what children are doing and what these observations suggest in terms of children’s development and classroom curriculum. Documentation should be submitted to the cooperating teacher (CT) on Fridays by 12:00 p.m. (Check with your CT to make sure this schedule works for her.) Note when each documentation is due on the schedule. The documentation you submit on Friday should also be attached to your posting on ASULearn for the week (see above section on weekly reflections). Using feedback from your CT and your colleagues, you will revise and post documentation at your site by the Friday of the following week. Requirements for the posted documentation on site may differ from requirements for documentation for practicum assignments. Documentation should be posted on-site by 12:00 p.m. Guidelines will be provided.
Planning and Reflection

These assignments relate to planning and reflection on your interactions with children.

- **COI Forms/Provocations:** The Cycle of Inquiry forms serve as a guide for observing children in the classroom, discerning what is happening in those observations, identifying threads of inquiry and planning, and reflecting on implementation and identifying possibilities for extension of children’s thinking and inquiry.
  - Any provocation should be completed by collaborating with your cooperating teacher. As a professional courtesy, the cooperating teacher must have the opportunity to read/approve the provocation before implementation.
  - The cooperating teacher will initial all provocations submitted. The cooperating teacher should sign the provocation before it is implemented in the classroom.
  - Format for COI forms/provocations will be explained in seminar

- **Professional Practice I:** This assignment is meant to demonstrate how to be a reflective practitioner. You will have someone at your site videotape you in the classroom. Please share the considerations below with your videographer BEFORE you are videotaped. Important considerations in making your video include the following:
  - The taped segment should include the following:
    - Infant/toddler videos should include a minimum of one daily routine.
    - Preschool videos should include at least one small group (less than five children) and one large group (more than half the class-preferably the whole group) interaction.
  - Videos should contain a minimum of 15 minutes of taped interaction, but roughly no more than 30 minutes.
  - Planned interactions should begin from the onset of the interaction to the end, i.e. from the beginning of the provocation until the end of the provocation. This allows me to see how you begin an interaction and how you end the experience. If this means that the video will last more than 30 minutes, that is acceptable.
  - Videos should not stop and start during a segment. This frequently happens when there is some interruption. However, it is meaningful to see how you handle interruptions.
  - Videos should not be edited for content. Students frequently delete information that I think is relevant. Please leave it to the instructor to decide which information is relevant.
  - Taped interactions should be submitted in either DVD format or a flash drive.
  - **If someone is videotaping you, please share the above information.** At times, teachers frequently decide to stop if they see you struggling or if they think there is an interruption. Please let them know that they...
need not edit for such events. I will decide if it is not relevant as I view the video.

In addition, you will submit a written reflection of the taped segments. Address the following questions in your reflection for each of the taped interactions:

- **Description of the interaction** Provide a description of the interaction in the video. Include in your description what **your thought process** was as you interacted with the child/ren. Your description should be detailed enough that I can still follow even without your video.

- **Goals for the interaction** What were the goals for this interaction? As you interacted with the children, what were you hoping to accomplish? Were there specific developmental goals? Was there specific content you wanted the children to learn?

- **Analysis of the interaction**
  - Note how the interaction went. What was successful? What was not successful? What were the opportunities for learning and development that were recognized and scaffolded? What were the missed opportunities?
  - Think about the learning/development goals for this interaction. Were you able to accomplish your goals? Why? Why not? Should you have changed the environment? Should you have changed how you used your body in this interaction? Should you omitted/added feedback?
  - Were you able to guide the children appropriately? What could you have done differently to appropriately engage the children? Should you have changed the environment? Should you have changed how you used your body in this interaction? Should you omitted/added feedback?
  - What did not turn out the way you anticipated and what would you do differently?
  - What was the best thing that happened during the interaction?

- **Future steps** What do you plan to do next? In other words, what is the next logical step based on what occurred in this interaction?

**Professional Practice II:** This assignment is meant to demonstrate how to be a reflective practitioner. In addition, the goal is for you to learn to elicit constructive feedback from others. As with Professional Practice 1, you will videotape yourself in interactions with children using the same guidelines for videotaping and written reflection. In addition, you will meet with your site supervisor (teacher) and review the video together. Your discussion will center on the teacher’s feedback of your interaction/teaching and any question you have for the teacher. This should be a two-way discussion in that the teacher will not only give you feedback, but the two of you will talk about it. For example, any ideas you think might have worked better, etc. **You will create questions to ask the teacher during your meeting to guide the conversation.** The most important part of this assignment is how you are able to discuss your teaching practices reflectively with your cooperating teacher. You will attach a summary of your interaction with the teacher in which you provide a summary (script) of the
interaction, as well as your reaction to and reflection upon what you discussed with the teacher. Make sure to address the following questions in your reflection:

- **Description of the interaction** Provide a description of the interaction the teacher observed. Include in your description what your thought process was as you interacted with the child/ren.

- **Description of the conversation with the cooperating teacher** Provide a narrative of the conversation between you and the teacher. What were the questions you asked and what were the teacher’s responses? **(Note that “she said I did fine,” or “no suggestions/feedback” is not an option. Part of being a reflective practitioner is acquiring this information from your teacher in a professional manner).**

- **Goals for the interaction** What were the goals for this interaction?

- **Analysis of the interaction**
  - Note how the interaction went. What was successful? What was not successful? What were the opportunities for learning and development that were recognized and scaffolded? What were the missed opportunities?
  - Think about the learning/development goals for this interaction. Were you able to accomplish your goals? Why? Why not? Should you have changed the environment? Should you have changed how you used your body in this interaction? Should you omitted/added feedback?
  - Were you able to guide the children appropriately? What could you have done differently to appropriately engage the children? Should you have changed the environment? Should you have changed how you used your body in this interaction? Should you omitted/added feedback?
  - What did not turn out the way you anticipated and what would you do differently?
  - What was the best thing that happened during the interaction?

- **Future steps** What do you plan to do next? In other words, what is the next logical step based on what occurred in this interaction?

- **Observation of Curriculum Meeting**: This assignment will involve observing a curriculum meeting at Lucy Brock. Observations will be scheduled with the instructor. Students will observe the curriculum meeting and then write create a written reflection on the observation. Reflections should include the following:
  - What elements of the meeting were most intriguing to you?
  - How was observation used as a foundation for planning?
  - How did the group process of planning improve the plans that were made?
    - What feedback did you find most meaningful?
    - What do you think worked with the group’s interactions?
    - What were the challenges for the group and how might you address those challenges?
  - Based on this experience, what are your ideas regarding how to plan for young children? Did this observation change any of your views regarding how to plan and if so, how?
Guidelines for Weekly Postings

Log in with your instructor and classmates via the discussion board on ASULearn to post an initial response once a week (no later than 12:00 p.m. each Saturday) during the duration of your practicum. For information or questions that you wish to share individually with the instructor, please send via email to mcgahac@appstate.edu. (However, the discussion board weekly postings are still required.)

In addition, you are required to respond to your classmates' weekly postings as well. By 8:00 a.m. each Tuesday, please enter your comments to at least two of your classmates' postings.

When posting your reflections, be certain to include your name in the "Subject" area. When you submit your responses to your classmates' reflections, please hit the "Reply" button.

Weekly postings may include a response to a prompted question and/or posting of documentation of an experience at your site. Documentation should relate to your interactions and/or provocations with the children, not the other adults in the room. The documentation (which can be posted as an attachment) should include the following:

- Rich, descriptive narrative of the chosen event for observation
- Use of pictures (when possible) to illustrate the event covered in the observation
- Children’s behavior interpreted within a developmental framework; application of child development theory and research
- Consideration of the audience for which it is intended

In addition, when posting documentation, indicate the audience for which it is intended and any special considerations/issues/challenges/requests for support from that you would like your readers to include in their responses/feedback.

When responding to peer postings, you should provide thoughtful feedback to help your colleagues improve the content and presentation of their documentation. Try to utilize positive feedback with peers. An important goal in this assignment is to learn the professional element of giving colleagues feedback.

Feedback from the instructor and peers, as well as feedback that you may receive from site supervisors, will be used to edit and improve practices/documentation.

***If you are having difficulty posting your reflection on ASULearn, then email a copy to me and post the reflection on ASULearn later when you can access it. This will ensure that I know your reflection was submitted on time.***
Appalachian State University
FCS 3104 Practicum
Field Site Agreement

____________________________
Center Name (Print)

____________________________
Student Name (Print)

We reviewed the course requirements and the evaluation criteria. The weekly schedule we agreed upon is as follows:

Monday  ________________  to  ________________

Wednesday  ________________  to  ________________

Friday  ________________  to  ________________

The internship experience will begin on ____________________________.

The internship experience will end on ______________________________.

Signed:

____________________________________   ______________________
Center director      Date

____________________________________   ______________________
Classroom teacher     Date

____________________________________   ______________________
Student       Date
FCS 3104
Spring 2015

FCS 3104-Practicum Attendance Record

Student’s Name ________________________________________
Supervisor’s Name ______________________________________
Site __________________________________________________

<table>
<thead>
<tr>
<th>Week of</th>
<th>Monday Start/Finish</th>
<th>Wednesday Start/Finish</th>
<th>Friday Start/Finish</th>
<th>Supervisor’s Initials</th>
<th>Total Hours</th>
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TOTAL HOURS WORKED ______________________________

We certify that this is an accurate record of this student’s participation at this facility.

__________________________________ __________________________________
Student’s Signature    Supervisor’s Signature