

**Syllabus
ECED 1220
Pre-Practicum
2024**

Committee Members:

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Loretta Hauxwell & Tyler Esch, Mid-Plains Community College
Lisa Guenther, Northeast Community College
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Patti Page, Nebraska Indian Community College

Facilitator: Julie Miller

The Institution agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.

 Chief Academic Officer, Central Community College	05/29/2024	Adopt
 Chief Academic Officer, Little Priest Tribal College	05/29/2024	Adopt
 Chief Academic Officer, Metropolitan Community College	06/07/2024	Adopt
 Chief Academic Officer, Mid-Plains Community College	05/29/2024	Adopt
 Chief Academic Officer, Nebraska Indian Community College	06/05/2024	Adopt
 Chief Academic Officer, Northeast Community College	05/29/2024	Adopt
 Chief Academic Officer, Southeast Community College	05/31/2024	Adopt
 Chief Academic Officer, Western Nebraska Community College	05/29/2024	Adopt

I. CATALOG DESCRIPTION

Course Number: ECED 1220
Course Title: Pre-Practicum
Prerequisite: None

Catalog Description:

Catalog Description: This course is designed to prepare students for practicum experiences in early childhood settings. A review of the various practicum settings, forms, policies, procedures, and best practices will be covered. Students will complete the appropriate background checks as required by childcare licensing. An understanding of childcare licensing standards, roles, responsibilities, expectations of the practicum student, professionalism, supervision, and the evaluation process will be covered.

Credit Hours: 1.0 semester credit hours/1.5 quarter credit hours

II. COURSE OBJECTIVES/COMPETENCIES

The course will:

1. Identify practicum procedures, policies, ethics, roles, and responsibilities of the practicum student.
2. Review the learning objectives and expectations of the age specific practicum experiences in a variety of early childhood settings.
3. Review health, safety, and professional preparation required by state childcare licensing.

III. STUDENT LEARNING OUTCOMES

Students will be able to:

1. Describe the role, responsibilities, and professional expectations of practicum students as outlined in the practicum handbook and in state statutes.
2. Summarize the learning objectives and expectations of age specific practicum experiences.
3. Provide evidence that assures the legal requirements for working in an early childhood setting are met, to include but not limited to criminal background checks.
4. Demonstrate an understanding of health and safety practices required in an early childhood setting.

IV. COURSE CONTENT/TOPICAL OUTLINE

1. Career expectations and qualifications
2. Professional and ethical expectations of Early Childhood Education students
3. Universal Health Standards

4. Local and state childcare licensing regulations

V. INSTRUCTIONAL MATERIALS

Suggested Texts: [This list of texts should be reviewed annually. The instructor may choose additional materials as supplements.]

Bredenkamp, Sue. Developmentally Appropriate Practice in Early Childhood Programs. Revised Edition. Washington D.C.: NAEYC.

State Licensing Manuals

Early Childhood Education Practicum Manual

“Libguides: Creative Commons and the Public Domain: Home.” *Home - Creative Commons and the Public Domain - LibGuides at Washington State University*, libguides.libraries.wsu.edu/creativecommons. Accessed 8 Feb. 2024.

Supplemental Texts:

Machado, Jeanne M. and Botnarescue, Helen Meyer; Student Teaching: Early Childhood Practicum Guide; Delmar Publishers

Nebraska’s Core Competencies for Early Childhood Professionals

Nebraska Department of Education. *Nebraska Early Learning Guidelines for Birth to 5*. 2019 http://www.education.ne.gov/oec/pubs/ELG/3_5_English.pdf

Supplemental Materials:

Safe with You Training:

- Power to Protect: Preventing Child Abuse and Neglect
- Abusive Head Trauma
- Nothing But Baby: Safe Sleep for Infants

Pediatric CPR and First Aid

VI. METHOD OF PRESENTATION

Instructor should make use of varied pedagogical techniques including several of the following: lectures, small and large discussion groups; collaborative projects, guest speakers, research, peer response and evaluation, journals, essays, conferences, computer-assisted instruction, interactive/creative methods, multimedia, and field trips.

VII. METHODS OF EVALUATION

Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, other presentations, projects, papers, and/or portfolio. Instructor will distribute evaluation and his/her grading policies to students at the beginning of each term.

VIII. INSTITUTIONAL DEFINED SECTION

To be used at the discretion of each community college as deemed necessary.