

Syllabus

ECED1220 PRE-PRACTICUM

2015

Committee Members:

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Date Reviewed: *1-23-15*

Jody Tomanek

NCCA Council of Chief Academic Officers Chair

Date Approved: *3-20-15*

I. CATALOG DESCRIPTION

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

Catalog Description: This course is designed to provide an orientation to practicum experiences in the early childhood education program. Students will review the process for setting up a practicum, forms used during practicum, understand child care licensing requirements for their state, and have their names cleared through appropriate background checks. Students will understand practicum expectations and responsibilities, methods of evaluation, and the importance of professionalism in the work place.

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

II. COURSE OBJECTIVES AND COMPETENCIES

The course will:

1. Identify practicum application procedures and policies.
2. Describe the responsibilities of students placed in early childhood practicum settings.
3. Illustrate the learning objectives for each practicum required as part of the early childhood education degree program.
4. Explain how students are supported, supervised and evaluated during practicum.
5. Require students to complete a background check and obtain release forms for all appropriate state agencies.
6. Explain the attendance and dress requirements for all practicum settings.
7. Review the ethics and professional expectations of practicum students as determined by the cooperating site and the college early childhood education program.
8. Identify the procedures for addressing problems or withdrawing from practicum.

III. STUDENT LEARNING OUTCOMES

The student will:

1. Complete application process as determined by the college program.
2. Describe the responsibilities and expectations of practicum students.
3. Describe the learning expectations of practicum students.
4. Describe the supervision and evaluation process used to determine practicum grades.
5. Read and acknowledge all practicum policies.
6. Provide information that assures the legal requirements for working in an early childhood setting are met.
7. List the dress and attendance requirements for practicum students.
8. Reflect on the ethical and professional expectations of practicum students.
9. Describe the procedures for addressing problems or withdrawing from a practicum.

IV. COURSE CONTENT/TOPICAL OUTLINE

- A. Personal career expectations and qualifications
- B. Program philosophy and policies
- C. Professional and ethical expectations of Early Childhood Education students
- D. Communication in the workplace
- E. Developmentally Appropriate Practices in Early Childhood Education
- F. Universal Health Standards
- G. Local and state child care licensing regulations
- H. Role of the early childhood teacher / caregiver

V. INSTRUCTIONAL MATERIALS

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

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

State Licensing Manuals

Early Childhood Education Practicum Manual

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 Ages 3 to 5*. 2013 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
Shaken Baby Syndrome
Nothing But Baby: Safe Sleep for Infants

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 defined by individual institution.

RELATIONSHIP TO NAEYC PROFESSIONAL DEVELOPMENT STANDARDS

NAEYC Standards, Sub-standards and Key Elements and Supportive Skills	Addressed in Course
1. Promoting Child Development and Learning	
1a. Knowing and understanding young children’s characteristics and needs.	X
1b. Knowing and understanding the multiple influences on development and learning	X
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	X
2. Building Family and Community Relationships	
2a. Knowing about and understanding family and community characteristics	X
2b. Supporting and empowering families and communities through respectful, reciprocal relationships	X
2c. Involving families and children in their children’s development and learning	
3. Observing, Documenting and Assessing to Support Young Children and Families	
3a. Understanding the goals, benefits and uses of assessment	X
3b. Knowing about and using observation, documentation and other appropriate assessment tools and approaches	
3c. Understanding and practicing responsible assessment.	X
3d. Knowing about assessment partnerships with families and other professionals	
4. Teaching and Learning	
4a. Connecting with children and families	
4b. Using developmentally effective approaches	X
4c. Understanding content and knowledge in early education	
4d. Building meaningful curriculum.	
Key Elements of Standard 4	
4a. Knowing, understanding and using positive relationships and supportive interactions.	X
4b. Knowing, understanding and using effective approaches, strategies, and tools for early education.	X
4c. Knowing understanding the importance of central concepts, inquiry tools, and structures of content areas or academic disciplines	
4d. Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.	X
5. Becoming a professional	
5a. Identifying and involving oneself with the early childhood field	X
5b. Knowing about and upholding ethical standards and other professional guidelines	
5c. Engaging in continuous collaborative learning to inform practice	X

5d. Integrating knowledgeable, reflective and critical perspectives on early education	X
5e. Engaging in informed advocacy for children and the profession	
Supportive Skills	Addressed in Course
Skills in self-assessment and self-advocacy	X
Skills in mastering and applying foundational concepts from general education	X
Written and verbal communication skills	X
Skills in making connections between prior knowledge/experiences and new learning	X
Skills in identifying and using professional resources	X