

**Syllabus
ECED1220
Pre-Practicum
2018**

Committee Members:

Barb Beck, Central Community College
Lisa Brestel, Central Community College
Jackie Zeckser, Central Community College
Kweku Ocran, Little Priest Tribal College
Deanna Peterson, Metropolitan Community College
Tyler Esch, Mid-Plains Community College
Loretta Hauxwell, Mid-Plains Community College
Jackie Hahn, Nebraska Indian Community College
Sharyn Thomas, Northeast Community College
Crystal Kozak, Southeast Community College
Julie Miller, Southeast Community College
Patsy Yager, Western Community College

Facilitator: Katie Miller, Nebraska Department of Education

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	Adopt
 Manoj Patil (Aug 8, 2018) Chief Academic Officer, Little Priest Tribal College	Adopt
 Tom McDonnell (Aug 6, 2018) Chief Academic Officer, Metropolitan Community College	Adopt
 Jody Tomansk (Aug 6, 2018) Chief Academic Officer, Mid-Plains Community College	Adopt
 Kristine Sudbeck (Aug 6, 2018) Chief Academic Officer, Nebraska Indian Community College	Adopt
 Lyle Kathol (Aug 6, 2018) Chief Academic Officer, Northeast Community College	Adopt
 Dennis Headrick (Aug 6, 2018) Chief Academic Officer, Southeast Community College	Adopt
 Kim Kuster Dale (Aug 6, 2018) Chief Academic Officer, Western Nebraska Community College	Adopt

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/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

Students will be able to:

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

1. Personal career expectations and qualifications
2. Program philosophy and policies
3. Professional and ethical expectations of Early Childhood Education students
4. Communication in the workplace
5. Developmentally Appropriate Practices in Early Childhood Education
6. Universal Health Standards
7. Local and state child care licensing regulations
8. 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.]

Bredenkamp, 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

Abusive Head Trauma

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

ECED1220 - Pre Practicum - 2018











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