



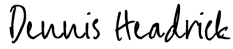



**Syllabus  
ECED1610  
Infant Practicum  
2020**

**Committee Members:**

Barb Beck, Central Community College  
No representative, Little Priest Tribal College  
Deanna Peterson, Metropolitan Community College  
Tyler Esch, Mid-Plains Community College  
No representative, Nebraska Indian Community College  
No representative, Northeast Community College  
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**Facilitator: Julie 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	03/23/2020	Adopt
 Chief Academic Officer, Little Priest Tribal College	03/20/2020	Adopt
 Chief Academic Officer, Metropolitan Community College	04/01/2020	Decline
 Chief Academic Officer, Mid-Plains Community College	03/20/2020	Adopt
 Chief Academic Officer, Nebraska Indian Community College	03/30/2020	Adopt
 Chief Academic Officer, Northeast Community College	03/20/2020	Adopt
 Chief Academic Officer, Southeast Community College	03/21/2020	Adopt
 Chief Academic Officer, Western Nebraska Community College	04/17/2020	Adopt



## **I. CATALOG DESCRIPTION**

Course Number: ECED 1610  
Course Title: Infant Practicum  
Pre or co/requisite: Taken with or after ECED1220 and ECED1110

Catalog Description: This course is designed to provide an understanding of the developmental stages of children from birth through 18 months-of-age by participating in hands-on learning experiences in diverse early childhood care and education settings. Students will develop an awareness of appropriate adult/child interaction while developing positive employee skills. Basic skills in planning and implementing a daily routine and curriculum activities for infants are presented. Students are required to complete a minimum of 45 clock hours of practical work experience. A passing grade of “C” or better is required for ECED majors.

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

## **II. COURSE OBJECTIVES/COMPETENCIES**

The course will:

1. Describe how to be a reliable early childhood caregiver and educator.
2. Explore the developmental stages of children from birth-18 months of age.
3. Examine the necessary components of a developmentally appropriate infant environment including considerations for adaptations for children with special needs.
4. Identify appropriate guidance/interaction techniques to use with young children.
5. Describe the various methods of observation and the guidelines associated with each method.
6. Implement and analyze various observation techniques with children birth-18 months of age.
7. Explore early childhood supervisory skills in a manner that ensure the children’s health, safety and overall well-being.
8. Help develop and implement appropriate curriculum plans for children birth-18 months of age including considerations for adaptations for children with special needs.
9. Examine policies, regulations and routines of the early childhood setting and/or the supervising college program.

10. Examine the application of professional ethics and integrity.
11. Develop appropriate communication skills with peers, staff, parents, and children.
12. Develop an appreciation of the individual likenesses and differences among children, families and colleagues.

### **III. STUDENT LEARNING OUTCOMES:**

Students will be able to:

1. Demonstrate through attendance, timeliness, and professionalism that he/she shows commitment to the profession/program.
2. Identify the developmental stages of children through informal observations and interactions with children from birth to 18 months of age.
3. Analyze the infant/toddler environment in relation to the Infant Toddler Environment Rating Scale (ITERS-3) criteria.
4. Journal and reflect on guidance/interaction techniques used at the cooperating site.
5. Complete child observations, using a variety of techniques appropriate for children from birth-18 months.
6. Analyze the results of various observation techniques used with children from birth-18 months.
7. Assist the cooperating teacher/caregiver in managing the early childhood environment to promote health, safety, and emotional well-being of each child.
8. Plan, carry out and implement developmentally appropriate curriculum plans established by the cooperating teacher.
9. Follow policies, regulations and routines in the early childhood setting and of the supervising college.
10. Reflect on professional behaviors, attitudes, and ethics involved in working with young children, their parents, and other staff members.
11. Demonstrate ability to cooperatively communicate with peers, staff, parents, and children.
12. Journal and reflect on the importance of valuing and respecting each person as an individual.

#### **IV. COURSE CONTENT/TOPICAL OUTLINE**

1. Introduction/Letters
2. Observations in four areas
3. Child Development Observation/Assessment
4. Experiential checklist
5. Literacy Experience/Song & Finger Play Experience
6. Reflection Paper
7. Parent involvement/Professional event
8. Self-evaluation

#### **V. INSTRUCTIONAL MATERIALS**

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

Harms, Thelma, Cryer, Debby, and Clifford, Richard M., and Noreen Yazejian  
Infant/Toddler Environment Rating Scale, Revised Edition (ITERS-3), 20022017,  
Teachers College Press.

Early Childhood Education Practicum Manual – Specific to each individual college.

Supplemental Textbooks:

“Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards.” *Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards – Nebraska Department of Education*, 2019,  
[www.education.ne.gov/oec/early-learning-guidelines/](http://www.education.ne.gov/oec/early-learning-guidelines/).

The student may need to purchase additional materials for this course to provide concrete learning experiences for children.

#### **VI. METHODS OF INSTRUCTION**

The student is expected to take the primary responsibility for their own learning by being an active participant in the classroom. The student is provided the opportunity to have

actual experiences with children and staff in an early childhood program. Presentation will include, but not be limited to demonstration, discussion, and observation. Students may be required to provide videotapes of teaching demonstrations. Interactive sessions (held in person or electronically) will encourage students to examine their experiences and get feedback from others. Individual conferences (held in person, electronically, or by phone) with the instructor will help support and guide the students toward improved skills in an infant early childhood setting.

## **VII. METHODS OF EVALUATION**

Student evaluation will be based on attendance, observation and feedback from the cooperating teacher, self-reflections and self-evaluations using criteria established by the college instructor. Students will be assessed on the quality of the plans and materials utilized to implement experiences for infants and toddlers, their involvement and interaction with children and adults, their communication with staff, children and parents and on their professional and ethical behaviors and attitudes.

Through practicum experiences, students are being trained as potential employees in the early childhood profession. Employability is based not only on working skills but also on attendance, punctuality, dependability, and attitude. The student's scheduled time in practicum is very important. It is of extreme importance that students be present and on time. The children and staff are depending on students as an important part of the total program team. Employment skills will be part of the overall assessment for this class.

Other evaluations may include: observation from the on-site supervisor, reflection journals, and self-evaluation using an evaluation instrument provided by the instructor. Students will be assessed on the quality and developmentally appropriateness of the plans and materials utilized to implement experiences for infants. Students will also be assessed based upon their communication with children, families, and colleagues in the infant setting.

## **VIII. INSTITUTIONAL DEFINED SECTION**

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