

Syllabus
ECED1620
Toddler Practicum
2018


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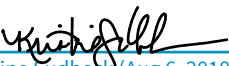
The Institution agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.


Chief Academic Officer, Central Community College Adopt


[Manoj Patil \(Aug 8, 2018\)](#)
Chief Academic Officer, Little Priest Tribal College Adopt


[Tom McDonnell \(Aug 8, 2018\)](#)
Chief Academic Officer, Metropolitan Community College Decline


[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 \(Aug 6, 2018\)](#)
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[Dennis Headrick \(Aug 6, 2018\)](#)
Chief Academic Officer, Southeast Community College Adopt


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I. CATALOG DESCRIPTION

Course Number: ECED 1620
Course Title: Toddler 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 18 months through 36 months-of-age by participating in hands-on learning experiences in selected child care 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 toddlers are also 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 18 months-36 months of age.
3. Examine the necessary components of a developmentally appropriate toddler 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 18 months-36 months of age.
7. Apply 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 18 months-36 months of age including considerations for adaptations for children with special needs.
9. Examine the ability to follow policies, regulations and routines of the early childhood setting and/or the supervising college program.

10. Examine the ability to practice 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 18 months to 36 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 18 months-36 months.
6. Analyze the results of various observation techniques used with children from 18 months-36 months.
7. Assist cooperating teacher/caregiver in managing the early childhood environment to promote health, safety, and emotional well-being of each child.
8. Carry out and implement curriculum plans established by the cooperating teacher.
9. Follows 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

(sequence may vary)

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.]

Early Childhood Education Practicum Manual - Prepared by Nebraska Community College Early Childhood Education Partnership, 2005

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

Supplemental Textbooks:

Nebraska Department of Education. Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards, www.education.ne.gov/oec/early-learning-guidelines

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 a toddler 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 children. Students will also be assessed based upon their communication with children, families, and colleagues in the toddler setting.

VIII. INSTITUTIONAL DEFINED SECTION

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

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