

**Syllabus  
ECED1640  
School Age 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







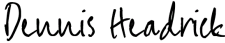

No representative, Northeast Community College

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Patsy Yager, Western Nebraska Community College

**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	03/20/2020	Adopt



## **I. CATALOG DESCRIPTION**

Course Number: ECED 1640  
Course Title: School Age Practicum  
Prerequisite or Co-requisite: Taken with or after ECED1220 and ECED1230

Catalog Description: This course is designed to provide an understanding of the developmental stages of children from five to eight years 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 school age children 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 all 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 school age children.
3. Examine the necessary components of a developmentally appropriate school age learning environment.
4. Identify appropriate guidance/interaction techniques to use with school age children.
5. Describe the various methods of observation and the guidelines associated with each method.
6. Implement and analyze various observation techniques to use with school age children.
7. Apply early childhood supervisory skills in a manner that ensures the children’s health, safety, and overall well-being.
8. Demonstrate the ability to support and facilitate the caregiver/teacher’s curriculum plans and to assist in the early childhood practicum setting.
9. Help develop and implement appropriate curriculum plans for school age children.

10. Examine policies, regulations and routines of the school age setting and/or the supervising college program.
11. Examine the application of professional ethics and integrity.
12. Develop appropriate communication skills with peers, staff, parents, and children.
13. Develop an awareness for and appreciation of 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 using an appropriate instrument for school age children.
3. Analyze the school-age child learning environment utilizing standard program quality assessment indicators.
4. Journal and reflect on guidance/interaction techniques used at the cooperating site.
5. Complete child observations, using a variety of techniques appropriate for school age children.
6. Analyze the results of various observations techniques, used with school age children.
7. Assist the cooperating teacher/caregiver in managing the early childhood environment to promote health, safety, and emotional well-being of each child.
8. Implement curriculum plans as established by the cooperating teacher.
9. Plans and implements developmentally appropriate learning experiences for school age children.
10. Follow policies, regulations and routines in the school age setting and of the supervising college.
11. Reflect on professional behaviors, attitudes, and ethics involved in working with school age children, families, and colleagues.
12. Demonstrate ability to communicate with children, families and colleagues.

13. 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
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

Supplemental Textbooks:

Harms, Thelma, Jacobs Vienberg, Ellen, and Ramano White, Donna, School-Age Environment Rating Scale (SACERS), Teachers College Press. Current edition.

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 learning. The student is provided the opportunity to have actual experiences with children and staff in an early childhood program. Instruction methods will include, but not be limited to demonstration, discussion, and observation. Students may be required to provide videos of teaching demonstrations. Interactive sessions (held in person or by email) will encourage students to examine their experiences and get feedback from others. Individual conferences (held in person, by email, online technology, or by phone) with the instructor will help guide the students toward improved skills in school-age setting.

## **VII. METHODS OF EVALUATION**

Students may be assessed by attendance at the practicum site, observation from the on-site supervisor, reflection journals and their own 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 school-age children. Students will also be assessed based upon their communication with children, families and colleagues in the school age setting.

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 school-age children. Students will also be assessed based upon their communication with children, families, and colleagues in the school age setting.

## **VIII. INSTITUTIONAL DEFINED SECTION**

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