

Syllabus
ECED 1640
School Age Practicum
2026

Committee Members:

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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	02/12/2026	Adopt
 Chief Academic Officer, Little Priest Tribal College	02/11/2026	Adopt
 Chief Academic Officer, Metropolitan Community College	02/16/2026	Decline
 Chief Academic Officer, Mid-Plains Community College	02/11/2026	Adopt
 Chief Academic Officer, Nebraska Indian Community College	02/16/2026	Adopt
 Chief Academic Officer, Northeast Community College	02/11/2026	Adopt
 Chief Academic Officer, Southeast Community College	02/20/2026	Adopt
 Chief Academic Officer, Western Nebraska Community College	02/18/2026	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, including ethics, integrity, communication skills, policies, regulations and routine of the early childhood setting and supervising college program.
2. Explore the developmental stages of developmentally appropriate learning environment, and guidance/interaction techniques for school age children’s learning.
3. Describe and utilize, implement, and analyze the various methods of observation and the guidelines associated with each method, to use with school age children.
4. Explore appropriate curriculum plans for children five to eight years of age including considerations for adaptations for children with special needs, and to ensure the health, safety, and overall well-being for all children.
5. Discuss the similarities and differences among children, families, colleagues, communities in the field of early childhood education.

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. Reflect on guidance/interaction techniques used at the cooperating site.
5. Complete and analyze various child observations, using a variety of techniques appropriate for school age children.
6. Assist the cooperating teacher/caregiver in managing the early childhood environment to promote health, safety, and emotional well-being of each child.
7. Implement curriculum plans as established by the cooperating teacher.
8. Plans and implement developmentally appropriate learning experiences for school age children.
9. Follow policies, regulations and routines in the school age setting and of the supervising college.
10. Reflect on professional behaviors, attitudes, and ethics involved in working with school age children, families, and colleagues.
11. 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 students may need to purchase additional materials for this course to provide concrete learning experiences for children.

Supplemental hand-outs, slides, videos, and Open Educational Resources (OERs) as determined by instructor.

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.