

Moberly Area Community College Common Syllabus

ECE290 Early Childhood Practicum Current Term

Instructor:**Office number:****Office hours:****Response Time:** I typically respond to student emails within 24 hours, Monday through Friday.**Contact information:****Classroom number:****Section number(s):****Class days and time:****Catalog Description:** ECE290 Early Childhood Practicum (1-10-3)

This final field experience reinforces the skills learned throughout the program and provides an opportunity to integrate skills and competencies into an individual philosophy and methodology of Early Childhood care and education. This course extends the experiences of the earlier laboratories, requiring participation in planning and implementing all classroom routines during a total of 150 hours of field experience in an approved setting.

Prerequisite:

ECE250 Curriculum and Planning

Pre-or-Corequisite:

ECE260 Professional Issues in Early Childhood and ECE270 Management of Early Childhood Programs

Text: Stacey. *Emergent Curriculum in Early Childhood Settings: From Theory to Practice*. 2nd Edition, 2018. Ingram. ISBN 9781605545837.

OPEN Initiative. (2001). *Kansas and Missouri Core Competencies for Early Care and Education Professionals*. Columbia, MO: Center for Family Policy and Research.

Other Required Materials:

A filing system to store your hard copy assignments and information and a USB flash drive to store electronic copies of work from all Early Childhood courses. Virtual classes need headphones with a USB cord and a microphone. A small notepad and pen for writing brief notes throughout your lab sessions and a grey or maroon MACC t-shirt from the bookstore to wear at your lab site.

Special Facilities/Equipment:

Students may be required to complete assignments that involve having access to a child or children in an Early Childhood facility. Hybrid, virtual and online courses require regular access to a MS Office

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compatible word processing program and internet. For virtual classes (Blackboard Collaborate), high speed internet (DSL or Cable) is recommended.

Purpose of Course:

This course, at the end of the student's program reinforces the skills learned throughout the program and provides an opportunity to integrate skills and competencies into an individual philosophy and methodology of Early Childhood care and education. This course extends the experiences of the earlier laboratories, requiring participation in planning and implementing all classroom routines.

Course Objectives (CO):

1. Apply an educationally sound philosophy (i.e., a coherent set of beliefs, concepts and attitudes) of early childhood education, which integrates sound theory and research with an understanding of personal strengths and values, as a basis for making professional decisions.
2. Create appropriate health, safety and nutrition policies and procedures based on state licensure and accreditation guidelines, for programs from infancy through the preschool years.
3. Promote parental self-worth through respectful acceptance of parent input and reciprocal relationship-building.
4. Uses a variety of communication strategies, including uses of technology, to link families with key community resources appropriate for specific purposes.
5. Use appropriate authentic (informal) or formal assessment tools for the stated goal, as assigned
6. Select and use appropriate observation and documentation strategies for various situations.
7. Work cooperatively with family and care teams for all children, including team participation in the development and evaluation of learning plans.
8. Interpret evidence to evaluate a child's learning and development.
9. Use evidence from classroom-based assessment to guide decisions about children's learning.
10. Apply strategies for planning, organizing, and managing classroom-based assessment
11. Provide physical and emotional security to all young children by building trusting relationships through respectful, responsive, and reciprocal interactions.
12. Recognize early social connections and use effective strategies to support young children in forming positive relationships with peers at varying developmental levels.
13. Use appropriate communication strategies to support exploration and creative problem-solving in process-focused learning.
14. Use a variety of teaching strategies, to support children's optimal development.
15. Select and use appropriate learning formats (routines, play/centers, large and small groups) based on universal, contextual and individual development of the child/children and group
16. Address curriculum standards and objectives, including the Missouri Early Learning Standards and Show-Me Standards, through a play-centered curriculum that includes the major content areas
17. Make decisions for future practice based upon self-evaluation of the effectiveness of current actions and communications.
18. Set goals for professional development based on self-assessment of current strengths, responsibilities and needs.
19. Use the NAEYC professional code of ethics for making decisions.
20. Apply knowledge of Missouri State Child Abuse & Neglect regulations to early childhood profession.
21. Demonstrate appropriate professional behavior.

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22. Seek out professional relationships to enhance professional growth (.e.g., securing a mentor)
23. Identify, develop and integrate the components necessary to create a strong, positive organizational culture where everyone is feels safe, valued and competent.

Course Content:

1. 150 hours of supervised experience in an approved Early Childhood program
2. Implement and evaluate classroom materials and plans
3. Assess and meet individual needs.

Statement to Connect Course with Institutional Student Level Outcomes:

In compliance with MACC's Institutional Student Level Outcomes, the student who successfully completes this course will be able to meet the following institutional learning outcomes:

- **Higher Order Thinking:** Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.
- **Communication:** Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.
- **Managing Information:** Students will demonstrate the ability to discern when there is a need for information; and to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
- **Valuing:** Students will demonstrate the ability to understand the moral and ethical values of a diverse society; and to appreciate the values of diversity and equity.

Connection to Program Assessment Plan:

In compliance with MACC's Early Childhood Education Program Assessment Plan, the student who successfully completes this course will be able to meet the following Program Objectives.

- 2.0 Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments to promote child development and learning. (1c)
- 4.0 Support and empower families and communities through respectful, reciprocal relationships; involve families and communities in their children's development and learning. (2b & 2c)
- 7.0 Practice responsible assessment to promote positive outcomes for each child, by compiling and interpreting assessment data to plan appropriate learning experiences. (3c & 3d)
- 8.0 Know, understand, and use appropriate strategies and tools for early education, especially positive relationships and supportive interactions as the foundation of their work with children. (4a & 4b)
- 9.0 Use a broad repertoire of developmentally appropriate teaching/learning approaches, understanding that their details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. (4c)
- 10.0 Understand content knowledge and identify resources to deepen their understanding in academic disciplines/content areas. (5a)

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- 11.0 Know and use the central concepts, inquiry tools, and structures of content areas or academic disciplines. (5b)
- 12.0 Use own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes, including security, self-regulation, problem-solving skills, thinking skills, and academic and social competence for each child. (5c)
- 13.0 Reflect on own practice to promote positive outcomes for each child. (4d)

EVALUATION OF STUDENT LEARNING

Grade Scale:

90-100%	A
80-89%	B
70-79%	C

If you receive a grade below a C you will have to retake the course.

60-69%	D
Below 60%	F

A grade of “C” or better must be achieved in all required Early Childhood Education courses (prefix “ECE”) to earn an AAS or Certificate in Early Childhood Education or an Early Learning Assistant Certificate.

Evaluation:

(State the way learning outcomes will be measured. They may be measured through, but not limited to, the following: objective and essay questions, papers, quizzes, oral presentations, class participation, small group work, and/or projects.)

Description of Assignment(s)/Project(s)

Per instructor

INSTRUCTOR POLICIES

Tardiness:

Per instructor’s policy

Make-up and late work:

Per instructor’s policy

Extra-credit work:

Per instructor’s policy

Schedule of Student Assignments/Activities:

(Instructors will identify a Student Assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks, or an overview of topics to be covered.)

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Other:

List any other instructor policies

COLLEGEWIDE POLICIES:

All faculty and students need to be aware of collegewide policies and procedures. Statements on Academic Dishonesty, ADA, Attendance, Title IX, and other important collegewide policies can be accessed by clicking on the following: [Collegewide Policies in Student Resources](#).