JEFFERSON COLLEGE
COURSE SYLLABUS

ECE202
EARLY CHILDHOOD EDUCATION PRACTICUM I
2 Credit Hours

Prepared By:
Christy Cornelius

Revised Date: October 2013
By: Laniece Wagner

Dr. Sandy Frey, Chair, Social Science Division
Ms. Shirley Davenport, Dean, Arts & Science Education
ECE202 Early Childhood Education Practicum I

I. CATALOGUE DESCRIPTION

A. Prerequisite: ECE201 Early Childhood Education Laboratory; reading proficiency

B. 2 semester hours credit

C. Early Childhood Education Practicum I involves nine hours weekly of supervised, directed experiences with children in a child care setting and a one hour weekly seminar. (F,S,Su)

II. EXPECTED LEARNING OUTCOMES/CORRESPONDING ASSESSMENT MEASURES

| Demonstrate developmentally appropriate practices at the practicum site (MoSTEP 1.2.2) | Practicum experience Journal Reflective analysis |
| Analyze diversity in early education classrooms (MoSTEP 1.2.3) | Assignment Small group discussion |
| Outline emergent literacy skills in children birth-3rd grade (MoSTEP 1.2.1) | Practicum experience Assignment |
| Plan learning experiences to enhance physical motor, cognitive, and social-emotional development in young children (MoSTEP 1.2.2) | Practicum experience Assignment |
| Compare and contrast daily classroom schedules for toddlers and preschoolers (MoSTEP 1.2.6) | Assignment Small group discussion Practicum experience |
| Identify the development of self-help skills in young children (MoSTEP 1.2.1) | Assignment Practicum experience |
| Identify problem solving skills among young children. (MoSTEP 1.2.1) | Small group discussion Assignment Practicum experience |

III. OUTLINE OF TOPICS

A. Developing social skills
   1. Modeling appropriate social skills
   2. Writing objectives and goals for activities
   3. Helping children learn to respect the rights and property of others
   4. Assisting in the development of self-help skills
B. Creating a learning environment
   1. Planning appropriate learning centers for children at each age level
   2. Planning for individual and group needs
   3. Establishing an appropriate daily schedule for each age group
   4. Evaluating and adapting learning activities to accommodate children with special needs

C. Developing cognitive skills
   1. Planning developmentally appropriate learning experiences in all curricular areas
   2. Guiding problem solving and decision making skills
   3. Understanding the progression of cognitive development in young children

D. Encouraging creative expression
   1. Providing unstructured materials
   2. Planning learning experiences which promote creativity

E. Relating to families
   1. Maintaining confidentiality
   2. Demonstrating professionalism

F. Promoting physical development
   1. Providing opportunities for sensory development
   2. Encouraging large and small motor skill development

IV. METHODS OF INSTRUCTION

A. Hands on experience with children in an approved practicum setting

B. Group discussion

C. Self-reflection, through journal writings

D. Mentoring with lab supervisor

E. Technology (internet websites)

F. Individualized instruction at the practicum site

V. REQUIRED TEXTBOOK

VI. REQUIRED MATERIALS
A. ECE Practicum I packet of competency sheets
B. Textbook

VII. SUPPLEMENTAL REFERENCES
A. Library holdings
B. Professional journals

VIII. METHODS OF EVALUATION
A. Attendance and participation at the practicum site
B. Journals
C. Assignments
D. Instructor evaluations
E. Reflective analysis

IX. ADA-AA STATEMENT
Any student requiring special accommodations should contact the Americans with Disabilities Act Amendments Act (ADAAA) office at (636) 481-3169 or (636) 797-3000, x3169, and discuss accommodations with the instructor.

X. ACADEMIC HONESTY STATEMENT
All students are responsible for complying with campus policies as stated in the Student Handbook (see College website, http://www.jeffco.edu/jeffco/index.php?option=com_weblinks&catid=26&Itemid=84).