SOUTHEAST COMMUNITY COLLEGE
DIVISION OF ARTS AND SCIENCES
Early Childhood Education
Revision Date: 07-01-20
Syllabus Statements

I. CATALOG DESCRIPTION

Course Number:	ECED 1610
Course Title	Infant Practicum
Prerequisite(s):	Taken with or after ECED1220 and ECED1110
Catalog Description:	This course is designed to provide an understanding of the developmental stages of children from birth through 18 months-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 infants are 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
Class Hours:	0
Lab Hours:	45
Total Contact Hours:	45

II. COURSE OBJECTIVES: *Course will:*

A. Describe how to be a reliable early childhood caregiver and educator.
B. Explore the developmental stages of children from birth-18 months of age.
C. Examine the necessary components of a developmentally appropriate infant environment including considerations for adaptations for children with special needs.
D. Identify appropriate guidance/interaction techniques to use with young children.
E. Describe the various methods of observation and the guidelines associated with each method.
F. Implement and analyze various observation techniques with children birth-18 months of age.
G. Explore early childhood supervisory skills in a manner that ensure the children's health, safety and overall well-being.
H. Help develop and implement appropriate curriculum plans for children birth-18 months of age including considerations for adaptations for children with special needs.
I. Examine policies, regulations and routines of the early childhood setting and/or the supervising college program.
J. Examine the application of professional ethics and integrity.
K. Develop appropriate communication skills with peers, staff, parents, and children.
L. Develop an appreciation of the individual likenesses and differences among children, families and colleagues.

III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES:

A. Student Learning Outcomes: *Student 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 birth to 18 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 birth-18 months.
6. Analyze the results of various observation techniques used with children from birth-18 months.
7. Assist the cooperating teacher/caregiver in managing the early childhood environment to promote health, safety, and emotional well-being of each child.
8. Plan, carry out and implement developmentally appropriate curriculum plans established by the cooperating teacher.
9. Follow 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.

B. General Education Learning Outcomes

1. GELO #1: Oral Communication
   Outcome: Competently communicate messages – both verbally and nonverbally – to a variety of audience types and in a variety of situations.
2. GELO #6: Career and Life Skills
   Outcome: Demonstrate choices that reflect personal responsibility in one's academic, civic, social, and vocational/professional life.

IV. CONTENT/TOPICAL OUTLINE (*course outline may provide more detailed information)*

A. Introduction/Letters
B. Observations in four areas
C. Child Development Observation/Assessment
D. Experiential checklist
E. Literacy Experience/Song & Finger Play Experience
F. Reflection Paper
G. Parent involvement/Professional event
H. Self-evaluation

V. INSTRUCTIONAL MATERIALS

A. Required Text(s):

1. ECED1610 *Practicum Packet*, Children's Book determined quarterly

B. Other Resources:

1. Students may need to provide learning materials for children as part of their practicum experiences. Students are encouraged to keep expenses to a minimum by shopping for good, used items or constructing quality, homemade toys and activities.

VI. METHODS OF PRESENTATION/INSTRUCTION

A. Methods of presentation typically include a combination of the following:

1. 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 by email) will encourage students to examine their experiences and get

feedback from others. Individual conferences (held in person, by email, or by phone) with the instructor will help support and guide the students toward improved skills in an infant and toddler early childhood setting.

VII. METHODS OF EVALUATION

A. Methods of evaluation typically include a combination of the following:

1. 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 infants. Students will also be assessed based upon their communication with children, families, and colleagues in the infant setting.

B. SCC GRADING SCALE

A+	95-100	C+	75-79	F	59 or less
A	90-94	C	70-74		
B+	85-89	D+	65-69		
B	80-84	D	60-64		

VIII. SPECIFIC COURSE REQUIREMENTS:

Through practicum experiences, students are being trained as potential employees in the early childhood profession. The 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 of the cooperating site are depending on students as an integral part of the total early childhood program team.

In addition students will:

A. Attend practicum at all arranged times, practice good employment skills, share ideas with others during staffing, and support others in their learning process.

B. Inform the site **and** the practicum instructor if they are going to be absent. If unable to complete the course, the student should officially withdraw from the class.

C. Successfully complete all projects and assignments.

D. Adhere to all policies and practices of the cooperating site and the college program.

E. Obtain a grade of "C" or higher to take ECED2065 Child Care Head Teacher Practicum.

F. Any student receiving a grade of "C" in **more than one** practicum will be required to enroll in Individualized Practicum – ECED2627 to gain additional experience in preparation for ECED 2065.