

Prepared by the Department of Social Science, Behavioral Science, and Human Services

Date Approved by Department: August 22, 2016

Date Approved by Curriculum and Programs: October 19, 2016

Effective: Fall 2017

1. **Course Number:** ECE230
Course Title: Practicum in Early Childhood Education Preschool
2. **Description:** This course provides the student with the opportunity to work directly with infants, toddlers, or preschool children in an inclusive early childhood education program. Coursework includes 150 hours (12 hours/week minimum) working in a Massachusetts licensed or NAEYC accredited child care facility, as well as a weekly seminar class. The practicum meets state requirements for 9 months child care experience. (150 field work hours; 14 class hours).
3. **Student Learning Outcomes:** Upon successful completion of this course, students are able to do the following.
 - 1 Standard: Promoting Child Development & Learning
 - 1a. Knowing and understanding young's children's characteristics and needs.
 - 1b. Knowing and understanding the multiple influences on development and learning.
 - 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.
 - 2 Standard: Building Family & Community Relationships
 - 2a. Knowing about and understanding diverse family and community characteristics
 - 2b. Supporting and engaging families and communities through respectful, reciprocal relationships.
 - 2c. Involving families and communities in young children's development and learning.
 - 3 Standard: Observing, Documenting, and Assessing to Support Young Children and Families
 - 3a. Understanding the goals, benefits, and uses of assessment-including its use in development of appropriate goals, curriculum, and teaching strategies for young children.
 - 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.
 - 3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
 - 3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.
 - 4 Standard: Using Developmentally Effective Approaches
 - 4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.
 - 4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.
 - 4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.
 - 4d. Reflecting on own practice to promote positive outcomes for each child.
 - 5 Standard: Using Content Knowledge to Build Meaningful Curriculum
 - 5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

- 5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.
- 5c. Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and challenging curriculum for each child.

6 Standard: Becoming a Professional

- 6a. Identifying and involving oneself with the early childhood field.
- 6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.
- 6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d. Integrating knowledgeable, reflective, and critical perspectives on early education.
- 6e. Engaging in informed advocacy for young children and the early childhood profession.

7 Supportive Skills

- SS1. Self- assessment and self- advocacy.
- SS2. Mastering and applying foundational concepts from general education.
- SS3. Written and verbal skills.
- SS4. Making connections between prior knowledge/experience and new learning.
- SS5. Identifying and using professional resources.

4. **Credits:** 6 credits

5. **Satisfies General Education Requirement:** No

6. **Prerequisites:** ECE105 (Introduction to Young Children with Special Needs), ECE201 (Preschool Curriculum Planning), PSY201 (Child Psychology), (ECE200 Teaching Infants & Toddlers or ECE202 Advanced Curriculum Development), and a minimum 2.0 GPA in ECE courses

7. **Semesters Offered:** Fall, Spring

8. **Suggested General Guidelines for Evaluation:** Students are evaluated on attendance and participation in both the field hours and the seminar. Students receive a midterm and final evaluation from the site supervisor, and a final evaluation from the practicum supervisor. Students must complete all lesson plans, observations and hours and final portfolio to receive a passing grade.

9. **General Topical Outline:** Professional ethics, Behavior management and child guidance, social and emotional development, curriculum planning, diversity and anti-bias curriculum, children with special needs, assessment of children, parent and staff relations.