

**SCHOOL OF EDUCATIONAL AND BEHAVIORAL SCIENCES**

**DEPARTMENT OF EDUCATION**

**SYLLABUS OVERVIEW/SCHEDULE/INSTRUCTIONS**

**I. COURSE NAME AND NUMBER: ECEC 2111 Young Child Practicum  
ECEC 2111**

**Credit Hours: 1**

Instructor: Ms. Tanisha Billingslea      Nance Boyer 1078F  
Office Number: 581-2305      Email: tanishab@cameron.edu  
Office Hours: As Posted      Classroom: As assigned

**II. COURSE DESCRIPTION AND KNOWLEDGE BASE:**

Supervised practical experiences with school age children (5 - 8 years old) in the workplace. This course requires 100 clock hours in the workplace. Prerequisites: ECEC 1213 or concurrent enrollment and consent of instructor which includes arrangements for the practicum site prior to enrollment.

**III. CONCEPTUAL FRAMEWORK:**

The Department of Education at Cameron University is dedicated to producing **COMPETENT, CARING, and COMMITTED** educators, who can successfully work with diverse students.

An educator who is **COMPETENT** displays the following dispositions:

- Values the subject matter (s)he teaches
- Appreciates multiple teaching strategies
- Uses fair and consistent practices

An educator who is **CARING** displays the following dispositions:

- Exhibits a belief that all students can learn
- Demonstrates strong interpersonal skills
- Is sensitive to student needs

An educator who is **COMMITTED** displays the following dispositions:

- Demonstrates professionalism
- Is a reflective decision-maker
- Is dedicated to the profession



#### **IV. SPECIFIC LEARNING OBJECTIVES**

**The following objectives are aligned with the National Association for Education of Young Children (NAEYC) Standards. Please see attached standards.**

The students who successfully complete this course will be able to:

- A. use their knowledge of children's interests and development to plan developmentally appropriate activities for preschool-age children.(#'s 1, 4b, 4d)
- B. use a variety of resources when planning curriculum.(#'s 1, 4b, 4d)
- C. plan a curriculum that includes all areas of development.(#'s 1, 4b, 4d)
- D. use developmentally appropriate guidance techniques while working with preschool-age children. (#'s 1, 4b)
- E. cooperate with others in the child-care setting. (#'s 2, 5)

#### **V. TEACHING STRATEGIES:**

This class will utilize class discussion and videos, which primarily center on the weaknesses reported in the self-evaluation.

#### **VI. ACTIVITIES, REQUIREMENTS, AND ASSIGNMENTS**

The student is expected to be a contributing member of our class community. Therefore, you are expected to actively participate in class discussions and activities. Students will complete the following assignments.

- A. Work at the practicum site with children ages 3 to 5 years for a minimum of 100 hours. (NAEYC 5)
- B. Complete and submit a Practicum Data Sheet. (NAEYC 5)
- C. Meet with the instructor 1 hour each week to discuss any ideas or concerns. (NAEYC 5)
- D. Write a one week lesson plan that incorporates activities from each of the following areas: language, art, physical, intellectual, emotional, social. (NAEYC 1, 4, 4b 4d)
- E. Write a 200 – 500 word summary of your experience during your practicum. Include a statement telling how you have grown through this experience. Also include what you would do differently if you were to do the practicum again. (NAEYC 5)
- F. Complete three self-evaluations: one in the first ten hours; one after sixty hours; and one in the last ten hours. (NAEYC 5)
- G. Develop one form of parent communication. (NAEYC 2, 5)

#### **VII. TEXTBOOK**

None.

#### **VIII. EVALUATION/GRADING**

Grading will be on a Pass/Fail basis. Because a practicum is intended for the student to obtain practical, hands-on experience and learn from that experience, attendance at the practicum site and meetings with the instructor will count heavily.

- Attendance at practicum site – 5 points per hour (maximum 500)
- Attendance at weekly meeting with instructor – 5 points per meeting (maximum 75 points)
- Practicum data sheet - 20 points
- Lesson plan - 300 points
- Self-evaluations - 100 points each (300 total)
- Parent communication - 50 points
- Experience report-200 points

Points will be recorded for each item listed above. The total number of points possible is 1445 points. You must have at least 1012 points to pass.

All assignments are to be free of spelling and grammatical errors. Each assignment submitted should represent the **original** work of the student whose name is written on the paper. Submitting assignments that are not original is academically unacceptable according to the Cameron University Student Handbook. Such work will receive zero points for the assignment and will not be allowed to be resubmitted. Credit for others' ideas or words must be cited in work.

**Late Work:**

Grades on late assignments will be lowered by 20% for each class meeting they are late. Students may turn in one late assignment with no penalty.

**IX. ATTENDANCE/WITHDRAWAL**

Students are expected to be at the practicum site at the agreed upon days and times. If an emergency occurs and you cannot make it to the site, you are responsible for contacting the practicum site and the instructor. You will be given a Practicum Record Sheet on which to record the hours you have spent at the practicum site. Students are also required to meet with the instructor one per week. **Please note, students who miss more than two scheduled meetings with the instructor or at the practicum sight will have their total points lowered by 10% for each additional absence.**

Students who cease to attend class and who do not officially withdraw from the course will receive an “F” in the course regardless of their grade at the time they cease to attend class. Current Cameron policy prohibits the instructor from giving students a grade of “W” in such a circumstance.

**Important Dates:**

- Last date to enroll or add a class.....August 27, 2007
- Last date for full refund.....August 31, 2007
- Last date to drop without entry on transcript.....August 31, 2007

Last date to withdraw with an automatic 'W' .....November 14, 2007  
Last date to withdraw from a class.....December 3, 2007

### VIII. COURSE OUTLINE AND SCHEDULE: Subject To Change

Week one - Orientation,  
Week two -Developmental appropriateness, Lesson plans - Practicum Data Sheet Due  
Week three -Language Development  
Week four -Dealing with families in crisis – 1st self-evaluation  
Week five -Physical  
Week six -Intellectual, Aesthetics  
Week seven -Emotional and Social  
Week eight - Room Arrangement, Scheduling  
Week nine - Open Forum -2<sup>nd</sup> self-evaluation  
Week ten - Parent Communication  
Week eleven - Health and Safety – Parent Communication Due  
Week twelve - Child Abuse Recognition  
Week thirteen – Identifying Drug Abuse in Parents  
Week fourteen - Special needs, - Lesson plan due  
Week fifteen - Multiculturalism - 3<sup>rd</sup> self - evaluation  
Week sixteen - Review of experience - summary of experience due

**ADA Statement: It is the policy of Cameron University to accommodate students with disabilities, pursuant to federal and state law. Students with disabilities who need classroom accommodations must make their requests by contacting the Office of Student Development at (580)581-2209, North Shepler Room 314.**

**Should an emergency arise while you are on campus and you are using a cell phone, the Cameron University emergency number is 581-2911.**

### IX. BIBLIOGRAPHY

- Billman, J. & Sherman, J.A. (1997). *Observation and participation in early childhood settings: A practicum guide, birth through age five*. Boston: Allyn & Bacon.
- Draper, H.E. & Draper, M.W. (1977). *Studying children: Observing and participating*. Peoria, Ill.: Chas. A. Bennett Co., Inc.
- Herr, J. & Larson, Y.R.L. (2000). *Creative resources for the early childhood classroom*(3rd ed.). Albany: Delmar Publishers Inc.
- Machado, J.M. & Meyer, H.C. (1984). *Early childhood practicum guide*. Albany: Delmar Publishers Inc.
- Morrison, G. S. & Rusher, A.S. (1999). *Playing to learn. Dimensions of Early*

Childhood, 27(2), 3-8.