ECE R112: PRACTICUM IN EARLY CHILDHOOD EDUCATION

Originator
pmendez

College
Oxnard College

Discipline (CB01A)
ECE - Early Childhood Education

Course Number (CB01B)
R112

Course Title (CB02)
Practicum in Early Childhood Education

Banner/Short Title
Practicum in ECE

Credit Type
Credit

Start Term
Fall 2021

Catalog Course Description
This course demonstrates developmentally appropriate early childhood program planning and teaching competencies under the supervision of Early Childhood Education (ECE) faculty and other qualified early education professionals. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Reflective practice will be emphasized as student-teachers design, implement, and evaluate approaches, strategies, and techniques that promote development and learning. Students will explore career pathways, professional development, and teacher responsibilities. C-ID: ECE 210

Taxonomy of Programs (TOP) Code (CB03)
1305.00 - *Child Development/Early Care and Education

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)
B (Transferable to CSU only)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
C - Clearly Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
1 - Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
Will be required

Faculty notes on field trips; include possible destinations or other pertinent information
Students may be assigned to a Day-Care Program, a Preschool Classroom, a Transitonal-Kindergarten, a Kindergarten, a In-Home Day-Care, a Private Preschool Program.

Grading method
Letter Graded

Does this course require an instructional materials fee?
No

Repeatable for Credit
No

Is this course part of a family?
No

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
35
Maximum Contact/In-Class Lecture Hours
35

Activity

Laboratory
Minimum Contact/In-Class Laboratory Hours
52.5
Maximum Contact/In-Class Laboratory Hours
52.5

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
87.5
Total Maximum Contact/In-Class Hours
87.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
70
Maximum Outside-of-Class Hours
70

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
157.5
Total Maximum Student Learning Hours
157.5

Minimum Units (CB07)
3
Maximum Units (CB06)
3

Prerequisites
ECE R102, ECE R106, and ECE R111

Limitations on Enrollment
Current negative TB test or chest x-ray
Others (specify)

Other Limitations on Enrollment
Finger print clearance may be required for some programs or school districts.

Entrance Skills

Entrance Skills

Students must have a general knowledge of child, growth, and development, gross motor, cognitive, social-emotional development, including typical and atypical development. Students must also possess an understanding of Developmentally Appropriate Practices, The California Curriculum Foundations, and Code of Ethics in Early Childhood Education.

Prerequisite Course Objectives

ECE R102-Apply concepts of major theories to behaviors and events in child growth and development.
ECE R102-Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.
ECE R102-Apply current (within the last five years) research to reflective papers that contribute to the student's understanding of child growth and development.
ECE R102-Identify the typical progression of development accross all domains.

ECE R102-Apply objective techniques and skills when observing, interviewing, describing, and evaluating behavior in chidren.
ECE R102-Demonstrate knowledge of how cultural and family contexts influence development.
ECE R102-Recognize typical and atypical behaviors within the physical, cognitive and psychosocial domains.
ECE R106-Describe the legal requirements and ethical responsiblities of professionals working with all children and families.
ECE R106-Identify how the child develops within a system and is influenced by multiple factos of sociaizatin including the educational, political, and socioeconomic impacts on children and families.
ECE R106-Compare historical and current theoretical frameworks of socialization.
ECE R106-compare and contrast diverse family characteristics and perspectives of children and families.
ECE R106-Compare and contrast educational systems and practices.
ECE R106-Describe contemporary social issues and their effects on families and children.
ECE R111-Compare and contrast various observation and assessment tools according to their purpose and validity.
ECE R111-Identify logistical challenges, biases, and preconceptions about observing and assessing children.
ECE R111-Apply basic qualitative and quantitative assessment techniques.
ECE R111-Apply knowledge of development to interpret observations and assessments.
ECE R111-Use observation and assessment tools to evaluate quality in environments, interactions, and curriculum.
ECE R111-Explain how observation and assessment are used to plan for and adjust learning experiences so that children continue to be actively engaged in their learning.
ECE R111-Describe legal and ethical responsibilities in relation to observation, documentation, and record-keeping.

Requisite Justification

Requisite Type
Prerequisite

Requisite
ECE R102

Requisite Description
Course in a sequence

Level of Scrutiny/Justification
Content review

Requisite Type
Prerequisite

Requisite
ECE R106

Requisite Description
Course in a sequence

Level of Scrutiny/Justification
Content review

Requisite Type
Prerequisite

Requisite
ECE R111

Requisite Description
Course in a sequence

Level of Scrutiny/Justification
Content review

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

1	Analyze and implement curriculum and environments that are developmentally and linguistically-appropriate, engaging, and supportive of development and learning based on foundations of early childhood education and knowledge of individual children.
2	Identify and implement a variety of teaching strategies, manage the classroom, monitor children's development and learning, guide behavior, and use reflection on teaching practice to guide future planning.
3	Demonstrate the skills of professional teacher including effective communication, ethical practice, responsibilities to children and families, and commitment to ongoing professional development.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1	Apply current research and developmental theories to plan experiences for young children.
2	Demonstrate developmentally appropriate, professional, and ethical practices in supervised early childhood classrooms.
3	Plan, implement, and evaluate curriculum based on the needs and interests of young children to engage them in learning.
4	Use documentation and assessment to monitor children's progress and to adjust learning experiences.
5	Analyze the impact of the classroom environment and daily routines on children's behavior.
6	Demonstrate how to adjust curriculum, environments, routines, and teaching strategies to meet the individualized needs of young children.
7	Identify and implement strategies to prevent and/or address young children's challenging behaviors and to help children learn to resolve conflicts.
8	Describe Strategies for communication and collaboration with families to support young children's development and learning.
9	Reflect on student teaching experiences to guide future teaching and collaborative practices.
10	Describe the responsibilities and expectations of teachers regarding the supervision of and collaboration with other adults in the Early Childhood Education setting.

Course Content

Lecture/Course Content

1. Theory to Practice
   a. Developmentally, culturally, and linguistically appropriate practices
   b. Current research related to children's development and learning
   c. State and national standards
2. Professionalism and Ethics
   a. The role and responsibilities of the student-teacher
      i. Typical teaching and non-teaching activities in early childhood settings
      ii. Self-reflection and self-assessment
      iii. Ethical practices
      iv. Appropriate communication and interactions with supervising teacher, peers, children, and families
      v. Positive dispositions of caring, support, acceptance, and fairness
3. Planning Instruction and Designing Learning Experiences
   a. The ongoing curriculum development cycle
      i. Observation
         1. Strategies
         2. Focus
      ii. Planning
         1. Based on observation
         2. Elements of a lesson plan
         3. In collaboration with others
      iii. Implementation
         1. Developmentally appropriate practices
         2. Variety of strategies

        a. Intentional teaching
        b. Teachable moments
        c. Child-initiated and teacher-directed interactions
        d. Focused conversations
        e. Flexibility
     iv. Reflection and evaluation
        1. Reflection on the experience
        2. Adaptations for multiple reasons
     v. Documentation
        1. Purpose
        2. Types
  b. Teaching in the content areas
     i. The use of teacher's discipline-based knowledge in the content areas
     ii. Supporting children's content learning and developing skills
     iii. Key content appropriate for young children as contained in the California Preschool Learning Foundations and Curriculum Frameworks
        1. Social and Emotional Development
        2. Language and Literacy
        3. English Language Development
        4. Mathematics
        5. Visual and Performing Arts
        6. Physical Development
        7. Health
        8. History-Social Sciences
        9. Science
     iv. Integration of content areas across the curriculum

4. Environments for Teaching and Learning
  a. Use of space and floor plans indoors and out
  b. Equipment and material selection
  c. Routine and schedule
  d. Effects on behavior

5. Classroom Management
  a. Guidance and behavior management
     i. Developmentally appropriate expectations
     ii. Practive/preemptive guidance strategies
     iii. Interactions and positive interventions
     iv. Cultural perspectives on guidance
     v. Challenging behaviors
     vi. Conflict resolution
  b. Staffing and scheduling
  c. Effects of outside factors

6. Family Engagement
  a. Home school relationships
  b. Respectful communication
  c. Partnering with parents to support children's learning
  d. Preparing for parent conferences

7. Developing as a Professional Educator
  a. Professional Portfolio
  b. Qualifications and standards for teachers in California
     i. Title 22
     ii. Title V
     iii. Commission on Teacher Credentialing Teaching Performance Expectations (TPEs)
  c. Career Ladder
  d. Professional development
  e. Advocacy for children and best practices
  f. Professional responsibilities for the learning outcomes of all children
  g. Skills for working with other adults

     i. Co-plan and co-teach with others
    ii. Supervision of others in the classroom such as aides and parents

Laboratory or Activity Content
1. Perform typical teaching and non-teaching activities.
2. Observe children as basis for planning.
3. Plan and implement curriculum and learning experiences for key content and skill areas across the curriculum based on observation and assessment.
4. Use the environment such as physical space, routines, materials, equipment to promote children's development and learning.
5. Implement learning experiences to meet children's individual needs including first and/or second language acquisition.
6. Demonstrate a variety of teaching strategies.
7. Contribute as member of the teaching team.
8. Use reflection to adjust personal teaching approaches, plans, and the environment.
9. Set developmentally-appropriate expectations for young children's behavior.
10. Document learning and developmental outcomes.
11. Demonstrate ethical and professional practice.

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):
Essay exams
Essays
Individual projects
Journals
Objective exams
Oral presentations
Performances
Portfolios
Quizzes
Role playing

Instructional Methodology

Specify the methods of instruction that may be employed in this course
Collaborative group work
Class activities
Class discussions
Case studies
Distance Education
Instructor-guided interpretation and analysis
Internet research
Lecture
Practica
Small group activities

Describe specific examples of the methods the instructor will use:
1. Instructor will lead small-group projects.
2. Students will engage in discussion with the class and/or small groups, about articles, Early Educational videos, presented by instructor (i.e., The California Preschool Learning and Curriculum Foundations, The National Association for the Education of Young Children educational and professional Standards, and Developmentally Appropriate Practice Guidelines).
3. Instructor will lead class lectures and present scenarios/case studies for students interaction(i.e., Knowing and understanding young children's characteristics and needs, from birth through age 8).
4. Instructor will lecture in detail strategies prior to students: Observing, documenting, assessing, and implementing curriculum activities.
5. Instructor will lead class in lectures covering various professional behaviors to support young children and families. Teaching students how to promote prosocial behavior by interacting in a respectful manner with all staff and children.

6. Students will develop curriculum activities with support from the California Preschool Curriculum and Learning Foundations (Volumes I, 2, and 3).

Representative Course Assignments

Writing Assignments

1. Write reflections on journal articles, the guidelines for the California Preschool Learning and Curriculum Foundations, NAEYC standards, Code of Ethical Conduct in ECE.
2. The students will write a professional resume that they can use to apply for preschool teaching jobs. Included in the resume the students will prepare a "Portfolio" documenting examples of their work with children, i.e. photographs, activities or lesson plans they have done.
3. Fieldwork reflections and evaluation (i.e. the students document their experiences in their student teaching fieldwork).
4. Lesson plans and evaluations. The students will evaluate their master teacher and their site. Also the master teacher will evaluate the student's lesson plans and their interaction with the children.
5. Statement of personal philosophy on working with young children.
6. Students will develop curriculum activities with support from the California Preschool Curriculum and Learning Foundations (Volumes I, 2, and 3).

Critical Thinking Assignments

1. Students will analyze different types of program assessments (i.e., Early Childhood Environmental Rating Scales, School, and Family Child Care: ECERS-3, FCCERS-R, ECERS-E).
2. Compare and contrast Quality Rating and Improvement Systems (QRIS), versus programs that do not follow this criteria.
3. Analyze the National Association for the Education of Young Children Accreditation.
4. Students will compare and contrast NACC Program Accreditation vs. NECPA Program Accreditation
5. Students will analyze Family Child Care Accreditation and Title 22 Licensing regulations for a Family Program.
6. Analyze the implementation of the California Foundations with School-Age Programs, Title 5 and Title 7.

Reading Assignments

1. Read articles from *Young Children* magazine, published by the National Association for the Education of Young Children, assigned by the instructor.
2. Read the California Preschool Curriculum and Learning Foundations (Volumes I, 2, and 3).
3. Read Titles 22 Licensing, Title 5 and Title 7.
4. Read the Manuals for NAEYC; NACC, NECPA Accreditation.
5. Read the guidelines for the California Preschool Learning and Curriculum Foundations, NAEYC standards on: Code of Ethical Conduct in Early Childhood Education and Developmental Appropriate Practices.

Skills Demonstrations

1. Students will demonstrate and implement appropriate developmental activities and lesson plans.

Outside Assignments

Representative Outside Assignments

1. Students will analyze different types of program assessments (i.e., Early Childhood Environmental Rating Scales, School, and Family Child Care: ECERS-3, FCCERS-R, ECERS-E).
2. Compare and contrast Quality Rating and Improvement Systems (QRIS), versus programs that do not follow this criteria.
3. Analyze the National Association for the Education of Young Children Accreditation.
4. Students will compare and contrast NACC Program Accreditation vs. NECPA Program Accreditation
5. Students will analyze Family Child Care Accreditation and Title 22 Licensing regulations for a Family Program.
6. Analyze the implementation of the California Foundations with School-Age Programs, Title 5 and Title 7.

Articulation

C-ID Descriptor Number
ECE 210

Status
Approved

Comparable Courses within the VCCCD
CD M12L - ECE Teaching Practicum Lab
CD V64B - Practicum: Field Experience

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals
Description
California Department of Education, California Preschool Learning Foundations (Volumes I, II, III) 2015. http://www.cde.cd.gov/re/pn/fd/documents/preschoollf.pdf

Description
Californian Department of Education, California Preschool Curriculum Framework (Volumes I, II, and III) 2015 http://www.cde.ca.gov/sp/cd/re/documents/psframeworkkvol1.pdf

Library Resources

Sufficient Library Resources exist
No

Distance Education Addendum

Definitions

Distance Education Modalities
Hybrid (51%–99% online)
Hybrid (1%–50% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.
Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.
Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Face to Face (by student request; cannot be required)	Students may request in-person conferences in conjunction with the face to face portion of the hybrid class.
E-mail	Regular correspondence and announcements.
Asynchronous Dialog (e.g., discussion board)	Regular discussions between via discussion boards and regular correspondence, submission of assignments, lesson plans, quizzes, and exams, and other pertaining activities.
Video Conferencing	The professor may choose to provide online video conference times, YouTube Live Stream/Studio (recording live sessions).
Synchronous Dialog (e.g., online chat)	The professor may choose to provide online chat room conference times and/or Zoom.
Other DE (e.g., recorded lectures)	The professor may choose to record video lectures and presentation. He/She may also use pre-existing video(s) or other digital material(s).
Telephone	The professor may choose to provide telephone conference times.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Face to Face (by student request; cannot be required)	Students may request in-person conferences in conjunction with the face to face portion of the hybrid class.
E-mail	Regular correspondence and announcements.
Asynchronous Dialog (e.g., discussion board)	Regular discussions between via discussion boards and regular correspondence, submission of assignments, lesson plans, quizzes, and exams, and other pertaining activities.
Video Conferencing	The professor may choose to provide online video conference times, YouTube Live Stream/Studio (recording live sessions).
Synchronous Dialog (e.g., online chat)	The professor may choose to provide online chat room conference times and Zoom.

Other DE (e.g., recorded lectures)	The professor may choose to record video lectures and presentation. He/She may also use pre-existing video(s) or other digital material(s).
Telephone	The professor may choose to provide telephone conference times.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
E-mail	Regular correspondence and announcements.
Asynchronous Dialog (e.g., discussion board)	Regular discussions between via discussion boards and regular correspondence, submission of assignments, lesson plans, quizzes, and exams, and other pertaining activities.
Video Conferencing	The professor may choose to provide online video conference times, YouTube Live Stream/Studio (recording live sessions).
Synchronous Dialog (e.g., online chat)	The professor may choose to provide online chat room conference times and/or Zoom.
Other DE (e.g., recorded lectures)	The professor may choose to record video lectures and presentation. He/She may also use pre-existing video(s) or other digital material(s).
Telephone	The professor may choose to provide telephone conference times.

Examinations

Hybrid (1%–50% online) Modality
Online
On campus

Hybrid (51%–99% online) Modality
Online
On campus

Primary Minimum Qualification
CHILD DEV/ECE

Additional Minimum Qualifications

Minimum Qualifications
EarlyChildhood Education

Review and Approval Dates

Department Chair
09/17/2020

Dean
09/17/2020

Technical Review
09/23/2020

Curriculum Committee
09/23/2020

Curriculum Committee
11/25/2020

CCCCO
MM/DD/YYYY

Control Number
CCC000557519

DOE/accreditation approval date
MM/DD/YYYY