ECED-1860: EXPERIENCE WITH YOUNG CHILDREN IN EARLY CHILDHOOD SETTINGS

Cuyahoga Community College

Viewing: ECED-1860: Experience with Young Children in Early Childhood Settings

Board of Trustees:
October 2018

Academic Term:
Fall 2019

Subject Code
ECED - Early Childhood Education

Course Number:
1860

Title:
Experience with Young Children in Early Childhood Settings

Catalog Description:
Supervised teaching experience at an assigned early childhood site(s). Students introduced to developmentally appropriate care and education of young children within assigned setting. Preparation, organization and maintenance of an educational environment, responsive interaction and communication strategies, and planning and presentation of experiences for young children emphasized. Experience provided in relating to wide array of individuality among children. Cultural, familial and developmental diversity, adjustment of children to group setting and development of positive work relationships emphasized.

Credit Hour(s):
3

Lecture Hour(s):
1

Lab Hour(s):
0

Other Hour(s):
8

Other Hour Details:
Practicum: 7 hours per week; Seminar: 1 hour per week

Requisites

Prerequisite and Corequisite
ECED-1010 Introduction to Early Childhood Education: Children's Development and Programs; and ECED-1301 Early Language and Literacy Development: Integrated Curriculum; and ENG-1010 College Composition I, or ENG-101H Honors College Composition I; and instructor approval.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.
The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.

For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online at http://www.tri-c.edu/accessprograms/(http://www.tri-c.edu/accessprograms/). Blackboard accessibility information is available at http://access.blackboard.com.

Eastern (216) 987-2052 - Voice
Metropolitan (216) 987-4344 – Voice. (216) 987-4048 – TTY.
Western (216) 987-5079 – Voice. (216) 987-5117 – TTY.
Westshore (216) 987-3900 – Voice. (216) 987-4048 – TTY.
Brunswick (216) 987-5079 – Voice. (216) 987-5117 – TTY.
Off-Site (216) 987-5079 - Voice

III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts.

Therefore, attendance is recorded in the following ways:
- For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended classes, as described herein, within the first two weeks or equivalent, will be considered not attending.
- For online courses, students are required to login at least twice per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have “Never Attended” a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student's responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called 'artifacts,' for assessment of course and program outcomes and the College's Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student's grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available at http://www.tri-c.edu/student-resources/documents/studenthandbook.pdf You must also

Outcomes
Course Outcome(s):
Through language use and interaction with children, demonstrate understanding of child development and learning.

Essential Learning Outcome Mapping:
Not Applicable: No Essential Learning Outcomes mapped. This course does not require application-level assignments that demonstrate mastery in any of the Essential Learning Outcomes.

Objective(s):
1. Create, implement, and refine experiences that meet the developmental needs of children.
2. In planning, writing and group discussion, demonstrate an understanding of individual differences.

Course Outcome(s):
Use observation, documentation and other appropriate assessment tools.

Objective(s):
1. Use observations to plan appropriate experiences that support the interests of children in the classroom.

Course Outcome(s):
Design, implement and evaluate experiences that promote positive development and learning for all children.

Objective(s):
1. Provide experiences that support active engagement for all children.
2. Co-construct play experiences with all children.
3. Modify the environment and experiences for children who need further support.
4. Articulate and demonstrate the importance of play to child development.

Course Outcome(s):
Use a variety of teaching strategies.

Objective(s):
1. Use conversational partnership strategies, including attentive listening, turn taking, interactive match, and reflective and descriptive speech.
2. Demonstrate an understanding of when and how to ask questions that further children’s inquiry.

Course Outcome(s):
Utilize appropriate communication, self-reflection, interpersonal skills, and ethical decision making when working in an early childhood setting.

Objective(s):
1. Develop knowledge, skills, and dispositions required to model professional ethics.
2. Demonstrate the development of appropriate interpersonal skills necessary for the support of positive relationships among staff members within a center as well as interact with related services professionals (e.g. speech pathologists, physical therapists, occupational therapists, etc.)
3. Convey an attitude of willingness to gain new knowledge, skills, and dispositions in order to modify inappropriate practices.
4. Assess own current communication skills to meet developmental stages of young children.
5. Reflect on own practice as a tool to continue personal and professional growth.

Methods of Evaluation:
1. Completion of assigned hours within course determined time frame
2. Evaluation of student performance at assigned early childhood site:
   a. Demonstration an evaluation of appropriate communication skills with children, staff, and parents
   b. Demonstration an evaluation of ability to informally and formally plan and implement developmentally appropriate experiences and activities for young children
c. Demonstration of beginning ability to follow child’s lead in play activities and/or experiences
d. Demonstration of ability to implement planned experiences and/or activities using effective learning and teaching strategies
e. Evaluation of organizational skills and strategies used within laboratory setting
f. Evaluation of care of physical environment and materials as directed by Cooperating Teacher
g. Evaluation of positive interpersonal skills used in relationships with children, staff, and families
h. Evaluation of ethical conduct displayed during assigned time within the ECED learning center and assigned sites
  i. Ability to describe role of teacher as “partner” with families to support development of young children

3. Reflection paper
4. Tests
5. Quizzes
6. Written assignments
7. Class discussion

Course Content Outline:

1. Introduction and orientation into early childhood settings
   a. Review center policies and procedures
   b. Understand and follow daily schedule for assigned group
   c. Learn individual names and characteristics of children within the assigned setting
   d. Write weekly journal to reflect on experiences with children in early childhood setting

2. Preparation of environment and materials
   a. Apply brain-based research to describe and establish an appropriate temporal and physical environment
   b. Arrange and maintain environment
   c. Display, store, and maintain materials within setting
   d. Rotate materials among classrooms as directed by Cooperating Teacher
   e. Modify and expand room arrangement as directed by Cooperating Teacher

3. Building relationships with children
   a. Analyze children’s similarities and differences
   b. Observe children in order to discern modes of relating and exploration common to each child
   c. Describe effective tools for developing trusting relationships
   d. Identify problems in children’s relationships

4. Development of communication skills
   a. Use each child’s name throughout routines
   b. Support children’s play activity through developmentally appropriate interactions
     i. Verbal and nonverbal communication modes
     ii. Enthusiasm and appropriate involvement in activities
     iii. Children’s actions
     iv. Verbal responses to children’s questioning and curiosity
   c. Expansion of communication skills through combination of description, reflection, commentary, and questions
   d. Understand and incorporate knowledge of brain based research in assessing receptive and expressive language
   e. Discernment and practice of appropriate periods of noninvolvement while observing children’s activities

5. Support of children’s learning
   a. Utilize new brain-based research to track learning modes and developmental interests of individual children
   b. Responding to child-initiated activities and interests in supportive, respectful ways
   c. Modifying teaching and communication approaches to accommodate individual differences
   d. Recognizing indices of social and emotional growth
     i. Promoting smooth routines
   e. Using transitions as learning times

6. Use of positive guidance techniques
   a. Assisting children in the use of words when conflicts occur
   b. Assisting teacher in providing beginning group management
   c. Supporting and practicing positive daily health habits
   d. Assisting in recognition and remediation of possible safety hazards

7. Development of appropriate experiences and activities
   a. Assisting Cooperating Teacher in selecting and displaying materials to support exploration and experimentation
   b. Assisting Cooperating Teacher in providing materials to stimulate a creative expression

8. Creating appropriate classroom learning experiences
a. Developing prop box that promotes use of language through development of role play
b. Using the required ECED activity plan form for planning and implementing an appropriate activity for a small group of children
c. Identifying and planning appropriate field trip experiences

9. Interpersonal skills
   a. Define responsibilities of Cooperating Teacher, Assistant Manager, and other center personnel
   b. Demonstrate a cooperative attitude toward all center personnel
   c. Assume and continue student responsibilities throughout course work
   d. Practice ethical behavior in interactions

10. Concerns, uniqueness and diversity of families
    a. Relating in positive fashion with parents/caregivers who use services of the center
    b. Exploring intra-and inter-family similarities and differences
    c. Ascertaining familial concerns
    d. Developing respect for cultural, racial, ethnic variances among families
    e. Incorporating anti-bias principles
    f. Practicing ethical comportment when relating to families

Resources


Sparks, Louise D. *Anti-Bias Education for Young Children and Ourselves*. National Association for the Education of Young Children, 2012.