

Washtenaw Community College Comprehensive Report

CCP 205 Practicum for the Developing ECE Professional

Proposed Start Semester: ~~Fall 2011~~

Effective

Sp/Su

Course Cover

Division: Math, Natural and Behavioral Sciences

Department: Public Service Careers

Discipline: Child Care Professional

Course Number: 205

Org Number: 15400

Full Course Title: Practicum for the Developing ECE Professional

Transcript Title: ECE Practicum

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: New Course

Change Information:

Rationale: This course meets requirements for a laboratory experience for articulation with EMU's early childhood education major.

Proposed Start Semester: Fall 2011

Course Description: This course provides an introduction to the early childhood education classroom setting. Students volunteer in a pre-approved early childhood classroom under the guidance of a master teacher for three hours a week for a minimum of 12 weeks during the semester (minimum of 36 clock hours).

Course Credit Hours

Variable hours: No

Credits: 1

Lecture Hours: Instructor: 0 **Student:** 0

Lab: Instructor: 0 **Student:** 0

Clinical: Instructor: 0 **Student:** 0

Other: Instructor: 30 **Student:** 36

Total Contact Hours: Instructor: 30 **Student:** 36

Repeatable for Credit: NO

Grading Methods: P/NP (limited to clinical & practica)

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

Requisites

Enrollment Restrictions

consent required

and

Prerequisite

CCP 101 minimum grade "C"

Enrollment Restrictions

CCP 204 corequisite

General Education

sn logged 11/16/10 sjv

Request Course Transfer**Proposed For:**

Eastern Michigan University

Student Learning Outcomes

1. Demonstrate attitudes and behaviors desirable for the developing professional in early childhood education

Assessment 1

Assessment Tool: Practicum instructor ratings of student behaviors in the early childhood classroom

Assessment Date: Fall 2011

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: one third of enrolled students, randomly selected, minimum of 5.

How the assessment will be scored: faculty developed rating scale

Standard of success to be used for this assessment: 70% of samples will score a 4 or 5 on the rating scale

Who will score and analyze the data: Members of the CCP Advisory Committee, or their designees, will analyze the data. This will include comparisons with similar data collected from the supervising classroom teacher and periodic inter-observed reliability checks among CCP instructors.

2. Identify and describe attitudes and behaviors desirable for the developing professional in early childhood education

Assessment 1

Assessment Tool: student reflective journal

Assessment Date: Spring/Summer 2011

Assessment Cycle: Every Three Years

Course section(s)/other population: all sections

Number students to be assessed: one third of students enrolled in CCP 204/205, minimum of 5

How the assessment will be scored: faculty developed rubric

Standard of success to be used for this assessment: 70% of samples will score 4 or 5 on the rubric

Who will score and analyze the data: members of the CCP Advisory Committee or their designees

Course Objectives

1. Identify and demonstrate positive attitudes and professional dispositions appropriate for a pre-service teacher.

Methods of Evaluation

Class Attendance, Participation or Work

Clinical Performance or Competency

Matched Outcomes

1. Demonstrate attitudes and behaviors desirable for the developing professional in early childhood education
2. Identify and describe attitudes and behaviors desirable for the developing professional in early childhood education

2. Identify health and safety issues and requirements in early childhood education settings.

Methods of Evaluation

Clinical Performance or Competency

Matched Outcomes

1. Demonstrate attitudes and behaviors desirable for the developing professional in early childhood education
 2. Identify and describe attitudes and behaviors desirable for the developing professional in early childhood education
3. Articulate the importance of objectivity and demonstrate the process of documenting evidence to support interpretations.

Methods of Evaluation

Clinical Performance or Competency

Matched Outcomes

1. Demonstrate attitudes and behaviors desirable for the developing professional in early childhood education
 2. Identify and describe attitudes and behaviors desirable for the developing professional in early childhood education
4. Use a basic understanding of child development to interpret the behavior of young children and act appropriately.

Methods of Evaluation

Clinical Performance or Competency

Matched Outcomes

1. Demonstrate attitudes and behaviors desirable for the developing professional in early childhood education
 2. Identify and describe attitudes and behaviors desirable for the developing professional in early childhood education
5. Identify developmental and curricular domains in early childhood education and link their own and children's behavior to these domains.

Methods of Evaluation

Clinical Performance or Competency

Matched Outcomes

1. Demonstrate attitudes and behaviors desirable for the developing professional in early childhood education
 2. Identify and describe attitudes and behaviors desirable for the developing professional in early childhood education
6. Identify the impact of teacher language on children and demonstrate skills for conducting responsive conversations with young children.

Methods of Evaluation

Clinical Performance or Competency

Matched Outcomes

1. Demonstrate attitudes and behaviors desirable for the developing professional in early childhood education
2. Identify and describe attitudes and behaviors desirable for the developing professional in early childhood education

7. Identify the impact of gender, race, culture, language, abilities and personal biases on interactions with young children and interact with children appropriately.

Methods of Evaluation

Clinical Performance or Competency

Matched Outcomes

1. Demonstrate attitudes and behaviors desirable for the developing professional in early childhood education
 2. Identify and describe attitudes and behaviors desirable for the developing professional in early childhood education
8. Identify and demonstrate ways to develop respectful, supportive, and educative relationships with young children including emergent bilinguals, children with special needs and children from cultures different than the student's.

Methods of Evaluation

Clinical Performance or Competency

Matched Outcomes

1. Demonstrate attitudes and behaviors desirable for the developing professional in early childhood education
 2. Identify and describe attitudes and behaviors desirable for the developing professional in early childhood education
9. Identify and demonstrate a variety of appropriate guidance techniques to use with young children.

Methods of Evaluation

Clinical Performance or Competency

Matched Outcomes

1. Demonstrate attitudes and behaviors desirable for the developing professional in early childhood education
 2. Identify and describe attitudes and behaviors desirable for the developing professional in early childhood education
10. Access organizations and agencies, and use terms and concepts central to the field of early childhood education.

Methods of Evaluation

Clinical Performance or Competency

Matched Outcomes

1. Demonstrate attitudes and behaviors desirable for the developing professional in early childhood education
2. Identify and describe attitudes and behaviors desirable for the developing professional in early childhood education

New Resources for Course

Pre-selected classroom master teachers to supervise students; we need to select and train these persons to use appropriate supervisory methods
Access to quality early childhood education settings in the community

Course Textbooks/Resources

Textbooks

Manuals
 Periodicals
 Software
 Other

Pre-selected classroom master teachers to supervise students; we need to select and train these persons to use appropriate supervisory methods
 Access to quality early childhood education settings in the community

Equipment/Facilities

Off-Campus Sites

Reviewer	Action	Date
Originator:	<i>Originator</i>	
Department Chair/Area Director: <i>Ruth Walsh</i>	<i>Recommend Approval</i>	<i>Nov 01, 2010</i>
Dean: <i>Martha Showalter</i>	<i>Recommend Approval</i>	<i>Nov 15, 2010</i>
Vice President for Instruction: <i>Stuart Blacklaw</i>	<i>Approve</i>	<i>Dec 07, 2010</i>
President:		