



Broward Community College

Course Outline

STATUS: A

COMMON COURSE NUMBER: CHD 2441

COURSE TITLE: Practicum II

CREDIT HOURS: 3

CONTACT HOURS BREAKDOWN:

Lecture/Discussion 16

Lab 32

Other (Practicum) 78

Contact Hours/Week 3

CATALOG COURSE DESCRIPTION:

Prerequisite: CHD 1940

Corequisite: None

Facilitates practical experiences in techniques of early childhood education. Requires qualified supervision in a school or center for preschool education.

General Education Requirements - Associate of Arts Degree, meets Area(s):
General Education Requirements - Associate in Science Degree, meets Area(s):

UNIT TITLES:

1. Orientation to Student Teaching
2. Programming
3. Guidance, Goals and Techniques
4. Working with Infants and Toddlers
5. Working with Special Needs Children
6. Professional Concerns

LAST REVIEW Academic Year 2004-2005 NEXT REVIEW Academic Year 2009-2010

Interim Revision Dates:

I. Course Overview:

Upon successful completion of this course, the students should be able to develop the skills and competencies identified theoretically in the early childhood core courses within a supervised laboratory experience.

II. Units:

Unit 1. Orientation to Student Teaching

General Outcome:

- 1.0 The students should be able to understand the goals and responsibilities of the student teaching process.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 1.1 Identify important goals of the student teaching experience.
- 1.2 Describe the responsibilities of the student teacher, on-site supervisor, and classroom instructor.
- 1.3 List the professional conduct considerations of student teachers.
- 1.4 Determine common problems of student teachers.
- 1.5 Recognize what is involved with the observation process.

Unit 2. Programming

General Outcome:

- 2.0 The students should be able to discuss the relationship of learning theory to learning plans and to classroom activity planning.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 2.1 Identify the major learning theories influencing early childhood classroom practices.
- 2.2 Create written activity plans employing specific behavioral objectives.
- 2.3 Explain and execute large group, small group, and individualized activity with young children.
- 2.4 Describe how to effectively utilize parents as volunteers and resources.

Unit 3. Guidance, Goals and Techniques

General Outcome:

3.0 The students should be able to design and carry out an effective child guidance program.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 3.1 List three (3) major guidance areas.
- 3.2 Describe five (5) common guidance techniques.
- 3.3 Identify child behaviors used in resisting adult authority.
- 3.4 Identify the elements of a behavior modification plan.
- 3.5 Compare guidance techniques as to their effective-ness.
- 3.6 Describe behavior origins.
- 3.7 Detail the steps in establishing self-control.

Unit 4. Working with Infants and Toddlers

General Outcome:

- 4.0 The students should be able to describe quality infant/toddler programs.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 4.1 Discuss research on infants and toddlers.
- 4.2 Describe the characteristics on infants and toddlers.
- 4.3 Detail the variety of infant/toddler programs.
- 4.4 Identify the characteristics of a quality infant/toddler program.
- 4.5 Create a curriculum for infants and toddlers.
- 4.6 Demonstrate an ability to work effectively with infants and toddlers.

Unit 5. Working with Special Needs Children

General Outcome:

- 5.0 The students should be able to demonstrate an understanding of what is involved with working with the special needs child.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 5.1 Explain Public Law 94-142, "Education of Handicapped Children and Youth."
- 5.2 Discuss the various types of exceptionalities, i.e., mental retardation, visual handicaps, speech impairment, deafness, learning disabilities, emotionally disturbed, and orthopedic impairment.
- 5.3 List characteristics of special needs children.
- 5.4 Describe curriculum considerations in working with the special needs child.
- 5.5 Demonstrate the ability to work with a child who has special needs.
- 5.6 Describe methods and techniques of diagnostic and prescriptive teaching.

Unit 6. Professional Considerations

General Outcome:

6.0 The students should be able to describe professional goals, personal development and growth.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 6.1 Define professionalism.
- 6.2 Explain activities which promote professional growth.
- 6.3 Describe present professional working conditions, status, salary and benefits.
- 6.4 Develop a professional resume.
- 6.5 Explain how to complete applications and handle job interviews.
- 6.6 List laws which effect teacher qualifications, working conditions and liability.

Special Student Projects:

Supervised participation at assigned center(s).