

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



MASTER SYLLABUS

ECHD 105: Orientation to the Field Experience in Early Childhood

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**School of Business & Liberal Arts
Social Sciences Department: Early Childhood
Fall 2022**

A. **TITLE:** Orientation to the Field Experience in Early Childhood

B. **COURSE NUMBER:** ECHD 105

C. **CREDIT HOURS:** 1 Lecture Hour per Week for 15 Weeks

D. **WRITING INTENSIVE COURSE:** No

E. **GER CATEGORY:** n/a

F. **SEMESTER(S) OFFERED:** Fall

G. **COURSE DESCRIPTION:**

The Early Childhood Orientation will prepare students for field work experiences in various Early Childhood settings. Students will become familiar with field work requirements, policies, and procedures. Students will prepare for and complete mandatory health clearances, NYS Office for Children Forms, complete the Foundations in Health and Safety Training, and file all required documents and contracts based on placement sites. Students will become acclimated to the SUNY Canton Early Childhood Field Experience guidelines and understand the role of the college supervisor, site mentor and the responsibilities and expectations of the student. By the end of the course all students will have confirmation of their Field Experience placement site.

ECHD Majors only

H. **PRE-REQUISITES/CO-REQUISITES:**

a. Pre-requisite(s): Introduction to Early Childhood (ECHD 101)

b. Co-requisite(s): Curriculum Development (ECHD 125)

I. **STUDENT LEARNING OUTCOMES:**

PLO 4: *Develop and demonstrate the knowledge and skills necessary to be an effective teacher/caregiver in an early childhood program. Applying principles of developmentally appropriate early childhood programming. Curriculum will relate to the physical environment, material selection, activity planning, and child guidance.*

SLO	PLO	ISLO
a. Examine, compare and acquire knowledge of various early childhood [infant – kindergarten] programs in the community.	4	5
b. Apply knowledge of the importance of self-reflection in professional development.	4	5
c. Apply practical knowledge of student teacher expectations and requirements.	4	5
d. Demonstrate knowledge of the NAEYC Code of Ethics in the ECE profession.	4	5
e. Plan and prepare letters of introduction, field work documents and calendar plans.	4	5
f. Engage in active learning experiences that promote collaboration and professionalism.	4	5

KEY	Institutional Student Learning Outcomes [ISLO 1 – 5]
ISLO #	ISLO & Subsets
1	Communication Skills Oral [O], Written [W]
2	Critical Thinking <i>Critical Analysis [CA], Inquiry & Analysis [IA], Problem Solving [PS]</i>
3	Foundational Skills <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

J. **APPLIED LEARNING COMPONENT:** No

K. TEXTS:

Maiocco, M.P.& Martin, C. L. (2021). *SUNY Canton early childhood field experience handbook*. Early Childhood Program, SUNY Canton

L. REFERENCES:

Copple, C. & Bredekamp, S. (2011). *Basics of developmentally appropriate practice: An introduction for teachers of children 3 to 6*. Washington, DC: NAEYC

Machado, J. & Botnarescue, H. (2011). *Student teaching: Early childhood practicum guide*. Clifton Park, NY: Thomson Delmar Learning

M. EQUIPMENT: Technology Enhanced Classroom

N. GRADING METHOD: A - F

O. SUGGESTED MEASUREMENT CRITERIA/METHODS:

- Assignments
- Field Work Documentation
- Journal
- Final Paper

P. DETAILED COURSE OUTLINE:

I. Orientation to the Field Experience in Early Childhood

- a. Understanding the practicum experience
- b. Preparing for the field experience
- c. Applying knowledge and skills

II. Understanding the Requirements

- a. Handbooks
- b. Forms

III. Roles & Responsibilities

- a. Student
- b. Mentor / On Site Supervisor
- c. College Supervisor

IV. Professionalism

- a. Conduct
- b. Image
- c. Confidentiality

- d. Responsibility
- e. Respect

V. Self-Reflection

- a. Awareness
- b. Challenges

c. Understanding

VI. The Journal

- a. Why & How
- b. Tool for development
- c. Recording observations
- d. Analysis
- e. Insights

VII. Evaluations

- a. Purpose
- b. Self-Evaluation
- c. Formal Evaluation
 - Mentor / Supervisor
 - College Supervisor

VIII. Feedback

- a. Understanding constructive feedback
- b. Feedback as a tool for growth
- c. Problem-solving

IX. Collaboration

- a. Working with
 - Co-Teachers
 - Peers
 - Children
 - Parents
 - Administration

X. Ethics in ECE

- a. NAEYC Standards
- b. Code of Ethics
- c. Values
- d. Addressing ethical dilemmas

XI. Quality

- a. Environment
- b. Curriculum
- c. Interaction
- d. Standards

XII. Sites, Settings, Groups

- a. Head Start
- b. Child Care
- c. Family Child Care
- d. Universal Pre-K
- e. Kindergarten

- f. Infant
- g. Toddler
- h. Pre-school
- i. Kindergarten
- j. Other [Children's Museum, Library, Play-Based Enrichment Program]

XIII. Protocol & Paperwork

- a. Letter of Introduction
- b. Initial visit/meeting
- c. Calendar plan
- d. Health clearances
- e. Contracts
- f. Record-keeping
- g. Organization & time management

XIV. Commitment & Growth

- a. Professional development
- b. Joining associations
- c. Training