TRACK 1: FIELD EXPERIENCE COURSES

**School of Education Externship Coordinators:**

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<tr>
<th>FLORIDA</th>
<th>KANSAS</th>
<th>ILLINOIS</th>
<th>MINNESOTA</th>
<th>WISCONSIN</th>
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<td>Ocala &amp; Ft Myers Campuses</td>
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<td>Moorhead/Fargo, ND Campuses</td>
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<td>Tampa Area Campuses</td>
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**EARLY CHILDHOOD EDUCATION PROGRAM MISSION AND CONCEPTUAL FRAMEWORK**

The goal of the Early Childhood Program is to prepare high quality early childhood education professionals who exhibit best practices in the care and education of young children and their families.

**Mission Statement**
Rasmussen College’s Early Childhood Education Program prepares early childhood educators to serve young children, their families, and their communities.

- We foster and advocate developmentally and culturally appropriate practices among early childhood professionals.
- We value diversity, professionalism, collaboration, and research-based practice.
- We strive to provide young children with meaningful experiences that provide a foundation for a productive life.

**Conceptual Framework**
The Early Childhood Education program at Rasmussen College prepares skilled teachers with a strong theoretical foundation and an understanding of the relationship between theory, teaching, learning, and professionalism. Students receive rich opportunities for practical application in teacher preparation experiences. Rasmussen College is committed to teaching and using positive interpersonal communication skills in a diverse environment.

**TRACK DESCRIPTION**
Students enroll in a field experience (student teaching type field experience and online course). The student’s work with young children and families, as coached by faculty in the online course and by the cooperating teacher, gives the best indication of the student’s ability to apply what the student has learned in the college classroom. The field experience is an opportunity for the student to grow professionally, from wherever they begin, in the early childhood setting.
The purpose of the field experience is for students to apply knowledge gained from college coursework, faculty, cooperating teacher and colleagues. The combination of theory and practice will help the student develop skills as an early childhood professional.

**TRACK DETAILS**

Consists of three required courses—Field Experience I, Field Experience II and Field Experience III. Each Field Experience course consists of:

- 4 credits
- Field Hours: 30 hour requirement of work with young children and families
- Required hours must be completed within the 5.5 week course with the expectation of applying what you learn in the classroom to your work in the field
- Online Course: Assignments, Discussions and Time Sheets
- Live Virtual Classrooms- weekly synchronous sessions with their instructor and peers

The successful completion of both—online course and field hours-- are required to complete the requirements of each of the courses in the Field Experience Track.

**CURRICULUM OVERVIEW**

**EEC1960: Field Experience I: Knowledge**

**Week 1: Policies, Procedures, Guidelines and Standards for the Early Childhood Educator**

Week 01 Objectives:

By the end of this module students should be able to:

- Locate early childhood policies and procedures associated with your Field Experience site.
- Explain how national and state standards affect program quality.
- Discuss Field Experience expectations and procedures.

**Week 2: Developmentally Appropriate Practices and Learning**

Week 02 Objectives:

By the end of this module students should be able to:

- Distinguish between developmentally appropriate and inappropriate techniques and learning strategies.
- Describe how educators use their knowledge and understanding about how children learn and grow to impact children’s healthy development and self-esteem.
- Reflect on your Field Experience and role as an ECE professional.

**Week 3: Play within our Everyday Routines and Activities**

Week 03 Objectives:

By the end of this module students should be able to:

- Identify different play theories.
- Explain how play promotes child development and learning.
- Plan activities that foster learning in all the developmental domains.
- Reflect on your Field Experience and role as an ECE professional.
**CURRICULUM OVERVIEW**

**Week 4: Nurturing Positive Relationships, Interactions, and Environments**

Week 04 Objectives:

By the end of this module students should be able to:

- Discuss how educators impact healthy development through positive guidance.
- Identify characteristics of positive relationships and supportive interactions.
- Practice using developmentally appropriate guidance in early childhood education.
- Reflect on your Field Experience and role as an ECE professional.

**Week 5: Engaging in Positive, Professional Communication**

Week 05 Objectives:

By the end of this module students should be able to:

- Identify different forms of positive communication appropriate for diverse audiences.
- Engage in positive relationships and supportive interactions with co-workers, children, families, and the community.
- Reflect on your Field Experience and role as an ECE professional.

**Week 6: Diversity and Cultural Appropriateness in Early Childhood Education**

Week 06 Objectives:

By the end of this module students should be able to:

- Identify components of developmentally and culturally appropriate environments.
- Evaluate observed early childhood environments for cultural appropriateness.
- Reflect on your Field Experience and role as an ECE professional.

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**EEC1961 Field Experience II: Planning**

**Week 1: The Planning Cycle**

Students will focus on reflective practice while we investigate and apply best practices. Intentional planning and teaching to support the optimal development and learning of our nation’s youngest will be our goal. We will reach this goal over the next eleven weeks by creating an intentional lesson plan while using the planning cycle to support optimal learning.

In order to provide quality learning opportunities we use the planning cycle. The planning cycle is an ongoing reflective process which encompasses several components which together, support our success in intentionally meeting learning outcomes.

Week 01 Objectives:

By the end of this module students should be able to:

- Describe how each element of the planning cycle affects the others.
- Locate and review the licensing guidelines for your state and setting.
- Review early learning standards in your state.
## CURRICULUM OVERVIEW

### Week 2: Observation and Assessment Drives Planning

**Week 02 Objectives:**

By the end of this module students should be able to:

- Describe the importance of observation and assessment to intentional and effective planning.
- Write learning objectives to support the growth and development of a child through one lesson.
- Plan an observation for a lesson reflective of a core competency in your state.
- Communicate a plan to further support development and learning following assessment.

### Week 3: Intentional Teaching and Planning

**Week 03 Objectives:**

By the end of this module students should be able to:

- Identify ways planning impacts the support of children’s unique needs.
- Give examples of intentional teaching strategies.
- Select strategies to organize planning.
- Demonstrate ability to intentionally plan lessons reflective of the planning cycle.
- Describe the importance of observation and assessment to intentional and effective planning.

### Week 4: DAP: Instruction and Guidance

**Week 04 Objectives:**

By the end of this module students should be able to:

- Define differentiated planning and implementation to meet the needs of diverse learners.
- Describe strategies teachers can use to promote children’s learning.
- Demonstrate different learning mechanisms within the classroom.
- Define positive behavior guidance that is developmentally appropriate.
- Implement strategies and techniques that positively support positive behavior.

### Week 5: Planning for Success: Connecting Children, Families, and Community

**Week 05 Objectives:**

By the end of this module students should be able to:

- Describe the importance of developing trusting partnerships with families.
- Give at least three examples of ways you can support reciprocal relationships with families.
- Describe the benefit of extending learning to home and community.
- Create a lesson element to extend learning in the home and community.
- Demonstrate ability to intentionally implement lessons reflective of the planning cycle.

### Week 6: Professional Growth and Responsibility

**Week 06 Objectives:**

By the end of this module students should be able to:

- Set goals for professional growth and development.
- Describe the importance of reflective practice in early childhood education.
- Use evidence-based practices to face challenges related to the role of the early childhood teacher.
- Identify different forms of communication appropriate for diverse audiences regarding learning outcomes.
## CURRICULUM OVERVIEW

### EEC1962 Field Experience III: Reflection

#### Week 1: DAP Standards as Guiding Principles

**Week 01 Objectives:**

By the end of this module students should be able to:

- Review policies, guidelines, and licensing that may guide planning.
- Recognize how state standards can be used in guiding planning and development for children.
- Label what makes a practice developmentally appropriate for young children.
- Engage in hands-on early childhood experiences within your field experience site.

#### Week 2: DAP Child Centered Environments and Guidance

**Week 02 Objectives:**

By the end of this module students should be able to:

- Discuss various developmentally appropriate curriculum.
- Adapt an activity for various ages of young children.
- Practice positive relationships and supportive interactions in the early childhood environment.
- Practice using appropriate guidance in the early childhood environment.

#### Week 3: Diversity and Community

**Week 03 Objectives:**

By the end of this module students should be able to:

- Discuss the importance of family involvement in children's learning.
- Discuss how community impacts children's learning.
- Describe how educating the "whole child" nurtures growth.
- Identify how to plan for the diverse and cultural needs of children.

#### Week 4: Emotionally Intelligent EC Educators

**Week 04 Objectives:**

By the end of this module students should be able to:

- Describe the emotionally intelligent EC educator.
- Discuss the NAEYC code of ethical conduct in interactions with others.
- Suggest ways to collaborate with other professionals in the field.
- Reflect on your Field Experience and its impact on your role as an ECE professional.

#### Week 5: Intentional Teaching is Professional Teaching

**Week 05 Objectives:**

By the end of this module students should be able to:

- Identify personal beliefs related to teaching young children and the role they play as teachers.
- Describe the characteristics of a professional educator.
- Recall prior field experience goals and outline continued growth.

#### Week 6: Professional Ethical Commitment

**Week 06 Objectives:**

By the end of this module students should be able to:

- Identify ways to advocate for children and high quality early care and education.
- Recall prior field experience goals and outline continued growth.
- Reflect on your field experience and its impact on your role as an ECE professional.