

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE  
MASTER SYLLABUS

**CLINICAL PRACTICUM I**  
**ECEd 2130**

**Class Hours: 3.0**

**Credit Hours: 3.0**

**Laboratory Hours: 0.0**

**Date Revised: Fall 00**

**Catalog Course Description:**

Supervised practicum with a minimum of 15 clock hours in seminar and 90 clock hours in an early childhood program offering practical experiences in a learning environment for young children. A study of the physical and human qualities that combine to create a classroom that is safe and healthy, and promotes optimum learning.

**Entry Level Standards:**

Must be able to read and write at the college level.

**Prerequisites:**

None

**Textbook(s) and Other Reference Materials Basic to the Course:**

Required:

*The Creative Curriculum for Early Childhood*, 3rd Ed., 1998, Dodge & Colker. Teaching Strategies, ISBN: 1-879537-06-0.

Supplemental:

*Essentials for Child Development Associates Working with Young Children*, 1991, The Council for Early Childhood Professional Recognition, ISBN: 1-87891-00-X  
Environmental Rating Scale - Infant-Toddler, Early Childhood, School-Age, & Family Day Care  
Tennessee Licensing Standards  
Lending Library of Resource Books and Professional Journal Articles

**I. Week/Unit/Topic Basis:**

<b>Week</b>	<b>Topic</b>
1	Licensing Standards
2	Risk Management
3	Scheduling/Transitions
4	Room Arrangement
5	Learning Centers
6	Guidance and Discipline

7	On-site Practicum
8	On-site Practicum
9	On-site Practicum
10	On-site Practicum
11	On-site Practicum
12	On-site Practicum
13	On-site Practicum
14	On-site Practicum
15	On-site Practicum
16	Final Exam Period

## II. Course Objectives\*:

- A. Assess their environment for risk management factors. I, III, IV
- B. Examine the effectiveness of their learning environment to support active learning. I, III, IV
- C. Plan strategies for addressing problem areas to enhance their environment's safety and effectiveness as a developmentally appropriate learning setting. I, III, IV
- D. Evaluate their role as facilitator of growth and learning in the early childhood environment. I, III, IV

\*Roman numerals after course objectives reference goals of the ECEd program.

## III. Instructional Processes\*:

Students will:

1. Observe classroom dynamics in various educational settings. *Cultural Diversity and Social Adaptation Outcome, Active Learning Strategy, Transitional Strategy*
2. Utilize reflective inquiry thinking processes to integrate text and classroom observation. *Communication Outcome, Problem Solving and Decision Making Outcome*
3. Use journaling as a technique to facilitate classroom observations and discussions. *Communication Outcome, Information Literacy Outcome, Transitional Strategy*
4. Internalize work ethic by demonstrating regular attendance, punctuality, dependability, cooperation with teachers and peers, and professionalism. *Personal Development Outcome*
5. Use Internet for communication with instructor and other class members. *Communication Outcome, Technological Literacy Outcome*

\*Strategies and outcomes listed after instructional processes reference Mississippi State's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

#### **IV. Expectations for Student Performance\*:**

Upon successful completion of this course, the student should be able to:

1. Submit written reflections & reviews on selected readings. D
2. Attend seminar meetings (minimum of 15 clock hours). D
3. Collect in notebook format assignments and resource materials. D
4. Attend work sites related to class or assigned practicum site: minimum of 90 clock hours. D
5. Conduct a risk management check of both indoor and outdoor environments. A, C
6. Evaluate classroom learning environment and list goals for improving. B, C
7. Improve a learning center: document before and after. A, B, C
8. Evaluate daily schedule; collect transition activities. A, B, C
9. Make environmental adaptations for a child with a disability. A, B, C
10. Consult with and be observed by course instructor at assigned practicum site (minimum of one visit, preferably two). D
11. Consult with course instructor to provide follow-up on identified improvements. D
12. Complete a self-evaluation/assessment. D

\*Letters after performance expectations reference the course objectives listed above.

#### **V. Evaluation:**

##### A. Testing Procedures:

Students will be evaluated by the clinical site supervisor.

##### B. Laboratory Expectations:

Students will keep a journal, reflecting on each class topic. They will share in writing the knowledge they have learned and how they will use this knowledge in the classroom.

##### C. Field Work:

Students will observe and assess different early childhood education programs at various sites.

#### **VI. Policies:**

##### A. Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course.

##### B. Academic Dishonesty:

Plagiarism, cheating and other forms of academic dishonesty are prohibited. A student guilty of academic misconduct, either directly or indirectly through participation or assistance, is immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions that may be imposed through the regular Pellissippi State procedures as a result of academic misconduct, the instructor has the authority to assign an F for the exercise or examination or to assign an F in the course.