

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

CLINICAL PRACTICUM II
ECEd 2140

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

Date Revised: Fall 00

Catalog Course Description:

Pre- or in-service supervised clinical experience with a minimum of 15 clock hours in seminar, 45 clock hours in an approved clinical site (NAEYC, NAFCC, or NSACA accredited agency, or TECTA approved site), and 45 clock hours in student's work site.

Entry Level Standards:

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

Prerequisites:

ECEd 2010, 2020, 2040, 2130, or dept. approval

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

Required:

The What, Why, & How of High Quality Early Childhood Education: A Guide for On-Site Supervision, 1995, Koralke, Colker, & Dodge, National Association for the Education of Young Children, ISBN: 093598676.

Supplemental:

Essentials for Child Development Associates Working with Young Children, 1991, The Council for Early Childhood Professional Recognition, ISBN: 1-879891-00-X
Environmental Rating Scales - 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:

Week	Topic
1	Professionalism in the ECE Practicum Setting: NAEYC's Code of Ethical Conduct
2	Developmentally Appropriate Practice: Mental Models for Development, Learning, Guidelines for Practice, and partnership (Circle, Triangle, Star & Square)
3	Licensing Standards
4	Related Children's Literature
5	Diversity/Inclusion

6	Environmental Rating Scales
7	Developing Relationships
8	Leadership Skills
9	The Apprentice/Mentee Role
10	The CDA process: Review; Accreditation
11	Self-Assessment/Goal-setting
12	On-site Practicum
13	On-site Practicum
14	On-site Practicum
15	On-site Practicum
16	Final Exam Period

II. Course Objectives*:

- A. Continue the process of integrating the concepts of early childhood core knowledge into practice with children and families. I, III, IV
- B. Assess their own strengths and needs related to the CDA competency goals in order to make plans for refining implementation in their own work settings. I, III, IV
- C. Complete the documentation required for application for the CDA credential. I, II, 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. A
2. Attend seminar meetings (minimum of 15 clock hours). A, B
3. Collect in notebook format assignments and resource materials. A, B
4. Attend clinical site: minimum of 45 clock hours at mentor's work site. A, B
5. Attend work site related to class: minimum of 45 clock hours. A, B
6. Consult with and be observed by course instructor at assigned practicum site (minimum of one visit, preferably two). A, B
7. Consult with course instructor to provide follow-up on identified improvements. A, B
8. Resolve ethical dilemmas using NAEYC's Code of Ethics. A, B
9. Complete a self-evaluation/assessment. A, B, C

*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.

