NOTE: This course is not designed for transfer credit.

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 2130 and Department approval

Textbook(s) and Other Course Materials:

Required:

Educating Young Children: Active Learning for Preschool and Childcare Programs, 2nd Ed., High/Scope press, 1-57379-104-0

Supplemental:


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:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Developmentally Appropriate Practice: Mental Models for Development, Learning, Guidelines for Practice, and partnership (Circle, Triangle, Star &amp; Square)</td>
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<tr>
<td>2</td>
<td>The Apprentice/Mentee Role</td>
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<tr>
<td>3</td>
<td>The CDA process: Review; Accreditation/ Self-Assessment and Goal Setting</td>
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<tr>
<td>4</td>
<td>Diversity/Inclusion</td>
</tr>
<tr>
<td>5</td>
<td>Environmental Rating Scales</td>
</tr>
<tr>
<td>6</td>
<td>Developing Relationships</td>
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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. 
   *Active Learning Strategy, Transitional Strategy

2. Utilize reflective inquiry thinking processes to integrate text and classroom observation.

3. Use journaling as a technique to facilitate classroom observations and discussions. 
   *Transitional Strategy

4. Internalize work ethic by demonstrating regular attendance, punctuality, dependability, cooperation with teachers and peers, and professionalism.

5. Use Internet for communication with instructor and other class members. *Technological Literacy Outcome

*Strategies and outcomes listed after instructional processes reference TBR’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

*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:

Please refer to the current Pellissippi catalog.

C. Accommodations for disabilities:

If you need accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please inform the instructor immediately. Please see the instructor privately after class or in his/her office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127 or 131 or by phone: 694-6751 (Voice/TTY) or 539-7153.

Posted: October 5, 2006