PELLISSIPPI STATE COMMUNITY COLLEGE  
MASTER SYLLABUS  
INITIAL PRACTICUM  
ECED 2130

Class Hours:  3.0  
Credit Hours:  3.0  
Laboratory Hours:  0.0  
Revised:  Fall 2013

NOTE: This course is not designed for transfer credit.

Catalog Course Description:

Supervised practicum with a minimum of 30 clock hours in seminar and 45 clock hours in early childhood practical experiences. Course includes a study of the physical and human qualities that combine to create an environment that is safe and healthy and that promotes optimal learning for young children (birth through age 8).

Entry Level Standards:

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

Prerequisites:

ECED 2010  or department approval

Textbook(s) and Other Course Materials:

Required:
There is no textbook required for this course.

Supplemental:
Web materials from:  www.vanderbilt.edu/csefel

I. Week/Unit/Topic Basis:

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction and Overview of Packet</td>
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<tr>
<td>2</td>
<td>Active Learning/Intentional Teaching</td>
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<tr>
<td>3</td>
<td>Adult Child Interactions</td>
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<td>4</td>
<td>Environments/Room Arrangement/Learning Centers</td>
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<td>5</td>
<td>Daily Routines/Transitions</td>
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<td>6</td>
<td>On-site Practicum</td>
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<td>7</td>
<td>On-site Practicum</td>
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<tr>
<td>8</td>
<td>No Class-Spring Break</td>
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II. a. EARLY CHILDHOOD EDUCATION Program Goals:
Upon completion of the Early Childhood Education program, the graduate will have developed the skills, knowledge and abilities to accomplish the following:

I. Be prepared for job entry or career advancement in the child-care field.

II. Use appropriate verbal and written communication skills.

III. Demonstrate understanding of fundamental child development principles that promote positive outcomes for young children (birth through age 8).

IV. Apply on-the-job principles of good work habits, ethical standards and professionalism.

II. b. NAEYC Associate Degree Standards:
The following standards are assessed in this course:

**Standard 1  Promoting Child Development and Learning**

1a Knowing and understanding young children’s characteristics and needs

1b Knowing and understanding the multiple influences on development and learning

1c Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

**Standard 2  Building Family and Community Relationships**

2a Knowing about and understanding diverse family and community characteristics

2b Supporting and engaging families and communities through respectful, reciprocal relationships

2c Involve families and communities in their children’s development and learning

**Standard 3  Observing, Documenting, and Assessing to Support Young Children and Families**

3a Understanding the goals, benefits, and uses of assessment

3b Know about and use observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection
3c Understanding and practicing responsible assessment to promote positive outcomes for each child
3d Knowing about assessment partnerships with families and other professional colleagues

**Standard 4 Using Developmentally Effective Approaches**

4a Understanding positive relationships and supportive interactions as the foundation of their work with children
4b Know and understand effective strategies and tools for early education, including appropriate uses of technology.
4c Use a broad repertoire of developmentally appropriate teaching/learning approaches.
4d Reflect on own practice to promote positive outcomes for each child.

**Standard 5 Using Content Knowledge to Build Meaningful Curriculum**

5a Understand content knowledge and resources in academic disciplines.
5b Know and use the central concepts, inquiry tools, and structures of content areas or academic disciplines.
5c Use own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

**Standard 6 Becoming a Professional**

6a Identifying and involving oneself with the early childhood field
6b Knowing about and upholding ethical standards and other professional guidelines
6c Engaging in continuous, collaborative learning to inform practice
6d Integrating knowledgeable, reflective, and critical perspectives on early education
6e Engaging in informed advocacy for children and the profession

**II. c. Course Goals**: 

A. Assess the early childhood environment for risk management factors. (1c)
B. Examine the effectiveness and of the early childhood learning environment to support active learning. (1c)
C. Plan strategies for addressing problem areas to enhance the early childhood environment's safety and effectiveness as a developmentally appropriate learning setting. (1c)
D. Understand the importance of positive relationships and supportive interactions to children’s development. (2c, 4a, SS 1, 4, 5)
E. Know and understand the importance of positive guidance techniques. (1c, 4a)
F. Become familiar with TN Early Learning Developmental Standards, The Teaching Pyramid strategies, TN Child Care systems. (SS 1, 4, 5)
G. Use developmental knowledge to plan developmentally appropriate learning area (1c, SS 1, 4, 5)

H. Plan for effective daily routine and transitions. (4b)

*Numerals after course goals reference goals of the ECED program which are based on NAEYC Associate Degree Standards

III. Expected Student Learning Outcomes*:

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

1. Create a safe, healthy, respectful, supportive, and challenging learning environment for young children. (1c, 2c, 4b)

2. Evaluate and reflect on the effectiveness of learning environments. (SS 1, 4, 5)

3. Demonstrate understanding of positive relationships and appropriate guidance through a supportive environment. (1c, 4a)

*Numerals after Student Learning Outcomes reference NAEYC Associate Degree Standards

IV. Evaluation:

A. Testing Procedures:

Students will be evaluated by the clinical site supervisor, observed by the instructor and complete a portfolio.

B. Laboratory Expectations:

N/A

C. Field Work:

Students will observe and assess an early childhood education program and complete a portfolio based on information obtained during the practical experience.

D. Other Evaluation Methods:

N/A

E. Grading Scale:

For 100-point rubric:
A = 90-100 points
B = 80-89 points
C = 70-79 points
D = 60-69 points
F = Below 60 points

V. Policies:

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75
percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of Academic Affairs, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of Academic Affairs.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:

• Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
• Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
• Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one’s own work.
• Taking an exam for another student.
• Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
• Any of the above occurring within the Web or distance learning environment.

Please see the Pellissippi State Policies and Procedures Manual, Policy 04:02:00 Academic/Classroom Conduct and Disciplinary Sanctions for the complete policy.

C. Accommodations for disabilities:

Students that need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his 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 sending email to disabilityservices@pstcc.edu, or visiting Goins 127, 132, 134, 135, 131. More information is available at http://www.pstcc.edu/sswd/.