PELLISSIPPI STATE COMMUNITY COLLEGE  
MASTER SYLLABUS  

Final Practicum  
ECED 2365

Class Hours: 15  
Credit Hours: 3  
Laboratory Hours: 90 Clock Hours  
Revised: Fall 2014

This course is not intended for transfer credit.

Catalog Course Description:

A supervised clinical experience with a minimum of 15 clock hours of instruction and 90 clock hours at a department-approved clinical site. Up to 45 hours may be completed at the student's employment site with department approval. Focuses on the student's demonstration of competencies that produce positive developmental outcomes for children from birth through age 8.

Entry Level Standards:

College level reading and writing. This class is designed as the culminating experience in the program. Students registering for ECEd 2160 should have knowledge of early childhood development and the early childhood curriculum to implement in practice at the practicum site. All ECEd courses should be completed or be in progress during this final term, or the student will need department approval to enroll.

Prerequisites:

ECED 2335

Co requisites:

ECED 2370

Textbook(s) and Other Course Materials:

Required Text:
There is no required textbook for this course.

Other Helpful Materials:


Web materials from: www.vanderbilt.edu/csefel  
I. Week/Unit/Topic Basis:

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<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction/Portfolio Packet</td>
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<td>2</td>
<td>Standard 1/Standard 2</td>
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<td>Standard 5/Standard 6</td>
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<td>On-site Practicum</td>
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<td>Mock Interviews/Professional Portfolios</td>
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II. Course Goals*:

A. Analysis and application of information gained from observations of children to design appropriate experiences that meet the diverse needs of children within the group and program standards. (1a, 1b, 3a, 3b, 4d)

B. Demonstration of the ability to support play and learning through positive interactions and relationships. (4a, 4b, 4d)

C. Understanding and use of appropriate and supportive guidance strategies which promote social and emotional development. (4a, 4b)

D. Demonstration of professionalism related to advocacy, ethical behavior, professional standards, and reflective practice. (6a, 6b, 6c, 6d, 6e)

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

NAEYC Associate Degree Standards:

The following standards are addressed in this course:

Standard 1: Promoting Child Development and Learning

1a. Know and understand children’s characteristics and needs
1b. Know and understand the multiple influences on development and learning
1c. Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
3a. Understand 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

Standard 4: Using Developmentally Effective Approaches
4a. Understand positive relationships and supportive interactions as the foundation of work with young children
4b. Know and understand effective strategies and tools for early education, including appropriate uses of technology
4d. Reflect on own practice to promote positive outcomes for each child

Standard 6: Becoming a Professional
6a. Identify and involve oneself with the early childhood field
6b. Know about and uphold ethical standards and other professional guidelines
6c. Engage in continuous, collaborative learning to inform practice, using technology effectively with young children, with peers, and as a professional resource
6d. Integrate knowledgeable, reflective, and critical perspectives on early education
6e. Engage in informed advocacy for children and the early childhood profession

*Numerals after Student Learning Outcomes reference NAEYC Associate Degree Standards

III. Student Learning Outcomes*:
Upon successful completion of this course, the student should be able to

1. Analyze and apply information gained from observations of children to design appropriate experiences that meet the diverse needs of children within the group and program standards. (1a, 1b, 3a, 3b, 4d)
2. Demonstrate the ability to support play and learning through positive interactions and relationships. (4a, 4b, 4d)
3. Understand and use appropriate and supportive guidance strategies which promote social and emotional development. (4a, 4b)
4. Demonstrate professionalism related to advocacy, ethical behavior, professional standards, and reflective practice. (6a, 6b, 6c, 6d, 6e)

*Numerals after Student Learning Outcomes reference NAEYC Associate Degree Standards

IV. Evaluation:

A. Assessment Procedures:
Students will complete individual assignments, projects and portfolio preparation to demonstrate knowledge of course content. This includes a written analysis of the NAEYC Associate Degree Standards as well as artifacts to support each standard.

B. Field Work:
Students will complete 90 hours of field experience in a site approved by the instructor. Students will work collaboratively with the practicum site staff. Students will complete and implement lesson plans based on Tennessee Early Learning Standards for instructor evaluation at the practicum site.

C. Other Evaluation Methods:
As determined by the instructor.
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 Disability Services (DS) in order to receive accommodations in this course. Disability Services may be contacted by sending email to disabilityservices@pstcc.edu, or by visiting Alexander 130. More information is available at http://www.pstcc.edu/sswd/.