PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS

FINAL PRACTICUM
ECED 2365 (formerly ECED 2160)

Class Hours: 15
Credit Hours: 3.0
Laboratory Hours: 90 Clock Hours
Revised: Fall 2015

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. STEA membership and possible criminal background check required for participation in the field experience component of the course.

Entry Level Standards:
College level reading and writing. This class is designed as the culminating experience in the program. Students registering for ECED 2365 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

Corequisites:
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:
Week    Topic
1        Introduction/Portfolio Packet
2        Standard 1/Standard 2
3        Standard 3/Standard 4
4        Standard 5/Standard 6
5        On-site Practicum
6        On-site Practicum
7        On-site Practicum
8        On-site Practicum
9        Resume Writing Workshop
10       On-site Practicum
11       On-site Practicum
12       On-site Practicum
13       On-site Practicum
14       Mock Interviews/Professional Portfolios
15       Conferences

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. 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

III. Expected Student Learning Outcomes*:

Students will:

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. Testing 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. Laboratory Expectations:

Students will keep a journal, reflecting on each class topic and site observations. Journals will encompass knowledge from prior course work and how it is applied in the practicum setting.

C. 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.
D. Other Evaluation Methods:

As determined by the instructor.

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 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/.