Course Syllabus
ECED 2160 – Final Practicum
Nashville State Community College
Semester: Section:

Class Hours: 1 lecture, 2 lab
Credit Hours: 3
Instructor:
Office:
Phone:
Fax:
E-mail:

Description
Final Practicum is a supervised clinical experience with a minimum of 15 clock hours in instruction and 90 clock hours in a Clinical Site approved by the Department (accredited agency, 3-star, or Department-approved site). Up to 45 hours may be completed in the student's employment site with Department approval. Focuses on the student's demonstration of competencies that produce positive developmental outcomes for young children ages birth through eight. *Pre-requisite*: ECED 2130. *Pre-or co-requisite:* ECED 2070. This should be one of the last courses taken in the ECED program.

Textbooks: Required
No textbook is required. Readings are required and are available in the course on NS Online.

Additional Resources
Center on Social and Emotional Foundations for Early Learning
http://www.csefel.vanderbilt.edu/

The Tennessee Early Learning Developmental Standards
http://www.tennessee.gov/education/ci/earlychildhood/index.shtml

Student Learning Outcomes
Upon successful completion of this course, the student will be able to:

1. Design, implement, and evaluate appropriate learning experiences that meet the diverse needs of children within the group and program standards. **(1c, 4c, 4d, 5a, 5b, 5c)**
2. Demonstrate a variety of teaching strategies to support student learning outcomes through positive interactions and relationships. **(1c, 4a, 4b, 4d)**
3. Understand and use appropriate and supportive guidance strategies which promote social and emotional development. **(1c, 4a, 4b)**
4. Demonstrate professionalism related to advocacy, ethical behavior, professional standards, professional development, and reflective practice. **(6a, 6b, 6c, 6d, 6e)**
5. Engage in collaborative learning to inform practice, using technology effectively with young children, peers, and as a professional resource. **(6c)**

NAEYC Initial Standards
The following standards are addressed in this course:

Standard 1: Promoting Child Development and Learning
>   1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

Standard 4: Using Developmentally Effective Approaches

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

Standard 5: Using Content Knowledge to Build Meaningful Curriculum
5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.
5c. Using 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 early childhood professional guidelines.
6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
6d. Integrating knowledgeable, reflective, and critical perspectives on early education.
6e. Engaging in informed advocacy for young children and the early childhood profession.

Supportive Skills
1. Skills in Self-Assessment and Self-Advocacy
2. Skills in mastering and applying foundational concepts from general education
3. Written and Verbal Communication skills
4. Skills in making connections between prior knowledge/experience and new learning

IDEA Course Evaluation Objectives:
These objectives will be evaluated through student feedback on Course Evaluations.
- **Objective 3:** Learning to *apply* course material (to improve thinking, problem-solving, and decisions)
- **Objective 10:** Developing a clearer understanding of and commitment to personal values.
- **Objective 11:** Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

Major Content Areas:
1. Professionalism in ECE
2. Professional Portfolio
3. The Teaching Project
4. Teacher Interactions and Relationships
5. NAEYC Initial Standards

Field Experiences:
90 clock hours of field experiences in an approved early childhood setting. Arrangements for this experience will be made by college faculty; students who are employed in a licensed or regulated early childhood program may choose to do 45 of the 90 clock hours in their work setting with approval of work supervisor. **Students MUST complete 90 documented hours of field experiences in this course in order to receive credit.** Failure to do so will result in an incomplete grade (I) or an F.

Assessment: Students will be assessed through the following:
1. **Drafts**: Credit will be given for drafts of portfolio and the teaching project for in-class reviews and instructor feedback.
2. **Professionalism Portfolio:** Compile a Professional Portfolio; required contents will be provided by the course instructor. **Must receive at least 65 points on the Portfolio grade in order to receive a C in this course.**
3. **Teaching Project:** Students will engage and document teaching activities in the practicum site. This includes instructor observations, teacher research, designing, implementing, and documenting learning experiences for children, and reflections. **Must receive at least 65 points on the Portfolio grade in order to receive a C in this course.**

4. **Final Practicum Documents:** Time Card, Professional Behavior Evaluation, Thank You to site, and Student Evaluation of Practicum Site.
   NOTE: Students must satisfactorily complete the fieldwork component in order to receive a passing grade for the course. The student must receive a MEETS EXPECTATIONS rating on the Instructor Observations and an ACCEPTABLE RATING on the Professional Behavior Evaluation by practicum site supervisor in order to receive a passing grade in this course.

Grading Criteria:

Grading Criteria	Number & Points Per Item	Points Possible	Approximate Percentage of Final Grade
Drafts	4 (15 points each)	60	21%
Professional Portfolio **Must receive at least 65 points on the Portfolio grade in order to receive a C in this course.**	1 portfolio	100 Must score at least 65	34%
Teaching Project **Must receive at least 65 points on the Teaching Project grade in order to receive a C in this course.**	1 project	100 Must score at least 65	34%
Final Practicum Documents & Reflection: 1)Time Card, 2) Professional Behavior Evaluation, 3) "Thank You" to practicum site, 4) Evaluation of Practicum Site, and Oral Reflection.	5 items	30	11%
Total Points		290	100%

Grading Scale
Grades reflect student progress in course content. Grading scale is as follows:

Grading Scale	Point Spread	Final Grade
90% - 100%	261 - 290 points	A
80% - 89%	232 - 260 points	B
70% - 79%	203 – 231 points	C
60% - 69%	174 – 202 points	D
Below 60% is an F (Failure)	Below 174 points	F

NOTE: All ECED majors in the AAS degree and Technical Certificate programs are required to receive a C or above in all ECED classes

It is the student's responsibility to check D2L and MyNSCC email on a regular basis. These are the official communication channels between the college and students. Students are responsible for the information communicated through those channels. D2L contains specific course information and MyNSCC contains information important for other purposes.

Nashville State Community College has implemented an Early Warning System to notify students via e-mail about academic problems such as poor classroom attendance, poor performance on assignments/tests, poor communication skills, late/missing assignments, and/or lack of classroom participation. Please note that Early Warning Alerts do not affect a student's academic standing.

ECED COURSE POLICIES

These are course policies required for this course. Read these carefully. Following these policies will assist you in completing this course successfully. Please ask questions if you do not understand any expectation in this course. The ECED faculty wants you to do well!

Attendance/Participation Policy
1. Each student is expected to be on time, attend all scheduled classes, and stay for the entire class session. It is not acceptable to walk in and out of class, unless there is an emergency.
2. An absence is defined as non-attendance for any reason, including illness or emergency.
3. **Absences Allowed:**
   >Regular Fall & Spring Semester: <u>No more than 3 absences</u>.
   >Summer 10 week term or Practicum Courses: <u>No more than 2 absences</u>
4. Any student who has more than allowed absences above will receive a grade of "FA" for the term. **An FA computes the same as an F in your grade point average.** Coming to class late (after the instructor has taken attendance) and/or leaving early (before the instructor dismisses the class) counts as a tardy. Three (3) tardies count as one (1) absence. Any student arriving more than 30 minutes after class has started or leaving more than 30 minutes before class is dismissed will be considered as absent for the entire class.
5. Any student who is absent is responsible for the content of the class missed and any assignments given. The student is encouraged to get notes and information missed from another student in the class or contact the instructor.
6. In-class assignments cannot be made up.
7. The instructor's grade book serves as the official record for grades and attendance.

Email Communication Policy
It is the student's responsibility to check D2L (NS Online) and MyNSCC email on a regular basis. These are the official communication channels between the college and students. Students are responsible for the information communicated through those channels. D2L (NS Online) contains specific course information and MyNSCC contains information important for other purposes. It is strongly recommended that course related communication to your instructor be sent through D2L (NS Online) course email. The email is located inside your course website. Contact the Help Desk at 615-353-3678 for support.

Student Conduct
Nashville State has a zero tolerance policy for disruptive conduct in the classroom. The instructor has primary responsibility for control over classroom behavior and maintenance of academic integrity. He/she can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct which violates the general rules and regulations of the College. Disruptive behavior in the classroom may be defined as, but is not limited to, behavior that obstructs or disrupts the learning environment (e.g., offensive language, harassment of students and professors, repeated outbursts from a student which disrupt the flow of instruction or prevents concentration on the subject taught, failure to cooperate in maintaining classroom decorum, etc.), the continued use of any electronic or other noise or light emitting device which disturbs others (e.g., disturbing noises from beepers, cell phones, palm pilots, lap-top computers, games, etc.). Each student should refer to the current Nashville State Student Handbook for guidelines for student conduct.

Class Procedures
The class will be a mixture of lecture, discussion, in-class activities and class participation. The instructor will make every effort to work with you, but you are expected to read assignments <u>before</u> class, pay attention, participate in class, and put effort into assignments.

Assignments, Instructions, and Grading Rubrics
For all assignments, you are expected to follow instructions carefully, study the grading criteria, and ask questions if you do not understand an assignment. For some assignments, you may be required to complete the grading rubric as a self-grading component of the assignment. The purpose of this self-grading is to focus your attention on the expectations for the assignment and enhance your own self-evaluation and critical thinking skills. Even though you may submit a self-scored rubric, the instructor will make the final determination on all grades and scores

Revised November 2013

Assignment Format

All assignments are to be typed (using 10, 11 or 12 pt. font) unless otherwise instructed. Assignments of more than one page should be handed in stapled in the upper left corner. Spelling, punctuation, grammar, and legibility will be taken into consideration in grading all assignments. Assignments should reflect college-level work. Misspelled words, incorrect grammar, and messy assignments will be penalized. Always re-read and proof your work prior to turning it in to the instructor.

Any assignment turned in that is not typed or is unreadable with numerous grammatical and/or spelling errors may be returned to the student ungraded. The student will need to resubmit the assignment, but will receive a reduction in points (see policy for assignments not turned in on the assigned due date).

Cheating and Plagiarism

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. The work you submit must be written in your own words. This means if you use words directly from a textbook, the internet, or another source for information to complete an assignment or exam, you must cite the source. Students guilty of academic dishonesty, either directly or indirectly through participation or assistance are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions that may be imposed through the regular institutional procedures as a result of academic misconduct, **the instructor has the authority to assign an "F" or "zero" for the exercise or examination or to assign an "F" for the course**.

Late Assignments

Students are encouraged to turn in all assignments on time. In the event that you miss a due date, you may turn in the assignment late, up to one week beyond the due date, but no later. Ten percent (10%) of the points for an assignment will be deducted on late work.   No assignments will be accepted more than one week late and no assignment will be accepted beyond the last class meeting.   It is the student's responsibility to make sure the instructor receives the assignment if it is turned in late. See example below:

EXAMPLE: An assignment worth 100 points is due Feb. 10th. The next class meeting is Feb. 17th, a week later. If not turned in on Feb. 10th, then it is considered late and will have 10% (10 points) deducted from total score. You have up until Feb. 17th to turn in the assignment, but no later. As for grading, if you turned in late and earned 90, 10 points will be deducted and your final score will be 80.

Exams

There are no exams in this course.

Experiences with Children

See Practicum Handbook for ECED 2160 for information on practicum site requirements.

Photographs for Assignments

Some assignments may require you to take photographs of your work or project as part of the assignment instructions.   You will need access to a camera of some type in order to meet this expectation. Even though you are asked to document your work through photos, you are NOT required to take photos of children themselves. Many families do not wish their children to be photographed. You must have written permission from families to photograph children.

Questions about Graded Assignments and Appointments for Assistance

If you would like to discuss a grade on an assignment or exam, see the instructor after class to discuss the assignment briefly or make an appointment. Class time will not be used to discuss or review individual grades. You are encouraged to make an appointment with your instructor to discuss any questions or concerns in depth.

College Resources for Support

The college provides several resources to support the academic success of students. The **Learning Center**, located inside the Library, offers students free, drop-in academic assistance with courses in which they are

currently enrolled at the college. Services include access to computers for research, email, tutorials in course content, and software applications used in classes. In addition, tutors are available to help in many subjects, especially mathematics and writing. Free online tutoring for other subjects is also available to students through **Smarthinking**. The **Library** facilitates learning and research for Nashville State students, staff, and faculty. For more information, visit the college website at www.nscc.edu.

Grading Policy for Early Childhood Majors
A grade of C or above must be earned in all early childhood courses prior to graduating with an AAS or Technical Certificate in ECED. If you are majoring in the AAS and/or Technical Certificate programs must receive a C or above in this class in order to meet prerequisite requirements for subsequent classes.

Early Warning Alerts
Nashville State Community College has implemented an Early Warning System to notify students via e-mail about academic problems such as poor classroom attendance, poor performance on assignments/tests, poor communication skills, late/missing assignments, and/or lack of classroom participation. Please note that Early Warning Alerts do not affect a student's academic standing.

Accommodations
Nashville State complies with the Americans with Disabilities Act. Consult with the office of Student Disability Services. If you need any accommodation(s) for this class, notify the instructor by the second class meeting.

NS Online and Course Shell
All courses, face-to-face, hybrid and totally online, have an online course shell that contains important information (syllabus and additional resources) about your course. It is highly important that you become familiar with the online course shell and use it as a resource to support your learning. [This shell is where your instructor will post information in case of class cancellation.-See "Class Cancellations" below.]

To access your course through NS Online, first go to the NSCC homepage (http://www.nscc.edu), then click on "Connect" and scroll down to MyNSCC. Enter your A number and your login to gain access to MyNSCC. You will then click on "NS Online Courses" on the upper right-hand side of the page. Click on the course title under the listing of all your courses and you will be at the home page for your course. Or you may go directly to the NS Online login: https://elearn.nscc.edu/ to gain access to your course.

Class Cancellations – NS Online Assignment
When a class is cancelled due to inclement weather or other unusual circumstances, the instructor will post an assignment on NS Online to be completed before the next class meeting. If you have trouble accessing the internet, notify the instructor through a phone message requesting an alternate assignment.

Cellular Telephone/Pager Policy
The use of cellular telephones and pagers in the classroom is prohibited at Nashville State Community College.

Children in Class
It is the policy of Nashville State Community College that students may **not** bring children into instructional settings such as classrooms, labs, or the Learning Center.

Breaks/Food in Class
The classroom is not an appropriate place or time to eat meals. Please plan on eating before class or during break times**.**

Course Schedule
ECED 2160   Final Practicum
(Schedule and Assignments Subject to Revision by Instructor)

CLASS DATE	Content Topics	Practicum TOPICS Practicum Documents	Items DUE
Class 1	Open-Ended Questions Workshop Syllabus Class Policies Course Overview NAEYC Initial Standards Introduction of Professional Portfolio & The Teaching Project Practice Observing Interactions	Practicum Site Selection Forms to complete Practicum Handbook	**Forms Due**: --Student Information Form & Syllabus Sign-off --Degree Program Field Experiences --Child Care Provider's Medical Report --Proof of Professional Liability
Class 2	Conversations with Children Professional Portfolio	Developing Practicum Site Schedule Sign-up for Instructor Observations	**Draft 1** **Forms Due**: --Student Handbook and Code of Ethics Signatures --Verification of Employment (if applicable)
Class 3	Talking to Children About Art The Teaching Project Interviewing for a Job	Preparing for Instructor Observations	**Draft 2** **Forms Due**: Practicum Site Signatures and Schedule
Class 4	Present Portfolio to Class Professional Interviewing Teacher Research Documentation		**Professional Portfolio due** "**Dress for Success**" this class. Mock Interviews

Class 5	Praise and Encouragement		**Draft 3**
Class 6	The Teaching Project		**Draft 4**
NO Class 7	Turn in at office D-22 by 6:00 pm. No class meeting	No Class	**Teaching Project due**
Exam Week	Share Your Success!	Highlights of Practicum Experiences Return Teaching Projects	**Due**: Time Card, Professional Behavior Evaluation, Thank You to site, Student Evaluation of Practicum Site, and Oral Reflection