

**Nashville State Community College
Social and Behavioral Sciences
Early Childhood Education**

ECED 2365 - Final Practicum

Master Syllabus

The purpose of the syllabus is to tell you how the course is organized, what the expectations are, and how you will be graded. In addition, there is important information about how the college will operate during severe weather and how the college will communicate with you. The syllabus is not a contract. Instead, it is meant to help you succeed in this course. If any of the content changes during the semester, you will be notified.

Course Information:

Course Title: Final Practicum

Credits: 3

Class Hours: 1 class hour, 2 lab hours

Join Class Zoom Meeting (You will use this link to access class):

<https://nsc-educ.zoom.us/j/89058783266?pwd=Qmp5L0tqOG82Y09VUWIZdHJPOVdIZz09>

Course Description:

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. Prerequisite(s): ECED 2335 and prerequisite or co-requisite ECED 2370. This should be one of the last courses taken in the ECED program.

Instructor Information:

Name:

Email:

Office Phone:

Cell Phone:

Office Location:

Office Hours: Check D2L for Campus and Virtual Office Hours

Virtual Office Link:

Course Delivery Method

- **Virtual:** Course meets live via Zoom at a set date and time (**synchronous**).

Required Textbook(s) & Other Materials:

Textbook(s): No textbook is required for this course. Required Readings are assigned. Readings are available online at NS Online in the D2L Shell for this course. You are expected to read each one. You will need ADOBE READER or a similar PDF file reader to open most of the files online.

Once enrolled, all students should verify that they have the correct textbook and materials information by consulting the D2L/NS Online shell for the course. If you are registered with the Access Center and require an alternate format for the textbook and other course materials, please contact the Access Center at 615-353-3721, 615-353-3741, or accesscenter@nsc.edu.

Course Outcomes:

Upon successful completion of this course, students should 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 AAS Degree in ECED at Nashville State is accredited by the National Association for the Education of Young Children (NAEYC). The following NAEYC Initial Standards for Early Childhood Education Professional Preparation 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

Skills in Self-Assessment and Self-Advocacy

Skills in mastering and applying foundational concepts from general education

Written and Verbal Communication skills

Skills in making connections between prior knowledge/experience and new learning

Course Competencies:

- **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

Topics to Be Covered:

- Practicum Placement and Expectations
- Professionalism and Professional Portfolio
- Teacher Interactions and Relationships
- NAEYC Initial Standards
- Teaching Research Project

Course Assessments:

The following performance assessments will be used to demonstrate students' understanding, knowledge, and skills:

- **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.
- **Participation in Class Sessions:** Class participation will include talking, listening, reading, and a variety of activities, which may involve bringing in special items to share with the class.
- **Readings:** You are expected to read each assigned reading and be prepared to discuss in class. Readings are all available online in the course shell in NS Online.
- **Assignments:**

- **Drafts:** Article reviews and draft work for both the professional portfolio and the teaching project. Submit for instructor feedback.
- **Professional Portfolio:** Compile a Professional Portfolio; the course instructor will provide required contents.
- **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.
- **Final Practicum Documents:** Time Card, Professional Behavior Evaluation, Thank You to site, Oral Reflection 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.

Submitting Assignments:

You turn in assignments online to the Assignment Dropbox by the time class begins on the day the assignment is due. (For example, if class starts at 8:30 am, then your assignment is due at 8:30 am. If turned in after 8:30 am, it is considered late.) This class does not meet each week, so be sure to check the Course Schedule as some due dates and times may vary for your submissions. Your assignment will be graded online, and you will have to go online to see your grade and feedback. Assignments cannot be submitted through email; you must use the Assignment Dropbox in the NS Online system.

Grading Scale			
Criteria	Items	Total Points	Approximate Percentage
Drafts	4	60	21%
Professional Portfolio	1	100	34.5%
Teaching Research Project	1	100	34.5%
Final Practicum Documents	5	30	10%
TOTAL POINTS	*	290	100%

Grading Scale:

Letter Grade	Percentage Range	Class Points
A	90- 100%	261-290
B	80 – 89%	232-260
C	70 – 79%	203-231
D	60 – 69%	174-202
F	Below 60%	Below 174

FA

According to NSCC policy, an FA is awarded to students who do not officially withdraw from a course and do not attend after the cut-off date provided in the academic calendar. Please refer to the current academic calendar available on the Nashville State web site, looking for the date that indicates it is the "Last Day to Earn F for Attendance (FA)." Students who stop attending on or before this date receive an FA; students who stop attending after this date receive an F. [Academic Calendar | Nashville State Community College \(nsc.edu\)](https://www.nsc.edu/academic-calendar)

FN

An FN is awarded to students who never attended class.

Grading Policy:

All ECED majors working on a technical certificate or an AAS degree are required to receive a C or above in all ECED classes.

Grades are posted in the grade book on NS Online. To see your grades in this format, click on the "Grades" tab at the top navigation area of the course. All your grades are visible to you and you can track your progress overall in the course.

It is expected that students follow instructions carefully, study the grading criteria, and ask questions if they do not understand an assignment. For each assignment, you will 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. Completing the rubrics will help you practice self-assessment and identify areas for improvement; these are very important skills for a professional in early education. Even though you may submit a self-scored rubric, the instructor will make the final determination on all grades and scores.

Honors Option

If you wish to take this course for honors credit, you must be enrolled in the Honors College and complete an Honors Contract. It is your responsibility to inform your instructor within the first four weeks of the semester that you want to complete an Honors Contract for this course.

Course Policies and Expectations

These are 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! From an academic perspective, you should become familiar with the expectations outlined as follows in the remaining sections of this document. To successfully complete this course, you will need to:

- Check your NS Online email regularly inside this course.
- Schedule 12-15 hours per week to complete assignments, projects, and exams.
- Check the Calendar (or Class Schedule) on a regular basis.
- Follow all the expectations and guidelines established for this course outlined in this Syllabus.

Late Work Policy & Make-up Procedures for Missed Assignments and Work:

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 date. Late assignments are to be submitted to the Assignment Dropbox. You do not need to notify the instructor about late work; the Dropbox is pre-set to allow late submissions up to one week late. See example below about reduction of points.

EXAMPLE: An assignment worth 100 points is due Feb. 10th. The final date to submit is on 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.

Attendance Policy

Absences Allowed: Practicum Courses - No more than 1 absence

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.

- 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
- In-class assignments cannot be made up.
- The instructor's grade book serves as the official record for grades and attendance.
- Absences beyond the allowance can result in a failing grade for the course

For financial aid purposes, attendance is measured by participation in the course. Instructors can determine your level of participation in several ways. Some of those ways are:

- continued attendance
- participation in on-ground or virtual class sessions
- participating in D2L as prompted
- responding to an instructor's email
- posting to a discussion board
- completing and submitting assignments

Participation:

This course is one of the required courses in Early Childhood Education programs, meant to prepare you for the professional work of being a teacher. Professional conduct and courtesy are expected at all times, as is giving the instructor or fellow students your full and polite attention.

Technology Statement

- All classes at the College are web enhanced. “Web enhanced” means that components of the course, such as assignments and online discussions, may be located online in the class D2L/NS Online course shell and used in the course, even if the course meets in a classroom on ground.
- You must have access to a computer and an internet connection to complete assignments, engage in online discussions, and access various course materials through D2L/NS Online course shells.
- You may also be required to use free video conferencing platforms (examples: Zoom, Teams, etc.) for course sessions and meetings.
- You will be responsible for appropriate dress while on video. This means that you are expected to dress as if you were in a classroom.
- You will be responsible for a distraction free environment while on video. This means that the professor and others in the course should not be able to hear noise in your home, such as cell phones, TVs, or barking dogs. The best way to do this is to keep yourself on “mute” until you need to speak.
- You will be responsible for making sure your background is neutral. Keep in mind that students and professors come from all around the world, and you are all a part of our community. Therefore, please avoid having images in your background that may be offensive to your classmates.
- Certain publisher materials, such as textbook figures, may not work on cellphones and may require a laptop or a tablet.
- If you have questions or concerns regarding access to a computer or internet resources, please contact your instructor. Additional information is available on the [access to internet and technology website](#).

Computer Labs

Computers are available for all Nashville State students to use at each campus during open hours. Open computer lab availability may vary from campus to campus.

You should check the NSCC website for current hours of operation.

D2L/NS Online and myNSCC

It is your responsibility to check your email in **both** D2L/NS Online course shells and your @my.nsc.edu (student email) on a regular basis. These are the official communication channels between the college and you. You are responsible for the information communicated through these email channels. D2L/NS Online emails contain specific course information and @my.nsc.edu emails contain important information from college offices, such as Financial Aid.

ADA Compliance Statement

If you need accommodations due to a disability, please do not hesitate to reach out to our Access Center. Disabilities for which you can receive accommodations include documented physical, emotional, and/or learning conditions. Nashville State is committed to supporting your success, and we encourage

you to get assistance if needed. If you require accommodations for any courses in which you are enrolled, contact the Access Center at 615-353-3363, or e-mail accesscenter@nsc.edu.

Classroom Misconduct

Disruptive conduct is not allowed in the classroom. Disruptive conduct is any behavior that prevents students from learning and interferes with the ability of the instructor to teach. This may change from course to course; therefore, your individual instructors will give you guidance on what qualifies as “disruptive conduct” in their courses. Please review the [Nashville State Student Code of Conduct policy](#). Please be aware that children are not allowed in class or to be left unattended on campus.

Academic Misconduct

You have started this academic journey to prepare for a future career. Because of this, it is important that you learn the materials being presented in your courses. For this reason, cheating, in any form, robs you of your opportunity to learn and master the material that will enable you to succeed in that future career. Nashville State has a clear [Academic Misconduct Policy](#) that you are expected to follow. In addition, your instructors will clarify what Academic Misconduct looks like and the consequences for violations in each course that you take. The instructor has the authority to assign an “F” or a “zero” for such violations or for the term grade.

Academic Early Alert System

If you are not doing well in your course, your instructor may send you an Early Alert through your @my.nsc.edu email. This email will go to your academic advisor and Student Success advisor, as well. If you get an Early Alert, contact your instructor immediately. Instructors send these when they want to help you figure out how to get extra support to pass the course. An Early Alert does not mean that you have already failed the course. Rather, it means you are in danger of failing the course if you do not change your learning strategy. Please use an Early Alert to your advantage and as an opportunity to improve your grade.

RAVE Emergency Alert System

You can log in to this free alert system to receive text messages about emergencies related to NSCC campuses through the [RAVE app \(https://www.getrave.com/login/nsc\)](https://www.getrave.com/login/nsc). The instructions for this are listed below.

- Your RAVE Username is your NSCC email address.
- If you've never received an email from RAVE with your password, or if you need to reset your password, select “Forgot your password?” and a new password will be emailed to you.
- Should the RAVE system indicate “user not found”, select Register and create your own RAVE account.

Student Wellness

Your well-being is important to us. With this in mind, the college has several resources available to provide support when needed:

- [Free tutoring](#) can assist you beyond the classroom to help you make the most of your college education.
- [These resources](#) include NSCC email, scheduling, online courses, textbooks, tech check out and support, computer labs on campuses, academic advising, financial advising, COVID-19 information and procedures on campuses.
- [Services](#) that help with bus passes, food, childcare, textbooks, housing, financial counseling, personal counseling, suicide prevention, health insurance.

Equity Statement

Nashville State Community College strives to ensure that each student receives what that student needs to be successful, with goals of success beyond the classroom. We understand and practice ideals of equity and inclusion for our students by embracing a full spectrum of experiences, viewpoints, and intellectual approaches in order to overcome barriers to success.

Inclement Weather & Campus Closings

You get notices about campus closings in these places: text messages from RAVE and [the Nashville State website](#).

Even when campuses are closed, you are still responsible for completing all assigned work. Check D2L/NS Online for a message from your instructor so you do not miss important assignments and due dates, which may change due to the campus closure.

Class Cancellation Policy

Our instructors post messages about cancelling classes in the [D2L/NS Online](#) course shells and/or on the classroom door on campus. These messages can be found in the News and Content section or the Email tab in the online shell. Please check these to be sure that you take advantage of opportunities for learning and points toward your grade.