### Course Description:
This course is a supervised practicum with a minimum of 15 clock hours in seminar and 90 clock hours in a Clinical Site approved by the Department (accredited agency, 3-star or Dept. 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.

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

- Design, implement, and evaluate appropriate learning experiences that meet the diverse needs of children within the group and program standards. (NAEYC Standards 1a, 1c, 5b, 5c)

- Demonstrate a variety of teaching strategies to support student learning outcomes through positive interactions and relationships. (NAEYC Standards 1c, 4a, 4b, 4c)

- Understand and use appropriate and supportive guidance strategies which promote social and emotional development. (NAEYC Standards 1c, 4b, 4c)

- Demonstrate professionalism related to advocacy, ethical behavior, professional standards, professional development, and reflective practice. (NAEYC Standards 6a, 6b, 6d, 6e)

- Engage in collaborative learning to inform practice, using technology effectively with young children, peers, and as a professional resource. (NAEYC Standard 6c)

### Prerequisites:
ECED 2335. This course should be one of the last courses taken in the ECED program.

### Course Topics:
This course focuses on the student’s cumulative understanding of early childhood development as demonstrated through previous course requirements in the ECED program. A portfolio demonstrating the student’s competency in the child development field will be the main focus.

**NAEYC Professional Standards Addressed:**

**Standard 1 – Promoting Child Development & Learning**
- a) Knowing and understanding young children’s characteristics and needs, from birth through age 8.
- b) Knowing and understanding the multiple influences on early development and learning.
- c) Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

**Standard 2 – Building Family and Community Relationships**
- a) Knowing and understanding diverse family and community characteristics.
- b) Supporting and engaging families and communities through respectful, reciprocal relationships.
- c) Involving families and communities in young children’s development and learning.

**Standard 3 – Observing, Documenting, and Assessing to Support Young Children and Families**
- a) Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children.
- b) Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.
- c) Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
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<tr>
<th><strong>Standard 4 – Using Developmentally Effective Approaches</strong></th>
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<td>a) Understanding positive relationships and supportive interactions as the foundation of their work with young children.</td>
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<td>b) Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.</td>
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<td>c) Using a broad repertoire of developmentally appropriate teaching/learning approaches.</td>
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<td>d) Reflecting on own practice to promote positive outcomes for each child.</td>
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<th><strong>Standard 5 – Using Content Knowledge to Build Meaningful Curriculum</strong></th>
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<td>a) Understanding content knowledge and resources in academic disciplines: language and literacy, the arts, mathematics, science, physical activity, health and safety, and social studies.</td>
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<td>b) Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.</td>
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<td>c) Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.</td>
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<th><strong>Standard 6 – Becoming a Professional</strong></th>
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<td>a) Identifying and involving oneself with the early childhood field.</td>
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<td>b) Knowing and upholding ethical standards and other early childhood professional guidelines.</td>
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<td>c) Engaging in continuous collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.</td>
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<td>d) Integrating knowledge, reflective, and critical perspectives on early education.</td>
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<td>e) Engaging in informed advocacy for young children and the early childhood profession.</td>
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<th><strong>Specific Course Requirements:</strong></th>
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<td>This course has the expectation that the student will complete 90 hours of field work, including both observation and demonstration in an early childhood classroom.</td>
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<th><strong>Textbooks, Supplementary Materials, Hardware and Software Requirements</strong></th>
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<td><strong>Required Textbooks/Courseware:</strong></td>
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<tr>
<td><em>The Intentional Teacher, Choosing the Best Strategies for Young Children’s Learning, 1st Ed.</em>, by Epstein, ISBN No. – 9871928896418</td>
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*An Early Childhood Education Portfolio: A Reflective Approach*  Friedman  9781111344337

Visit the DSCC Bookstore at [http://www.dscc.edu/bookstore](http://www.dscc.edu/bookstore) to purchase your textbook.

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<th><strong>Supplementary Materials:</strong></th>
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<th><strong>Software Requirements:</strong></th>
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<td>None.</td>
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<th><strong>Instructor Information</strong></th>
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<tr>
<td><strong>Instructor Name:</strong></td>
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<tr>
<td>Sherry Harpole, MS.Ed.</td>
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<th><strong>Instructor Contact Information:</strong></th>
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<tbody>
<tr>
<td>(731) 286-3362</td>
</tr>
<tr>
<td>Glover Building Rm 250, Main Campus</td>
</tr>
<tr>
<td><a href="mailto:harpole@dscc.edu">harpole@dscc.edu</a></td>
</tr>
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</table>
To access your instructor’s information online:
Visit [www.dscc.edu](http://www.dscc.edu)
1. Click Current Students on the top navigation bar.
2. Click Faculty Profile link located on the left-hand navigation bar.
3. Choose your instructor’s name from the drop-down list.
4. Click the Submit button.

### Office Hours/Virtual Office Hours:
- **Dyersburg:** M (9:30-10:00am, 12:15-1:15pm); W (9:30-10:00am, 12:15-2:00pm); F (9:30-10:00am)
- **Covington:** T (9:30-11, 1-3); R (9:30-11, 1-2)

To access your instructor’s information online:
Visit [www.dscc.edu](http://www.dscc.edu)
1. Click Current Students on the top navigation bar.
2. Click Faculty Profile link located on the left-hand navigation bar.
3. Choose your instructor’s name from the drop-down list.
4. Click the Submit button.

### Instructor Response Time:
I will make every attempt to respond to course email within 24 or 36 hours during the work week, though it may not be possible in all cases. I will notify you when I will not be able to meet the stated response time.

### Assessment and Grading

#### Testing Procedures:
A Professional Portfolio comprises a large portion of the grade in this course and will provide students with an opportunity to showcase their knowledge and ability to work with young children.

#### Grading Procedures:

- Attendance and Participation: 10%
- Final Portfolio: 50%
- Homework and Assignments: 40%
  1. Professional Interview: 50%
  2. Reflection Paper: 20%
  3. Professional Behavior Evaluation: 15%
  4. Teaching Demonstration: 15%

#### Grading Scale:
- A=91-100
- B=81-90
- C=71-80
- D=61-70
- F=60 or below

### Assignments and Participation

#### Assignments and Projects:
For a detailed list of assignments and dates, please see the course calendar in D2L.

#### Punctuality:
This course is designed to guide you through the reflection and design of your Professional Portfolio. Each week, a different component of the portfolio will be discussed. You are expected to build your portfolio as each component is discussed. Procrastination will make it very difficult to meet the requirements of this assignment.

#### Attendance Policy:
### Class Participation:

Students must participate in all aspects of the course. Students are expected to communicate with the instructor as a learning resource, students must check the course bulletin board frequently for announcements, and students must actively participate in threaded discussion events.

### Course Ground Rules

#### General:

1. Participation is required.
2. No cell phone use during class, including texting.
3. Communication with other students in team projects is expected.
4. Learn how to navigate within the course management system.
5. Keep abreast of course announcements.
6. Use the *assigned* college email address as opposed to a personal email address.
7. Address technical problems immediately.
8. Observe course *netiquette* at all times.

#### Email:

1. Always include a subject line.
2. Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
3. Use standard fonts.
4. Do not send large attachments without permission.
5. Special formatting such as centering, audio messages, tables, html, etc., should be avoided unless necessary to complete an assignment or other communication.
6. Respect the privacy of other class members.

#### Discussions:

1. Review the discussion threads thoroughly before entering the discussion. Be a lurker, then a discussant.
2. Try to maintain threads by using the "Reply" button rather than starting a new topic.
3. Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of others’ ideas.
4. Be patient and read the comments of other group members thoroughly before entering your remarks.
5. Be cooperative with group leaders in completing assigned tasks.
6. Be positive and constructive in group discussions.
7. Respond in a thoughtful and timely manner.

#### Web Resources:

1. *Columbia Guide to Online Style* by Janice R. Walker and Todd Taylor
2. *Citation Styles Online* [http://www.bedfordstmartins.com/online/cite6.html](http://www.bedfordstmartins.com/online/cite6.html)

### Other Important Information

### Library Resources

For the DSCC library or help desk visit [www.dscc.edu/lrc](http://www.dscc.edu/lrc).

To ask a question about books, interlibrary loans or other LRC information, call the LRC at 731-286-3361.

For the Tennessee Virtual Library go to [www.tn.regentsdegrees.org](http://www.tn.regentsdegrees.org) and click on TBR Virtual Library.
|--------------------------------|----------------------------------------------------------------------------------|
| **Technical Assistance/Help Desk:** | For technical assistance, contact the DSCC Help Desk.  
Dyersburg Campus - (731) 288-7780  
Jimmy Naifeh Center (JNC) - (901) 475-3177  
Gibson County Center (GCC) - (731) 222-5180  
Visit the Help Desk on the web at [www.dscc.edu/helpdesk](http://www.dscc.edu/helpdesk) for tutorials and other how to guides.  
You may also contact the Help Desk by email at helpdesk@dscc.edu. |
| **Students With Disabilities:** | Dyersburg State Community College is committed to providing a discrimination free environment for all students. Students with disabilities are encouraged to inform the College of any assistance they may need. Please notify the ADA Coordinator at (731) 286-3242. |
| **Syllabus Changes:** | From time to time during the semester, it may be necessary to make changes to the material in the course syllabus. Any necessary changes to the course syllabus will be sent to you by email and posted within the online course material. |
| **Server Outage Disclaimer:** | The server on which DSCC’s web supported/online courses are hosted will be occasionally unavailable due to upgrades and/or maintenance. Regularly scheduled outages will occur during the early morning hours of the second Sunday and third Tuesday of each month. There may also be unplanned downtime due to failures of one kind or another. Because the server is not located at DSCC, the College cannot directly correct these situations. You will need to contact your instructor(s) directly to make accommodations should an unplanned outage prevent you from taking a quiz or submitting an assignment. |
| **Safety / Security** | Dyersburg State makes crime statistic information available to the public through the Annual Security Report. This report can be found at [www.dscc.edu/security](http://www.dscc.edu/security).  
DSCC has an emergency preparedness plan and periodically conducts tests of this plan. To sign up for emergency notifications, Login to Rave at [https://www.getrave.com/login/DSCC](https://www.getrave.com/login/DSCC) and add your contact information. Notice: Standard carrier message and data rates may apply. |
| **Implementation date approved by Instructional Council:** | Provide the date of the semester for which Instructional Council approved implementation of the last changes to the syllabus (course description and/or learning outcomes). |