ECE 130 A, B & C: Practicum Seminar 1, 2, & 3 Spring, 2025

Faculty: Jennifer Vernon, MS **Pronouns:** She/Her/Hers
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Campus: Sylvania (SY)
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Class Times: 5:00– 6:50pm
Days: Thursday
Location: ZOOM
Credit Hours: 2
CRN: 20926, 21168 & 20722 **Dates:** 03/31/2025- 06/15/2025
Prerequisites: WR 115/ RD115 or IRW 115 and MTH 20 or equivalent placement. ECE 130A= ECE 120, ECE 121, ECE 124. ECE 130B= ECE 120, ECE 121, 122i or 123p, HEC 201
Corequisite: ECE 133/131A or 134/131B or 135
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Course Description

130A: Reflects on the introductory skills necessary for supporting the total development of children, ages 6 weeks to 6 years. Focuses on the role of the teacher in implementing a quality early childhood education program. Approved practicum application required.

130B: Builds on the previous practicum and seminar experiences and reflects on the intermediate skills necessary for supporting the total development of children, ages 6 weeks to 6 years. Focuses on the role of the teacher in implementing a quality early childhood education program.

130C: Builds on the previous practicum and seminar experiences to review the advanced skills necessary for supporting the total development of children, ages 6 weeks to 6 years. Focuses on the role of the teacher in implementing a developmental program of early childhood education.

Addendum: Participating students are expected to attend seminar as scheduled and on time, actively participate in all aspects of the seminar, and complete all required assignments for seminar.

Texts and Supplemental Materials
Available in the PCC Sylvania bookstore.

Required Materials

American Psychological Association (APA) (2020). *Concise guide to APA style* (7th ed.).
  Washington, DC: Author.

Teachstone (2018). Teachstone CLASS Dictionary. Teachstone Training LLC. (V1.3);
> Charlottesville, VA.

Teachstone (2018). Teachstone CLASS Strategy Cards. Teachstone Training LLC. (
> V1.3); Charlottesville, VA.

NOTE: Additional handouts will be provided by the instructor.

Intended Learning Outcomes & Objectives

130A: Upon completion of the course students should be able to: • Reflect on beginning level instructional strategies, interactions with children and families, and curriculum development based on experiences from the first term of practicum.

130B: Upon completion of the course students should be able to:

  • Reflect on intermediate level instructional strategies, interactions with children and families, and curriculum development based on experiences from the second term of practicum.

130C: Upon completion of the course students should be able to: • Reflect on advanced level instructional strategies, interactions with children and families, and curriculum development based on experiences from the first term of practicum.

By successfully completing this course, students will be working toward the mastery of the following NAEYC Standards for Early Childhood Professional Preparation for Associate Degree Programs:

Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

  o **Key 4a:** Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.

  o **Key 4b:** Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.

- o **Key 4c:** Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

Standard 6: Professionalism as an Early Childhood Educator

- o **Key 6a:** Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

- o **Key 6b:** Know about and uphold ethical and other early childhood professional guidelines.

- o **Key 6e:** Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

Teaching Philosophy

As a scholar-practitioner-educator of Early Childhood Education, my objective is to encourage students to become reflective practitioners, critical thinkers, active learners, and engaged community participants.

Instructional Methods

ECE 130A, 130B & 130C are highly participatory course. Learners will explore the above objectives through various formats including, but not limited to, required assignments, readings, class discussions, videos, reflective, formal, and expository writings, outside observations/interviews, action methods and experiential activities, group cooperation, and contemplative practices. It is the instructor's responsibility to prepare assignments and activities that lead students to learning the most critical information and skills for the class. It is the student's responsibility to meet the instructor "half-way" by attending class, completing the reading and assignments, and participating fully in class activities.

Counseling

The field of Early Childhood Education is intense, dynamic, and physically and emotionally challenging. Working in the field may bring up strong emotions as well as current, past, and unresolved psychological trauma from childhood. *It is strongly recommended that students enrolled in the ECE program seek professional counseling while participating in the program.* Free and confidential counseling services are available to all PCC students at no cost through PCC Counseling Services.

Clackamas County Crisis Line: 503-665-8585
Multnomah County Crisis Line: 503-988-4888
Washington County Crisis Line: 503-291-9111

National Suicide Prevention Lifeline: 1-800-273-TALK (8255)
Crisis Text Line: Text HOME to 741741
Suicide and Crisis Line: 988

Course Policies, Procedures, and Expectations

• *Read this course syllabus thoroughly!* Ask the faculty questions about anything you do not understand that is on the syllabus or an assignment. • *Follow directions carefully!*

• **Successful completion of this course is dependent on a "C" average** (70%) or higher. All ECE majors must take the class for a letter grade and receive a "C" or higher to count toward your certificate or degree.

• Cell phones must be turned off or on "silent" during class time. If you need to take a call, please leave the classroom discretely and respectfully. • **It is the responsibility of the student to track their own learning** and progress in this class.

• **Confidentiality:** Please respect confidentiality throughout the course. Due to the nature of the topic, participants may share personal information. **Please DO NOT discuss another student's personal experience or information with anyone outside the course. The only time confidentiality does not apply is when there is a concern of harm to self, or others.** If you have a concern, please discuss this with the instructor.

• **Demonstrate respect for another's perspective or point of view** and a cooperative approach to working with others. As part of our ongoing professional development, it is vital that we each contribute to a classroom climate that values each individual and their perspective. If you disagree with an idea or need clarification, please inquire in a respectful manner. **Student Rights and Responsibilities Handbook:** http://www.pcc.edu/about/policy/student-rights/

• **Students must comply with all standards and policies** outlined in the *ECE Field Experience Handbook, ECE Practicum Handbook* and *ECE Student Program Manual* as applicable.

• **Cell phones must be turned off or on "silent" during class time. No texting, phoning, IM, or web surfing unless otherwise noted.** All laptops must be closed during class time unless previous arrangements have been made with the instructor or as a part of an academic learning experience. From time to time, the instructor may request use of cell phones and or laptops/tablets as a part of an educational exercise, please be respectful and stay on task during these experiences.

• **Meet all assignment deadlines.** All assignments are due on the date designated in the syllabus. Penalty for late submissions is a 20% reduction in

the grade for each class date they are late. Assignments not submitted by the next class date will receive a zero (0). No assignment may be submitted after the last class (Week 10). **All assignments should be submitted in the corresponding Assignment submission area of D2L/Brightspace unless otherwise noted.** Emailed and physically submitted assignments will not be accepted unless otherwise specified.

• **Save an original copy of all work** that is submitted and keep all work until you receive your grades and are sure your grade is accurate. The instructor is not responsible for loss of papers. In following this policy, if a paper is misplaced or technical issues occur, you will have a copy to resubmit for grading. The instructor will make every effort NOT to lose student papers, but with the volumes of paperwork submitted from all classes, errors occur.

Feedback

Feedback will be provided directly on submitted work. Additional feedback may be presented to the class in general and to students on an individual basis either in person, via email, or by telephone. All submitted assignments will be returned within 10 days of submission, unless otherwise noted.

Attendance and Participation
● PCC offers a variety of instructional delivery options: Types of classes at PCC.
   • **Weekly attendance and active in-class participation are essential to creating a learning community.** If you are not in attendance, you miss many opportunities for learning. As a result, if you miss a class, leave early, or arrive late you may not receive participation points for that class meeting.
• **All Students are required to comply with the Student Zoom Etiquette Guidelines** for the Child and Family Studies Department.
• **REMOTE: When you log in to our Zoom class session, please type your name into the "Chat" area to sign-in and document attendance**. If you do not sign-in, you are not counted in attendance. **Students are required to comply with the Student Zoom Etiquette Guidelines**
● **ONLINE/REMOTE: When you log in to our Zoom class session, please type your name into the "Chat" area to sign-in and document attendance**. If you do not sign-in, you are not counted in attendance. **Attendance in an online course is measured by participation in the Discussion forum.** Missing a discussion post is comparable to missing a class. If you miss three consecutive or nonconsecutive discussions or remote sessions during the term, the highest grade possible will be a "C." A student who misses four or more discussions or remote sessions will not receive a passing grade for the course. **All Students are required to comply with the Student Zoom Etiquette Guidelines**.
● **We will use D2L/Brightspace as a digital platform for course materials and resources as well as Zoom (in D2L) for our face-to-face remote**

interaction. From time to time, the instructor may post discussion questions on D2L/Brightspace. All students are expected to participate in these discussions, and points will be awarded toward your participation and attendance credit for the week.

● **Students may be required to conduct off**-**campus research and interviews on community ECE programs.**

● **Students are encouraged to stay current on local, regional, and national issues involving ECE** – this may require reading credible newspapers, online media sources, or other legitimate sources of information.

● **Students are required to stay current on issues involving their field experience placement or Community Based Learning site** as applicable. ● During each class, you are expected to actively engage in the activities and discussions. Attend every class session and participate fully when appropriate. Come to class prepared to engage in, and contribute to, discussions and activities based on the topics and objectives of the week. ● Be on time and stay until the end of class. If you need to leave early or arrive late, please notify the faculty **in advance**; please do not interrupt the flow of our learning community.

● If you must miss a class due to an emergency, contact another learner for notes and handouts. Review the recorded Zoom session, as applicable. This is an individual responsibility.

● **Attending this ECE course is like showing up for a job!** Situations and emergencies do and will happen. **Students are required to use professional judgment should the need to be absent from class arise.** If you are absent for three consecutive or non-consecutive weeks during the term, the highest grade possible will be a "C." A student who misses four or more classes will not receive a passing grade for the course. Leaving class early will be the equivalent to missing a class. Arriving late will result in a 50% loss of participation credit. Arriving 30 minutes past the beginning of class will be equivalent to missing a class.

● Students who do not attend the first class session of the course and/or students who have not made arrangements with the instructor regarding their absence during the first class session will be dropped from the course. ● Review the College's Policies on [Attendance, Participation and No-Shows](#)

Academic Integrity Policy & Student Rights and Responsibilities Students of Portland Community College are expected to behave as responsible members of the college community and be honest and ethical in their academic work. PCC strives to provide students with the knowledge, skills, judgment, and wisdom they need to function in society as educated adults. To falsify or fabricate the results of one's research; to present the words, ideas, data, or work of another as one's own (i.e., to plagiarize); or to cheat on an examination corrupts the essential process of higher education. For more information on this policy, please visit the Academic Services website at https://www.pcc.edu/student-conduct/conduct/academic-integrity-at-pcc/

Students are required to comply with the policies contained in the Student Rights and Responsibilities Handbook
(http://www.pcc.edu/about/policy/student-rights/). The Handbook includes the Code of Student Conduct as well as the Academic Integrity Policy.

Students are required to comply with the policies and procedures contained in the **ECE Student Program Manual** and **ECE Field Experience Manual** and **ECE Practicum Manual** (as applicable).

Students with Disabilities
Students who experience disability-related barriers should contact Accessible Ed & Disability Resources. If students elect to use approved academic adjustments, they must provide in advance formal notification from Accessible Ed & Disability Resources to the instructor. For more information, please visit the Accessible Ed & Disability Resources (www.pcc.edu/disability) or (971) 722-4341.

Recording and Distribution of Class Sessions
Oregon state law and PCC policy permit students to record class sessions. Any such recording is for personal educational use only and may not be shared publicly. Sharing of recorded content is a violation of Oregon state law and of the Student Code of Conduct Policy and Procedures [www.pcc.edu/student conduct/conduct/student-code-of-conduct-policy-and-procedures/].

Students who wish to make an auditory or visual recording of any portion of the class must inform the instructor in advance. Any such recording is for personal educational use only and may not be shared publicly. Sharing of recorded content is a violation of Oregon state law and of the Student Code of Conduct Policy and Procedures [www.pcc.edu/student-conduct/conduct/student-code-of-conduct-policy-and-procedures/].

Basic Needs
PCC wants you to be successful and have resources that may help. If you face challenges affording food or housing, or if you need access to technology, this will naturally affect your classwork. Check out these resources: Student COVID 19 Resources (https://www.pcc.edu/student-life/) and Emergency Funds (https://www.pcc.edu/emergency-funds/). You can also contact a campus Student Conduct and Retention Coordinator at conductandcare@pcc.edu

Campus Resources
PCC offers a variety of resources to help you succeed in your classes and to enhance your college experience (e.g., jobs on campus, childcare, student clubs, tutoring, writing centers, Multicultural Centers, Women's Resource Centers, Veterans Resource Centers, Queer Resource Centers, Dreamers Resource

Center, emergency loans, food pantries, advising, counseling). You can access information about college resources and activities at www.pcc.edu/student-life/.

Title IX Non-Discrimination Statement
Portland Community College is committed to creating and fostering a learning and working environment based on open communication and mutual respect. If you believe you have encountered sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national

origin, veteran status, sex, sexual orientation, gender identity, or disability please contact the Office of Equity and Inclusion at (971) 722-5840 or equity.inclusion@pcc.edu.

Sanctuary College
PCC is a sanctuary college. For more information and resources, see https://www.pcc.edu/resources/undocumented-students/

Children on PCC Properties
Children are welcome on Portland Community College campuses and properties in appropriate situations and while actively supervised by a parent, guardian, or responsible adult. The Policy on Children on PCC Properties outlines the College's approach to ensuring that reasonable steps are taken to protect the study and work environment of the College, and the health, safety, and liability issues associated with children on PCC properties.

Writing Requirements and Assistance
Students are expected to comply with the APA (7th edition) formatting and style requirements for writing.
Reading and writing assistance is available. Students who need additional support in these areas are strongly encouraged to seek additional support and tutoring through the PCC Writing Centers.

PCC Libraries
Each PCC campus has a library where students can access a variety of books (including some class textbooks on reserve), journals, videos, and other resources both through PCC's own collection and through loans from other colleges. The libraries also loan laptop computers, graphing calculators, and other technology. The libraries have computers, printers, and scanners for students to use and offer quiet and collaborative areas for studying, including study rooms that students can reserve. Librarians are available to help students with research – in person or by chat, email, text, or phone. Visit www.pcc.edu/library/.

Advising
If students are interested in earning a certificate or AAS degree in Early Childhood Education, please contact our department advisor, Doree Dennis, at

Course Assignments/Assessments

1. Student Acknowledgement Form (ECE Student Program Manual)
2. Attendance
3. Weekly CLASS Dimensions Understanding and Reflection Journal
4. Topic Presentation
5. Class Results and Narrative Self-Evaluation

Assessment Tasks and Record

Task/Assignment	Total Points Available	Your Scores
Student Acknowledgement Form	P/NP	
Attendance 10 x10	100	
Weekly CLASS Dimensions Understanding and Reflection Journal 10x 10	100	
Topic Presentation	20	
Class Narrative Self-Evaluation	50	
CLASS Reflection and Rubric	20	
Total Points Possible (100%)	**290**	

Grade Conversion/Letter Equivalents

%	
100-90	A
89-80	B
79-70	C
69-60	D
59-0	F

• **PCC Grading Guidelines:** https://www.pcc.edu/student-records/grading/

1. **Add/Drop/Withdraw Deadlines for the Term:**
   http://www.pcc.edu/registration/dropping.html

NOTE: I use the D2L/Brightspace gradebook to track your grades, attendance, and progress. It is the responsibility of the student to check the system and track their grades.

HINT: To obtain your grade/score to date, divide the number of points you have earned with the total points possible for the course. For example, 188 / 259 = .72586873. Using the first two digits following the decimal, the total (current) score would be 72%

Summary of Due Dates for the Quarter

Week	Assignment	Due Date	√
Week 1	• Read and Sign ECE Student Manual • Make a copy of the Weekly CLASS Dimensions Understanding and Reflection Journal and share with Instructor in	04/06/25	

	D2Land be sure to share access with me. Begin weekly journal. Weekly CLASS Dimensions Understanding and Reflection Journal: • **Infants**; Responsive Caregiving Domain • **Toddlers**; Emotional and Behavioral Support & Engaged Support for Learning • **Preschoolers**; Emotional Support, Classroom Organization & Instructional Support		
Week 2	Weekly CLASS Dimensions Understanding and Reflection Journal: • **Infants**; Relational Climate • **Toddlers**; Positive Climate • **Preschoolers**; Positive Climate	04/13/25	
Week 3	Weekly CLASS Dimensions Understanding and Reflection Journal: • **Infants**; Teacher Sensitivity • **Toddlers**; Teacher Sensitivity • **Preschoolers**; Teacher Sensitivity	04/20/25	

Week 4	Weekly CLASS Dimensions Understanding and Reflection Journal:
	    • **Infants**; Facilitated Exploration
	    • **Toddlers**; Regard for Child Perspectives
	    • **Preschoolers**; Regard for Student Perspectives
		04/27/25	

Week 5	Weekly CLASS Dimensions Understanding and Reflection Journal:
	    • **Infant**- Early Language Support
	    • **Toddler**- Behavior Guidance
	    • **Preschool**- Behavior Management
		05/04/25	

Week 6	Weekly CLASS Dimensions Understanding and Reflection Journal:
	    • **Infants**; Relational Climate
	    • **Toddlers**; Facilitation of Learning and Development
	    • **Preschoolers**; Productivity
	
	• **Extra Credit Reflection**
		05/11/25	

Week 7	Weekly CLASS Dimensions Understanding and Reflection Journal:
	    • **Infants**; Teacher Sensitivity
	    • **Toddlers**; Quality Feedback
	    • **Preschoolers**; Instructional Learning Formats
		05/18/25	

Week 8	Weekly CLASS Dimensions Understanding and Reflection Journal:
	    • **Infants**; Facilitated Exploration
	    • **Toddlers**; Language Modeling
	    • **Preschoolers**; Concept Development
		05/25/25	

Week 9	Weekly CLASS Dimensions Understanding and Reflection Journal:
	    • **Infants**; Early Language Support
	    • **Toddlers**; Positive Climate
	    • **Preschoolers**; Quality of Feedback
		06/01/25	

| Week 10 | Weekly CLASS Dimensions Understanding and Reflection Journal:
• **Infants**; Responsive Caregiving Domain
• **Toddlers**; Emotional and Behavioral Support & Engaged Support for Learning Domains
• **Preschoolers**; Language Modeling

Weekly CLASS Dimensions Understanding and Reflection Journal (all 10 weeks) CLASS Results Narrative Self Evaluation | 06/08/25 | |
| Finals Week | **Course Evaluation**
CLASS Reflection and Rubric | 06/15/25 | |

Course Outline

Week	Date	Guiding Topics/Activities	What's D

1	03/31/25	How are you going to learn the information learned in the lab and the module?
		Orient and questions.
		
		CLASS Dictionary/CLASS Strategy Cards: • **Infants**; Responsive Caregiving Domain • **Toddlers**; Emotional and Behavioral Support & Engaged Support for Learning • **Preschoolers**; Emotional Support,
		    Classroom Organization & Instructional Support
			• Read and Sign ECE
			• Make a copy of and
			    Weekly CLASS
			    Understanding an
			    Journal assignmen
			    please be sure to
			    with me.

2	04/07/25	CLASS Dictionary/CLASS Strategy Cards: • **Infants**; Relational Climate
		• **Toddlers**; Positive Climate
		• **Preschoolers**; Positive Climate
			• Weekly CLASS Dim
			    Understanding an
			    Journal
			• Sign up for Topic Pr
			    Google Doc in D2

3	04/14/25	CLASS Dictionary/CLASS Strategy Cards: • **Infants**; Teacher Sensitivity
		• **Toddlers**; Teacher Sensitivity
		• **Preschoolers**; Teacher Sensitivity
			• Weekly CLASS Dim
			    Understanding an
			    Journal
			• Topic Presentations

4	04/21/25	CLASS Dictionary/CLASS Strategy Cards: • **Infants**; Facilitated Exploration • **Toddlers**; Regard for Child Perspectives • **Preschoolers**; Regard for Student Perspectives	• Weekly CLASS Dim Understanding an Journal • Topic Presentations
5	04/28/25	CLASS Dictionary/CLASS Strategy Cards: • **Infant**- Early Language Support • **Toddler**- Behavior Guidance • **Preschool-** Behavior Management	• Weekly CLASS Dim Understanding an Journal • Topic Presentations
6	05/05/25	CLASS Dictionary/CLASS Strategy Cards: • **Infants**; Relational Climate	• Weekly CLASS Dim Understanding an Journal

		• **Toddlers**; Facilitation of Learning and Development • **Preschoolers**; Productivity	• Topic Presentations • Extra Credit
7	05/12/25	CLASS Dictionary/CLASS Strategy Cards: • **Infants**; Teacher Sensitivity • **Toddlers**; Quality Feedback • **Preschoolers**; Instructional Learning Formats	• Weekly CLASS Dim Understanding an Journal • Topis Presentations
8	05/19/25	CLASS Dictionary/CLASS Strategy Cards: • **Infants**; Facilitated Exploration • **Toddlers**; Language Modeling • **Preschoolers**; Concept Development	• Weekly CLASS Dim Understanding an Journal • Topic Presentations
9	05/26/25	CLASS Dictionary/CLASS Strategy Cards: • **Infants**; Early Language Support • **Toddlers**; Positive Climate • **Preschoolers**; Quality of Feedback	• Weekly CLASS Dim Understanding an Journal
10	06/02/25	CLASS Dictionary/CLASS Strategy Cards: • **Infants**; Responsive Caregiving Domain • **Toddlers**; Emotional and Behavioral Support & Engaged Support for Learning Domains • **Preschoolers**; Language Modeling	• Weekly CLASS Dim Understanding an Journal (All 10 weeks) • Topic Presentations • CLASS Results Na Evaluation

Finals Week	06/09/25		• Complete Course E • CLASS Reflection a

NOTE: This syllabus is subject to modification per the discretion of the faculty member. The instructor reserves the right to modify
course content and/or substitute assignments and learning activities in response to
institutional, weather or class situations.

The AAS degree in Early Childhood Education at Portland Community College is accredited by the C
the Accreditation of early Childhood Higher Education Programs of the National Association for the
Young Children, www.naeyc.org. The accreditation term runs from July 2018 through July 2025.