

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

ORIENTATION TO EARLY CHILDHOOD EDUCATION
ECEd 1010

Class Hours: 2.0

Credit Hours: 2.0

Laboratory Hours: 0.0

Date Revised: Fall 00

Catalog Course Description:

Introduces the student to the early childhood profession and the basic skills needed for a successful academic career. Topics include professionalism, family relationships, individual and cultural diversity, child development, developmentally appropriate practice, observation and assessment, learning environment, health and safety, and guidance. Students study the different types of early childhood programs, community resources, and professional organizations.

Entry Level Standards:

Must be able to read and write at the college level.

Prerequisites:

None

Textbook(s) and Other Reference Materials Basic to the Course:

Required:

Exploring Your Role: A Practitioner's Introduction to Early Childhood Education, 2000, Jalongo & Isenberg, Merrill Education/Prentice Hall, ISBN: 0-13-526915-6.

OR

Fundamentals of Early Childhood Education, 2nd Edition. 2000, Morrison, Merrill Education/Prentice Hall, ISBN:0-13-012095-2.

Supplemental:

Environmental Rating Scales - Infant-Toddler, Early Childhood, School-Age, & Family Day Care
Tennessee Licensing Standards
Professional Journal Articles

I. Week/Unit/Topic Basis:

Week	Topic
1	Basic Skills for the Successful College Student
2	Characteristics of Professionalism
3	Family Relationships
4	Characteristics of children
5	Characteristics of children

6	Children with Special Needs
7	Individual and Cultural Diversity
8	Developmentally Appropriate Practice
9	Learning Environments
10	Guidance
11	Planning Curriculum
12	Planning Curriculum
13	Health and Safety
14	Observation and Assessment
15	Observation and Assessment
16	Final Exam Period

II. Course Objectives*:

- A. Exhibit knowledge about characteristics of young children. III
- B. Gain insight into the types of early childhood programs and the history of early childhood education. I, III
- C. Understand the difference between guidance and discipline. III
- D. Understand the importance of an appropriate learning environment. I, III
- E. Exhibit knowledge about health and safety issues for young children, including nutrition information. I, III
- F. Show awareness of diversity issues, as well as issues regarding children with special needs. I, III
- G. Show awareness of the skills necessary for planning a developmentally appropriate curriculum for children. I, III
- H. Gain an understanding of developmentally appropriate practice in early childhood settings. I, III
- I. Develop observation skills and become aware of assessment tools. I, III
- J. Understand the importance of working with families of young children. I, III
- K. Learn the basic skills necessary for a successful academic career. I, III

*Roman numerals after course objectives reference goals of the ECEd program.

III. Instructional Processes*:

Students will:

1. Observe classroom dynamics in various educational settings. *Cultural Diversity and Social Adaptation Outcome, Active Learning Strategy, Transitional Strategy*
2. Utilize reflective inquiry thinking processes to integrate text and classroom observation. *Communication Outcome, Problem Solving and Decision Making Outcome*
3. Use journaling as a technique to facilitate classroom observations and discussions. *Communication Outcome, Information Literacy Outcome, Transitional Strategy*
4. Internalize work ethic by demonstrating regular attendance, punctuality, dependability, cooperation with teachers and peers, and professionalism. *Personal Development Outcome*
5. Use Internet for communication with instructor and other class members. *Communication Outcome, Technological Literacy Outcome*

*Strategies and outcomes listed after instructional processes reference Pellissippi State's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Submit written reflections & reviews on selected readings. A, B, E, F, G
2. Visit two programs with varying philosophies. A, B, H, I
3. Complete a journal regarding professionalism: strengths and weaknesses. I, J, K
4. Develop a brochure or handout to share with parents. A, B, D, H, J, K
5. Develop an environmental safety checklist. A, D, E, H, K
6. Develop an activity showing accommodations for special needs. A, D, F, G, H
7. Develop a display of children's books related to diversity. A, D, F, H
8. Complete an informal checklist on a child. A, D, G, H, I, J, K
9. Observe children of different ages. A, D, G, H, I, J, K
10. Resolve ethical dilemmas using NAEYC's Code of Ethics. A, B, C, D, H, J, K
11. Complete a self-evaluation/assessment. A, B, H, I, K
12. Complete a journal regarding observed practices. A, D, G, H, I, J, K

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:

Students will complete a pre and post inventory on their knowledge of early childhood education through an entry exam and a comprehensive final exam.

B. Laboratory Expectations:

Students will keep a journal, reflecting on each class topic. They will share in writing the knowledge they have learned and how they will use this knowledge in the classroom.

C. Field Work:

Students will observe and assess different early childhood education programs at various sites.

VI. Policies:

A. Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course.

B. Academic Dishonesty:

Plagiarism, cheating and other forms of academic dishonesty are prohibited. A student guilty of academic misconduct, either directly or indirectly through participation or assistance, is immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions that may be imposed through the regular Pellissippi State procedures as a result of academic misconduct, the instructor has the authority to assign an F for the exercise or examination or to assign an F in the course.