

PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS

**ORIENTATION TO EARLY CHILDHOOD EDUCATION
ECEd 1010**

Class Hours: 2.0

Credit Hours: 2.0

Laboratory Hours: 0.0

Revised: Fall 2012

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 Course Materials:

Required:

Bredekamp, S. (2011) *Effective Practices in Early Childhood Education*. Upper Saddle River, NJ: Pearson. ISBN: 978-0-205-51532-5. Estimated cost: \$136

*NOTE: This book is also the same text used for ECED 2015 Early Childhood Curriculum.

Copple and Bredekamp, EDS. (2009). *Developmentally Appropriate Practice in Early Childhood Programs*, 3rd Ed. Washington, DC, NAEYC. 978-1-928896-64-7. Estimated cost: \$35.

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	Characteristics of Professionalism
2	Family Relationships
3	Characteristics of children
4	Characteristics of children
5	Children with Special Needs

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

II. Course Goals*:

The course will:

- 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 goals reference goals of the ECEd program.

III. Expected Student Learning Outcomes*:

The student will 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

* Capital letters after Expected Student Learning Outcomes reference the course goals listed above.

IV. 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.

V. Policies:

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of Academic Affairs, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of Academic Affairs.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one's own work.
- Taking an exam for another student.
- Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
- Any of the above occurring within the Web or distance learning environment.

C. Accommodations for disabilities:

Students who need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127, 132, 134, 135, 131 or by phone: 539-7153 or TTY 694-6429. More information is available at <http://www.pstcc.edu/sswd/>.