ORIENTATION TO EARLY CHILDHOOD EDUCATION
ECEd 1010

Class Hours: 2.0
Credit Hours: 2.0
Laboratory Hours: 0.0
Date Revised: Fall 2013

Catalog Course Description:

Introduces the student to the early childhood education 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:
*NOTE: This book is also the same text used for ECED 2015 Early Childhood Curriculum.

Supplemental:

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Overview of ECED/ Brain Research</td>
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<td>2</td>
<td>History of ECED</td>
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<td>3</td>
<td>Developmentally Appropriate Practice/Intentional Teaching</td>
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<td>4</td>
<td>Research</td>
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<td>5</td>
<td>Theories</td>
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<td>6</td>
<td>Play</td>
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<td>7</td>
<td>Programs/Curriculum</td>
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<tr>
<td>8</td>
<td>Individual Differences/Parent and Teacher Interviews</td>
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<td>9</td>
<td>Diversity</td>
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II. Course Goals*:

A. Exhibit knowledge about characteristics of young children. (1a)

B. Gain insight into the types of early childhood programs and the history of early childhood education. (6a)

C. Understand the importance of an appropriate learning environment. (1a)

D. Show awareness of diversity issues, as well as issues regarding children with special needs. (2a)

E. Show awareness of the skills necessary for planning a developmentally appropriate curriculum for children. (4b)

F. Gain an understanding of developmentally appropriate practice in early childhood settings. (1a)

G. Understand goals, benefits and uses of assessment and become aware of assessment tools. (3b)

H. Understand the importance of working with families of young children. (2a)

I. Know and understand how to use the NAEYC Code of Ethical Conduct to resolve basic ethical dilemmas in early education. (6b)

*Numerals after course goals reference goals of the ECED program which are based on NAEYC Associate Degree Standards

NAEYC Associate Degree Standards:
The following standards are addressed in this course:

Standard 1: Promoting Child Development and Learning
   1a. Know and understand children’s characteristics and needs

Standard 2: Building Family and Community Relationships
   2a. Know about and understand family and community characteristics

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
   3b. Know about and use observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.

Standard 4: Using Developmentally Effective Approaches
   4b: Know, understand, and use effective approaches, strategies, and tools for early education, including appropriate uses of technology

Standard 6: Becoming a Professional
   6a. Identify and involve oneself with the early childhood field
6b. know about and uphold ethical standards and other professional guidelines

SS 5: Skills in identifying and using professional resources

III. Expected Student Learning Outcomes*:

The student will be able to:

1. Demonstrate an understanding of the early childhood profession, its historical, philosophical, and social foundations and how these foundations influence current thought and practice. (6a)

2. Possess knowledge of the diversity of settings, teacher qualifications, types of employment, locations, etc. in the early childhood field. (6a)

3. Recognize professional journals, websites, organizations, and community agencies that support the early childhood professional. (SS 5)

4. Recognize basic components of quality in an early childhood program setting. (1a, 2a, 3b, 4b)

5. Identify the goals and basic components of several prominent, theoretical curriculum models (i.e. Montessori, High Scope, Reggio Emilia, Project Approach, etc.) (4b)

6. Know about and use the NAEYC Code of Ethical Conduct to resolve basic ethical dilemmas in early education. (6b)

*Numerals after Student Learning Outcomes reference NAEYC Associate Degree Standards

IV. Evaluation:

A. Testing Procedures:

Students will complete regular assessments (projects, exams, papers, journals, research, presentations) to test their knowledge of early childhood practices and theories.

B. Laboratory Expectations:

n/a

C. Field Work:

Students will conduct parent and teacher interviews and child and classroom observations.

D. Other Evaluation Methods:

As determined by the instructor.

E. Grading Scale:

For 100-point rubric:
A = 90-100 points
B = 80-89 points
C = 70-79 points
D = 60-69 points
F = Below 60 points
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.

Please see the Pellissippi State Policies and Procedures Manual, Policy 04:02:00 Academic/Classroom Conduct and Disciplinary Sanctions for the complete policy.

C. Accommodations for disabilities:

Students that 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 sending email to disabilityservices@pstcc.edu, or visiting Goins 127, 132, 134, 135, 131. More information is available at http://www.pstcc.edu/sswd/.