The
Early Childhood
Education
Program
Handbook

Guilford Technical Community College
Jamestown, N.C.

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All students are required to abide by the Early Childhood Education Policies that are provided in each course in addition to all information in the Handbook.

CONCEPTUAL FRAMEWORK
Early Child Education Program/Department
Guilford Technical Community College
"Developing Students to Develop Children"

"Developing Students to Develop Children" Our program's overall goal is to develop competent, confident professionals who will promote the development of all children. The Early Childhood Education (ECE) curriculum prepares individuals for careers focused on the care, development, and education of young children (birth to age 8) -this is the program's mission.

Through study and application of child development and learning, appropriate assessment, planning and teaching to meet the needs of children, child guidance, and communication with children and families, individuals will be able to function effectively in various types of programs for young children. Candidates select from three Early Childhood Education tracks: the Career track, the Transfer Non-Licensure track, and the Transfer Licensure track. The first track includes more early childhood courses and more field placement courses. The second and third tracks include early childhood courses and more general education courses. All candidates interact with children of two different ages in two different settings. Candidates learn to plan and implement developmentally appropriate and effective programs for children and families and demonstrate professionalism in behavior, attitudes, and decision making.

The Early Childhood Education department is committed to competency-based, mastery learning. The program outcomes have been carefully determined to enable us to "develop students to develop children." These outcomes match the NAEYC Standards for Early Childhood Professional Preparation. At the same time, we are responsive to community needs, as evidenced through advisory committee involvement. Employability and professional skills, such as responsibility, teamwork, communication, problem solving, adaptability and information processing, are also incorporated into ECE courses. Students who complete an A.A.S. degree in Early Childhood Education (all tracks) are expected to achieve NAEYC Standards and Key Elements; this achievement is documented on Key Assessment rubrics. Mastery learning focuses on helping students learn course content and skills and allows for differences in learning styles and abilities. This fits with Principle 1.3 in NAEYC's Code of Ethical Conduct: Supplement for Early Childhood Adult Educators which states that "we will give learners a fair chance to succeed and diverse ways to demonstrate their competence." Instructors involve students in a variety of meaningful learning opportunities through which students demonstrate their knowledge and skills.

The core values of the Early Childhood Education program include helping students develop a commitment to integrity, professionalism, and respecting diversity of children, families, and colleagues. The department is dedicated to the core values stated in NAEYC's Code of Ethical Conduct, particularly an appreciation for childhood as a unique time in the lifespan as evidenced in developmentally appropriate practices and identifies its mission with the ideals of the Code of Ethical Conduct for Adult Educators.

Past and present strengths of the Early Childhood Education department include a 40 year history of competency/standards based learning that results in well-prepared graduates, community respect, involvement in statewide early childhood organizations, articulation agreements both with local public high schools (for entering students) and colleges and universities within NC (for graduating students), responsiveness to community needs, qualified faculty, partnerships with schools and centers for field experiences, and a flexible career ladder that allows for growth opportunities. The Early Childhood Education department strives to create and maintain a responsible, caring, community of learners in which both instructors and students are dedicated to achieving NAEYC Standards and improving the ECE field through reflection on and implementation of best practices, advocacy, and collaboration with others. We endeavor to become a leader and model for associate degree professional preparation in North Carolina and be comprised of a faculty that reflects the diversity of the community it serves and advocates for children and families.

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NAEYC Standards
for Early Childhood Professional Preparation

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Standard 1. Promoting Child Development and Learning

Key elements:

1a: Knowing and understanding young children's characteristics and needs

1b: Knowing and understanding the multiple influences on development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Standard 2. Building Family and Community Relationships

Key elements:

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in their children's development and learning

Standard 3. Observing, Documenting, and Assessing to Support
Young Children and Families

Key elements:

3a: Understanding the goals, benefits, and uses of assessment

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child

3d: Knowing about assessment partnerships with families and with professional colleagues

Standard 4. Using Developmentally Effective Approaches to Connect
with Children and Families

Key elements:

4a: Understanding positive relationships and supportive interactions as the foundation of their work with children

4b: Knowing and understanding effective strategies and tools for early education

4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches

4d: Reflecting on their own practice to promote positive outcomes for each child

Standard 5. Using Content Knowledge to Build Meaningful Curriculum

Key elements:

5a: Understanding content knowledge and resources in academic disciplines

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

Standard 6. Becoming a Professional

Key elements:

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for children and the profession

Mission

"The Early Childhood Education Department at GTCC prepares individuals for careers focused on the care, development and education of young children, birth to age 8." Children's age levels and early childhood settings are communicated to students and to the Guilford County community, which we serve, on the GTCC website: "The Early Childhood Education curriculum prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers."

Program Outcomes

In conjunction with NAEYC Standards, College requirements, and community needs, upon successful completion of this program, the Early Childhood Education graduate should be able to:

- Promote child development and learning
- Build family and community relationships
- Observe, document, and assess to support young children and families
- Use developmentally effective approaches to connect with children and families
- Use content knowledge to build meaningful curriculum
- Become a professional by practicing professionalism and ethical conduct

The Educational Ladder

The Early Childhood curriculum is designed with the student's success and career development in mind. Students can begin the program with the goal of achieving an Associate degree. Or they can begin working on an Early Childhood Certificate, an Early Childhood Administrator's Certificate, Infant – Toddler Certificate, or a School-age Certificate. They can then progress to a Diploma and then to an Associate degree. Students should meet with their assigned department advisor who will help them determine their educational career path and recommend the appropriate sequencing of coursework. Information about individual advisors is placed in each of the early childhood classrooms.

Early Childhood Education Associate in Applied Sciences (A3) Licensure-Transfer for Early Childhood Education B-K certification) 70 credits- 60 transfer statewide articulation with UNC system

Early Childhood Education Associate in Applied Sciences (A2) Non Licensure- Transfer for early childhood Administration) 70 credits- 60 transfer – statewide articulation with UNC system

Early Childhood Education Associate in Applied Science (A1 Career track) 65 Credits

Early Childhood Education Diploma - 38 credits

Early Childhood Administration Certificate - 16 credits (EDU 261 and 262 Administration Credentials)

Early Childhood School-age Certificate -18 credits (EDU 145 & EDU 235 – School Age Credentials)

Infant – Toddler Care Certificate – 16 credits

Early Childhood Education Certificate – 16 credits

North Carolina Early Childhood Credential – 4 credits (EDU 119)

Please refer to the GTCC catalog for specific listings of courses needed for each level. The catalog is available on the GTCC website.

Departmental Policies
Due Dates for Projects and Assignments

Early Childhood instructors distribute a syllabus for each course. The syllabus includes, among other things, an outline of instruction, a schedule, a description of course requirements, and due dates for each of these requirements.

All papers and assignments are to be typed, unless otherwise noted by the instructor. Projects and assignments are due on the dates specified. Adhering to these due dates gives both students and instructor sufficient time to do a good job of preparing the assignment and grading it. Early Childhood instructors value student work and want time to read, review and evaluate it carefully. Therefore, it is important for both students and instructors that work is turned in **ON TIME.**

Late work may be accepted **only with prior approval of the instructor**. Also, for each class that the assignment is late, the instructor will drop the grade by one full grade (for classes that meet weekly) or part of a grade (for classes that meet more frequently). This means a student cannot just choose to turn an assignment in late or bring it to the next class. **If there are not arrangements made for it to be late it will not be accepted.**

 If a class is missed when an assignment is due it is the student's responsibility to get the assignment to the instructor. After permission is given for one late assignment, another late assignment will not be accepted. The student will receive a "zero" grade for the second assignment that is not turned in on the due date.

If an assignment or project does not meet competency level a student may be given the option to redo it and turn it in with-in one week of when it was returned to the student. **If the redone project meets competency level it will be given a grade of 70%.** The instructor has the right to set a date at the end of the semester after which no more work will be accepted, usually one week prior to the end of the course.

Make-up Testing

If a student has to miss a scheduled test, it is the student's responsibility to notify the instructor and arrange for a time when the test can be taken and supervised by the instructor. The test should be taken within 2 days of the scheduled test. The instructor may choose to place the test in the GTCC Assessment Center. If so, both student and instructor must follow the procedures specified by the Assessment Center. A student who misses a second test in the same class will not be permitted to make it up and will receive a "zero" for that test. **A student should not assume a test can be made-up. The instructor MUST be notified, and the test taken as soon as possible.**

In Canvas, since a test is available for multiple days or a week, make up testing is permitted only under extenuating circumstances which should be clearly communicated to the instructor. Once a test has closed, only the instructor has the right to reopen the test for the student.

Technology

Cell phone usage is prohibited during class. This includes incoming and outgoing calls, texts, and internet connections. Laptops are to be used in the classroom with instructor permission only.

Student Conduct

As stated in the GTCC's Student Handbook:

> "Students are responsible for maintaining in each course the standard of classroom conduct deemed by the institution to be conducive to the learning process."

Early Childhood faculty will ask students who exhibit inappropriate behavior to leave the classroom and be marked absent for the remainder of the class.

Academic Integrity

Early Childhood Education students are expected to follow GTCC's academic integrity policies, as stated in the Student Handbook:

> "Guilford Technical Community College is committed to academic excellence which, in turn, is designed to strengthen the pride and integrity of each individual student. Students at GTCC, therefore, must contribute to the GTCC commitment by maintaining individual honor in their academic pursuits and by promoting a spirit of academic honesty. Students promote academic honesty by neither participating in nor condoning acts of plagiarism or cheating. In an environment dedicated to promoting academic excellence, acts of academic dishonesty are unacceptable and are subject to disciplinary action which may include suspension or dismissal from the College"

Academic dishonesty includes, but is not limited to, the following: taking or acquiring possession of any academic material (test information, research papers, notes, etc) from a college employee or student without permission; receiving or giving unauthorized help on assignments or during tests; submitting papers or reports (that are supposed to be original work) that are not entirely the student's own; not giving credit for other's work (plagiarism); altering or misrepresenting grades or practicum records or reports.

Assignments completed for one course may not be turned in for an assignment in another course. All assignments must be original and done by the student. If an early childhood instructor determines a student cheated on an assignment or test at minimum a "zero" grade may be given for that assignment/test. Additional consequences are also possible. The GTCC academic integrity form will be completed.

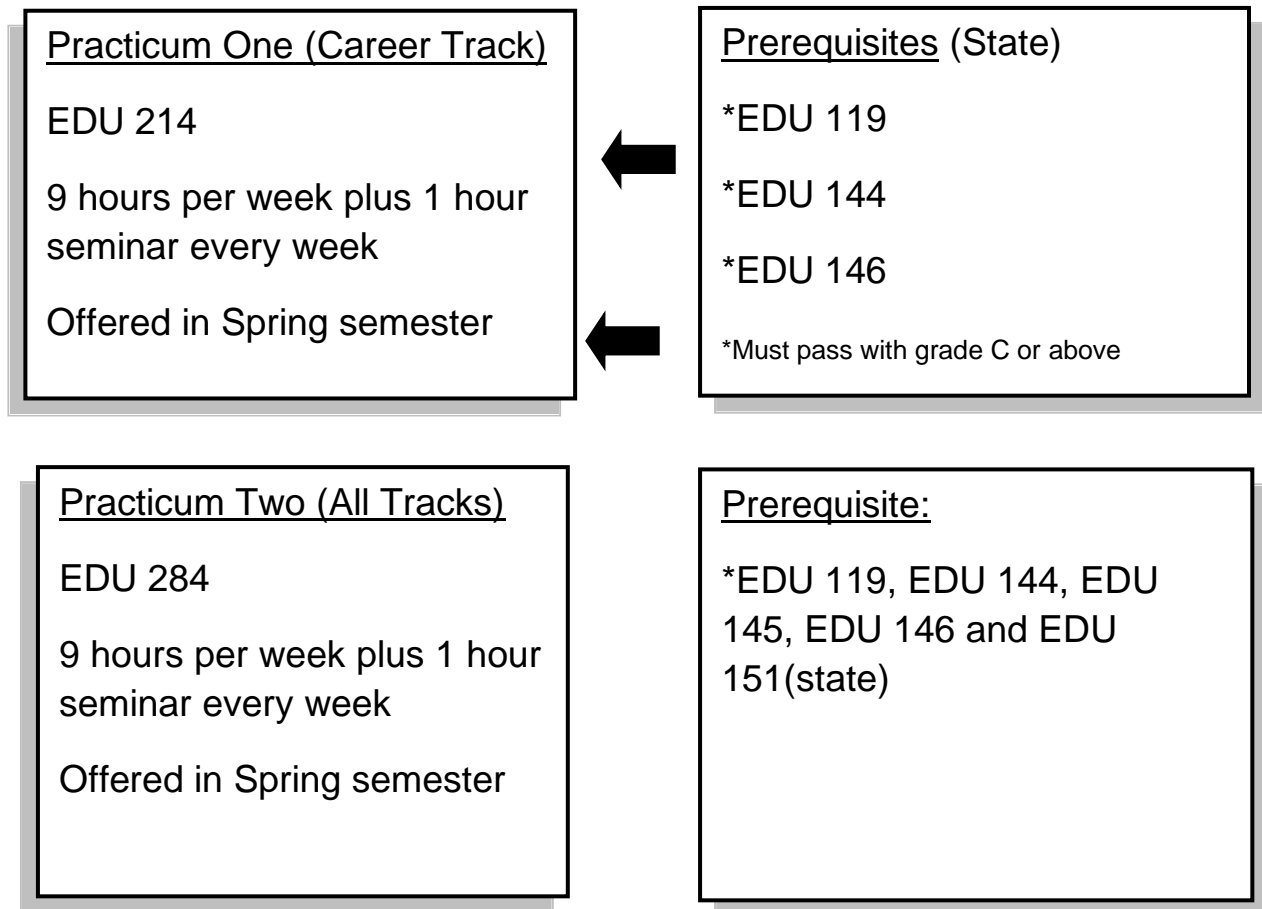## GTCC Netiquette Guidelines for Students

Many assignments, discussions, projects and forums are placed online on each early childhood course's Canvas site. The students and instructors work together to create and maintain a respectful atmosphere that is conducive for learning. A Netiquette Policy will be presented to students in each online, hybrid or blended class.

Enrollment in Early Childhood Practicum Courses/Field Experiences

The Early Childhood Associate Degree Career track program has two practicum/field experiences with students working several hours per week in a classroom. The Early Childhood Associate Degree Licensure and Non-Licensure tracks have one placement. Placements are made by the faculty member teaching the practicum. A student must have a valid negative TB test to begin the practicum. A site may require a criminal background for placement at their site. If a student is removed from a practicum site for any action caused by the student, the student will not be placed in a new site and must withdraw or earn a failing grade.

Practicum One (Career Track) EDU 214 9 hours per week plus 1 hour seminar every week Offered in Spring semester	←	Prerequisites (State) *EDU 119 *EDU 144 *EDU 146 *Must pass with grade C or above
Practicum Two (All Tracks) EDU 284 9 hours per week plus 1 hour seminar every week Offered in Spring semester		Prerequisite: *EDU 119, EDU 144, EDU 145, EDU 146 and EDU 151(state)

Early Childhood Education Field Placement Policies

1). As a program accredited by the *National Association of Young Children (NAEYC)*, the ECE program must meet Standard 7, Early Childhood Field Experiences, which states: "Field experiences… are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education."

In the Early Childhood Education Career Track (A55220A1), students meet this standard in Edu. 214 (Early Childhood Intermediate Practicum) and therefore, can choose a setting and age group of children in Edu. 284 (Early Childhood Capstone Practicum) and remain in that setting for the full semester. In the

Early Childhood Education Transfer Non-Licensure and Early Childhood Education Transfer Licensure tracks (A55220A2 and A55220A3), students' first and only field placement course is Edu. 284. Therefore, in this course, to meet Standard 7, they will be placed in two different early childhood settings with two different age groups of children. Placement switch will occur at the midterm of the semester.

2). Edu 284, Early Childhood Capstone Practicum, must be taken at GTCC in a student's final Spring semester. Because of NAEYC key assessments and accreditation documentation, it will not be accepted by the Early Childhood Education program as a transfer class.

3). Students enrolled in Edu. 214 and Edu. 284 will complete a TB test and provide the completed record, a Health Questionnaire, and an Emergency Form BEFORE the orientation day for the course. These forms will be given to enrolled students at the end of the previous semester. At the orientation, students will bring the completed forms.

4). Students enrolled in Edu. 214 and Edu. 284 will be placed in 4 or 5 star child care centers.

5). Students must sign a contract, agreeing to Field Placement Policies and Procedures, before attending and participating in a field placement site. This is done during an orientation at the beginning of all field placement courses.

6). A student who has been dismissed by field placement personnel from a field placement site will not be assigned to another site and will not be placed in future field placement sites.

7). For students who are employed by their field placement site:
   a. If students stay in their regular classroom, they must be supervised by a lead teacher, an assistant director, or the director.
   b. In Edu. 214 and Edu. 284, if students own or are employed by a large family child care home, they can stay in that site for 8 weeks of the semester. For the other 8 weeks of the semester, they must move to a different child care center or setting.
   c. If students are employed at the field placement site, the decision regarding payment during field placement hours is at the discretion of the director. However, students should only be counted in ratio if they are paid.

The Early Childhood Department wants Y-O-U to succeed and achieve!
Being successful is a CHOICE!

Successful Students…	Struggling Students…
…accept **PERSONAL RESPONSIBILTY**, seeing themselves as the primary cause of their outcomes and experiences.	…see themselves as victims, believing that what happens is determined by external forces such as fate and luck.
…discover **SELF-MOTIVATION**, finding purpose in their lives by discovering personally meaningful goals and dreams.	…have difficulty sustaining motivation, often feeling depressed, frustrated, and/or resentful about a lack of direction in their lives.
…master **SELF-MANAGEMENT**, consistently planning and taking purposeful actions in pursuit of their goals and dreams.	…seldom identify specific actions needed to accomplish a desired outcome. And sometimes, when they do, they procrastinate.
…employ **INTERDEPENDENCE**, building mutually supportive relationships that help them achieve their goals and dreams, while helping others do the same.	…are solitary, seldom requesting, sometimes rejecting, offers of assistance from others.
…gain **SELF-AWARENESS**, consciously employing behaviors, beliefs and attitudes that keep them on course.	…make important choices unconsciously, being directed by self-sabotaging habits and outdated life scripts.
…adopt **LIFE-LONG LEARNING**, finding valuable lessons and wisdom in nearly every experience they have.	…resist learning new ideas and skills, viewing learning as fearful or boring.
…develop **EMOTIONAL INTELLIGENCE**, effectively managing their emotions in support of their goals and dreams.	…live at the mercy of strong emotions such as anger, depression, anxiety, or a need for instant gratification.
…**BELIEVE IN THEMSELVES**, seeing themselves capable, lovable and unconditionally worthy human beings.	…doubt their competence and personal value, feeling inadequate to create their desired outcomes and experiences.

GUILFORD TECHNICAL COMMUNITY COLLEGE
EARLY CHILDHOOD EDUCATION DEPARTMENT

Associate Degree Student Capstone Project/Portfolio

1.   Professional resume (EDU 284)

2.   Philosophy of guidance (EDU 146)

3.   Community resource file (EDU 131)

4.   Floor plan drawing and equipment and supply lists (EDU 259)

5.   Unit plan (EDU 259)

6.   Weekly activity plan sample with evaluation and documentation (EDU 284)

7.   Three lesson plans of student's choice, representing different developmental areas and including adaptations for children with special needs

8.   Photograph of Print Script Chart (EDU 280)

9.   Math mini-center; include age range, concept/skill and list of games and materials included (EDU 251)

10.   Advocacy project (EDU 280)

11.   Family Involvement Plan (EDU 131)

12.   Anecdotal records, case study and observation-based lesson plans (EDU 145)

Note to students in Licensure and Non-Licensure Associate Degree Transfer Options:

> *If you were not required to take one or more of these courses, you may substitute a different item that showcases a similar skill. Talk with your EDU 284 instructor for guidance about what to substitute.*