



The Early Childhood Education Program Handbook

(Revised Spring 2020)

Guilford Technical Community College
Jamestown, N.C.

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CONCEPTUAL FRAMEWORK
Early Child Education Program/Department
Guilford Technical Community College

“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.

NAEYC Standards for Early Childhood Professional Preparation

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 mission of the Early Childhood Department is “to prepare individuals to work in programs concerned with the care, development and education of infants and young children”. Through study and application in such areas as child development and learning, developmentally appropriate practices for all children, physical and nutritional needs of children, positive guidance and effective communication and collaboration with families, individuals will be able to function effectively in various types of programs for young children.



Program Outcomes

In conjunction with NAEYC Standards, GTCC 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 program advisor who will help them determine their educational career path and recommend the appropriate sequencing of coursework.

Program	Credits
Early Childhood Education Associate Licensure Transfer	70 credits
Early Childhood Education Associate Non-Licensure Transfer	70 credits
Early Childhood Education Associate in Applied Sciences	65 credits
Early Childhood Education Diploma	38 credits
Early Childhood Administration Certificate	16 credits
Early Childhood School-age Certificate	18 credits
Infant-Toddler Care Certificate	16 credits
Early Childhood Education Certificate	16 credits
North Carolina Early Childhood Credential	4 credits



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.**



Technology Use

Mobile devices such as smart phones, laptops and tablets may be used for educational purposes only in class. This usage is subject to instructor discretion.

Student Conduct

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.

Student Academic Integrity

Early Childhood Education students are expected to follow GTCC's academic integrity policies. Guilford Technical Community College (GTCC) is an academic community with its fundamental purpose being the pursuit of learning and student development. Consistent with this purpose and in order to uphold and support standards of personal honesty and integrity for all members of the college community, it is the policy of GTCC to enforce standards for academic integrity of our programs and courses. Conduct that violates standards of academic honesty and integrity is subject to academic disciplinary action. This conduct may include, but is not limited to, cheating, fabrication and falsification, plagiarism, abuse of academic materials and complicity in academic dishonesty. Any student who violates these standards is subject to academic disciplinary action. Please visit the [Student Academic Integrity policy](#) on the GTCC website for more information.

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 a "zero" grade will be given for that assignment/test. The GTCC academic integrity form will be completed.

Enrollment in Early Childhood Field Placement Courses

The Early Childhood Associate Degree program has three field placement experiences with students working several hours per week in a classroom. Placements are made by the faculty member teaching the field placement. A student may choose a particular site with faculty approval. A student must have a valid negative TB test to begin the field placement. A site may require a criminal background* for placement at their site. If a student is removed from a field placement 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. The student may work with the instructor to get a site approved for a future semester placement, preferably one where the student is employed. The site must still meet the 4 or 5 star rating requirement.

**Students should be aware that to be hired in the field of early childhood education, you must pass a criminal background check.*

Field Placements

Field Placement One

EDU 214

9 hours per week plus an hour seminar every week

Offered in Spring semester

Prerequisites

*EDU 119

*EDU 144

*EDU 146

*Must pass with grade C or above
Must have a current Negative TB test on file.



Field Placement Two

WBL 215 + WBL 211 (Must be taken together)

10 hours per week plus an hour seminar every week

Offered in Fall Semester

To be successful students will have completed EDU 214 and have completed or are taking EDU 221 as a co-requisite.



Field Placement Three

EDU 284

9 hours per week plus an hour seminar every week

Offered in Spring semester

Prerequisites

*EDU 119, EDU 144, EDU 145, EDU146, EDU 151

*Early Childhood Associate Degree Career Track student will have completed EDU 214, WBL 211 and WBL 215.



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

Successful Students...	Struggling Students...
...accept PERSONAL RESPONSIBILITY , 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.

Exit Examination Policy

The exit examination is a 75 item, multiple choice test which has been designed to assess the knowledge competencies included in the Early Childhood Associate program competencies and competency indicators. It was developed over a period of time by the faculty of the Early Childhood Associate Department. Along with the performance competencies included in EDU 284, the exit examination provides a means of assuring future employers and senior colleges that a graduate of the early Childhood Associate Department has achieved the competencies set forth by the department and expected of an Early Childhood Associate.

The Early Childhood Associate Department requires that:

1. All students graduating with an A.A.S. in Early Childhood Education need to take and pass the exit examination. A score of 53 out of a possible 75 is needed to pass.
2. A student who does not pass on the first attempt will meet with an early childhood instructor to discuss the areas of weakness. The student can then take another form of the exit examination.

The exit examination will be administered as the final examination of EDU 284. The requirements related to the exit examination will be included in the EDU 284 course syllabus. Students will therefore be properly informed and prepared.

Guilford Technical Community College Early Childhood Education Program

Associate Degree Student Capstone Project/Portfolio

Portfolio items:

1. Professional resumé (EDU 284)
2. Personal 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 with evaluation and documentation (EDU 284)
7. Five 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 activity plans (EDU 145).

Note to student in the Licensure and Non-Licensure Associate Degree Transfer Track 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.*