Welcome to the Early Childhood Education program of Western Piedmont Community College. I am excited you have chosen the field of early childhood education for your lifework. It is a growing, changing, and challenging profession, but also satisfying. To watch children grow, learn and develop into the people they have the potential to be is exciting when you understand the impact you have on their lives. You are one of the people that help to lay the foundation of children’s lives and everyone knows a strong foundation is necessary for all areas of a successful life. High quality early childhood programs have been shown to affect children well into adulthood.

Our program is accredited by the National Association for the Education of Young Children. As such, we are expected to prepare you to meet the standards for professionals in the early childhood field and become a part of one of those high quality early childhood programs. Each Instructor in this program will work to help you become the early childhood professional you are capable of being. If you have problems in a course feel free to talk with your Instructor about your needs and we will do our best to meet your needs. At the same time, we will expect you to work and do your best.

So, I am glad you are here. Now let’s get to work!

Beth Parrish, Ed.S.

Coordinator
The mission of the Early Childhood Education Program is to provide multiple learning experiences that increase knowledge, instill critical thinking reflective practice, and promote professionalism in its students in order to improve the lives and promote growth of young children and families in our community.

College Mission Statement

The College’s mission is to provide accessible, high-quality education that improves lives and promotes growth in our community.
ECE Conceptual Framework Summary

- The conceptual framework for our early childhood education program is built on three key concept areas: Knowledge, Reflective Practice, and Professionalism.

- We believe graduates of our program of study should have general knowledge of various skills and concepts that they gain from the general education courses they are required to take. They should also have content knowledge of the various aspects of early childhood education which they attain from the early childhood education courses required for graduation such as child guidance, health, safety, and nutrition, child development, curriculum planning, and many others. The final type of knowledge they should have is pedagogical, so they understand from where the profession originated, how and why, and what influences it to this day.

- Next our graduates must be reflective practitioners, understanding the benefits to themselves and the children with which they work, of reflecting on the needs of each child before planning activities, while conducting activities, and after completing those activities. They would have learned how to be a reflective practitioner through observation assignments, journaling, and class discussions.

- Finally, we believe our graduates should understand professionalism as something more than the way you dress. Students should recognize advocacy, collaboration, commitment to quality, ethical behavior, and value systems as part of who they are and what they do every day for the benefit of all children’s optimal development.
Upon successful completion of this program, the student should be able to:

- Know and understand young children’s characteristics and needs
- Know and understand the multiple influences on development and learning
- Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
- Know about and understand family and community characteristics (GE I.1)
- Support and empower families and communities through respectful, reciprocal relationships
- Involve families and communities in their children’s development and learning
- Understand the goals, benefits and uses of assessment
- Know about and use observation, documentation and other appropriate assessment tools and approaches (GE I.1)
- Understand and practice responsible assessment to promote positive outcomes for each child (GE I.1)
- Know about assessment partnerships with families and other professionals
- Understand positive relationships and supportive interactions as the foundation of their work with children
- Know and understand effective strategies and tools for early education
- Use a broad repertoire of developmentally appropriate teaching/learning practices
• Reflect on their own practice to promote positive outcomes for each child

• Understand content knowledge and resources in academic disciplines

• Know and use the central concepts, inquiry tools, and structures of content areas or academic disciplines

• Use their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child (GE II.9)

• Identify and involve oneself with the early childhood field

• Know about and uphold ethical standards and other professional guidelines

• Engage in continuous, collaborative learning to inform practice (GE II.9)

• Integrate knowledgeable, reflective, and critical perspectives on early education (GE I.1)

• Engage in informed advocacy for children and the profession (GE II.9)

• Demonstrate skill in self-assessment and self-advocacy

• Demonstrate skill in mastering and applying foundational concepts from general education

• Demonstrate written and verbal skills (GE I.1)

• Demonstrate skill in making connections between prior knowledge/experience and new learning

• Demonstrate skill in identifying and using professional resources

**Cited from the NAEYC Standards for Early Childhood Professional Preparation—Associate Degree Programs (2010)**
Early Childhood Education Program Graduation Policy

Early Childhood Education requires a high level of professionalism, knowledge, and identification with the field when interacting with children, families, co-workers, and the community. As a result, students enrolled in this nationally-accredited Early Childhood program must continuously demonstrate growth in and development of ethical and professional conduct, as well as, application of knowledge and skills through service with and in teaching young children and their families. Therefore, to graduate from the program, students in the Early Childhood Education program are required to attain the following:

• Complete 20 hours of documented service outside of coursework through direct or indirect service with children, families, or agencies which serve children and families.

• Earn grades of "C" or higher in core and other required major hour courses. Students earning less than a "C" in any core or other required major hour course must repeat that course to raise the grade to a "C" or higher.

• Have a GPA of 2.0 or higher for all coursework at the end of the program of study.

Furthermore, before participating in a practicum experience, students may be required to submit to a criminal records check, a TB test, and/or attest to physical fitness. These requirements are at the discretion of the cooperating placement site.
Graduation Requirement for Service

To begin acquiring your 20 hours of service:

- complete an application for each agency you plan to serve
- submit the application to the ECE Program Coordinator
- receive a time sheet to be completed and submitted to the Coordinator when service to that agency is ended.

Hours will be tracked in the Coordinator’s office and submitted for verification with the Graduation Petition.
Suggested Semester Schedule

Fall Semester I
EDU 119 Introduction to Early Childhood Ed 4
EDU 144 Child Development I 3
EDU 146 Child Guidance 3
CIS 110 Introduction to Computers 3
HUM Elec 3

Spring Semester I
EDU 131 Child, Family, and Community 3
EDU 145 Child Development II 3
EDU 151 Creative Activities 3
EDU 184 EC Introductory Practicum 2
EDU 153 Health, Safety, & Nutrition 3
ENG 111 Writing and Inquiry 3

Fall Semester II
EDU 221 Children with Exceptionalities 3
EDU 280 Language/Literacy Exp 3
EDU 251 Exploration Activities 3
EDU 234 Infants, Toddlers & Twos 3
PSY 150 General Psychology 3
ENG 114 Prof. Research and Reporting 3

Spring Semester II
EDU 284 EC Capstone Practicum 4
EDU 259 Curriculum Planning 3
Mat/Sci Elec 3 or 4
Gen Elec 3
Certificates

Early Care and Education

EDU 119  Introduction to Early Childhood Education
EDU 131  Child, Family, and Community
EDU 146  Child Guidance
EDU 151  Creative Activities
EDU 153  Health, Safety and Nutrition

Total credit hours: 16

Infant/Toddler Care

EDU 119  Introduction to Early Childhood Education
EDU 131  Child, Family, and Community
EDU 144  Child Development I
EDU 153  Health, Safety and Nutrition
EDU 234  Infants, Toddlers, & Twos

Total credit hours: 16
A grade of C or better is required to graduate from this program. In the ECE program grades are based on a 7 point scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
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<tr>
<td>B</td>
<td>85 - 92</td>
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<tr>
<td>C</td>
<td>77 - 84</td>
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<tr>
<td>D</td>
<td>70 - 76</td>
</tr>
<tr>
<td>F</td>
<td>&lt;70</td>
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Practicum Experiences

- **EDU 184 Intro**
  - 48 hours at a 3-stars or higher site
  - Mentor must have a minimum of a two-year degree and two years teaching experience
  - Student will observe and assist in the implementation of DAP activities while learning reflective professional practices

- **EDU 284 Capstone**
  - 144 hours at a 3-stars or higher site
  - Mentor must have a minimum of a two-year degree and two years teaching experience
  - Student must demonstrate knowledge & skills learned in the ECE program, model reflective/professional practices, and produce a professional portfolio
Professionalism

There will be many times you will be out in the community as a student in this program. Whether you are conducting an observation or doing your practicum, you should be professional. What does that mean?

• Dress appropriately and present yourself in a professional manner…
  • Wear simple, modest clothing that allows you to move easily and comfortably, not revealing nor the current fad
  • Wear a student ID, but keep the jewelry and makeup to a minimum
  • Be on time, maintain confidentiality, and smile
  • Be physically present and mentally engaged
  • Demonstrate a good attitude through your actions and conversations
  • Know what you need to know and when to ask questions
  • Follow the Code of Ethics when making decisions

• Adapted from Being a Professional by Gigi Schweikert