

**Course Title: Professionalism**  
**Course #: ECED 2110**

**Credit Hours:2**  
**Semester:Spring 2022**  
**Cap: 25**

**Faculty:** Dr. Reynelle Lowsayatee

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**Office:** ACCRC RM 114

**Office Phone:** 505 495 1419 text only

**Office Hours :**online anytime

**Preferred Communication :** email and/or text; will respond within 24 hours

**Modality :** Online

**Class Location and Meeting Times:** online

**Meeting Hours and Online Hours :**online

**Required Materials:**

**Textbooks:** Professionalism: *Skills for Workplace Success*, 4th Edition

Lydia E. Anderson Sandra B. Bolt, Fresno City College

**Tools:** computer and wifi

**Laptop and Internet Access:** Every student is required to own a laptop and have internet access.

**Lab Fee (if applicable):** none

**Mission, Vision, and Philosophy**

**Mission:** Navajo Technical University honors Diné culture and language, while educating for the future.

**Vision:** Navajo Technical University provides an excellent educational experience in a supportive, culturally diverse environment, enabling all community members to grow intellectually, culturally, and economically.

**Philosophy:** Through the teachings of Nitsáhákees (thinking), Nahátá (planning), Íina (implementing), and Siihasin (reflection), students acquire quality education in diverse fields, while preserving cultural values and gaining economic opportunities.

**Course Description**

**ECED-2110 (2) Professionalism** This course provides a broad-based orientation to the field of early care and education. Early childhood history, philosophy, ethics and advocacy are introduced. Basic principles of early childhood systems are explored. Multiple perspectives on early care and education are introduced. Professional responsibilities such as cultural responsiveness and reflective practice are examined. Offered: Spring.

Course Outcomes	Course Assessments
1. Demonstrate a commitment to the principles of professionalism and code of ethics in the field of early childhood education.	Using the NAEYC Code of Ethics. Write a 3 page paper discussing: 1) Why is it important for ECE teachers to have a code of ethics? 2) Discuss each of the 4 sections of the code of ethics. 3) How do you intend to incorporate the Code of Ethics' Core Values in your profession as a ECE teacher?
2. Identify the historical and theoretical foundations of early childhood education and demonstrate how these apply to current practice, theory and events in the field	Research a current early childhood issue. Read a minimum of three professional journal articles or newspaper articles that discuss the issue in-depth. Present your findings to the entire class. 3 Page Reflection Paper.
3. Demonstrate how to effectively advocate for families and children through understanding of public policy, legal issues, and current regulations.	Write a 3 page personal philosophy of early childhood education. In your philosophy include (1) your beliefs about how young children learn, (2) your commitment to working with culturally and linguistically diverse populations, (3) examples of education/ care experiences with young children, (4) a statement of professional ethics, and (5) professional advocacy goals.
Midterms	exam
Final	exam

### Connections to Program Assessment (Course-Embedded Measures)

#### Course Activities

Week	Date	Class Topics/Reading Due	Assignments Due	Assessments
1	1/17/2022	Chapter 1	Read Chapter and Powerpoint Slides	
		<b>Last day to add/drop</b>		
2	1/24/2022	Chapter 2	Read Chapter and Powerpoint Slides	
3	1/31/2022	Chapter 3	Read Chapter and Powerpoint Slides	<b>Due 2/6/2022</b> Using the NAEYC Code of Ethics. Write a 3 page paper discussing: 1) Why is it important for ECE teachers to have a code of ethics? 2) Discuss each of the 4 sections of the code of ethics. 3) How do you intend to

				incorporate the Code of Ethics' Core Values in your profession as a ECE teacher?
4	2/7/2022	Chapter 4	Read Chapter and Powerpoint Slides	
5	2/14/2022	Chapter 5	Read Chapter and Powerpoint Slides	
		<b>Graduation Petition due</b>		
6	2/21/2022	Chapter 6	Read Chapter and Powerpoint Slides	
7	2/28/2022	Chapter 7	Read Chapter and Powerpoint Slides	
8	3/7/2022	Midterm Exam	<b>Midterm Midterm grades due</b>	<b>Due 3/8/2022</b>
9	3/14/22	<b>Spring Break</b>		
10	3/21/2022	Chapter 8	Read Chapter and Powerpoint Slides	<b>Due 3/27/2022</b> Research a current early childhood issue. Read a minimum of three professional journal articles or newspaper articles that discuss the issue in-depth. Present your findings to the entire class. 3 Page Reflection Paper.
11	3/28/22  3/31/2022 Last Day to Drop with a W	Chapter 9	Read Chapter and Powerpoint Slides	
12	4/4/22	Chapter 10	Read Chapter and Powerpoint Slides	<b>Due 4/10/2022</b> Write a 3 page personal philosophy of early childhood education. In your

				philosophy include (1) your beliefs about how young children learn, (2) your commitment to working with culturally and linguistically diverse populations, (3) examples of education/ care experiences with young children, (4) a statement of professional ethics, and (5) professional advocacy goals.
13	4/11/22	Chapter 11	Read Chapter and Powerpoint Slides	
14	<b>4/18/22</b>	<b>Chapter 12</b>	Read Chapter and Powerpoint Slides	
15	4/25/22	Chapter 13	Read Chapter and Powerpoint Slides	
16	<b>5/2/22</b>	<b>Chapter 14</b>	Read Chapter and Powerpoint Slides	
17	<b>5/9/22</b>	<b>Final Exam</b>	<b>Finals</b>	<b>Due 5/10/2022</b>
		<b>Grades due to the Registrar</b>		
	<b>5/13/2022</b>	<b>Graduation</b>		

### Grading Plan

3 Class Assignments 60%

Mid-term: 20%

Final Exam: 20%

A = 100-90%

B = 89-80%

C = 79-70%

D = 69-60%

F = 59% or less

### Grading Policy

Students must do their own work. Cheating and plagiarism are strictly forbidden. Cheating includes (but is not limited to) plagiarism, submission of work that is not one's own, submission or use of falsified data,

unauthorized access to exams or assignments, use of unauthorized material during an exam, or supplying or communicating unauthorized information for assignments or exams.

### **Participation**

Students are expected to attend and participate in all class activities. Points will be given to students who actively participate in class activities including guest speakers, field trips, laboratories, and all other classroom events.

### **Cell phone and headphone use**

Please turn cell phones off **before** coming to class. Cell phone courtesy is essential to quality classroom learning. Headphones must be removed before coming to class.

### **Attendance Policy**

Students are expected to attend all class sessions. If more than ten minutes late, students will be counted as absent. A percentage of the student's grade will be based on class attendance and participation. Absence from class, regardless of the reason, does not relieve the student of responsibility to complete all course work by required deadlines. Furthermore, it is the student's responsibility to obtain notes, handouts, and any other information covered when absent from class and to arrange to make up any in-class assignments or tests if permitted by the instructor. Incomplete or missing assignments will necessarily affect the student's grades. Instructors will report excessive and/or unexplained absences to the Counseling Department for investigation and potential intervention. **Instructors may drop students from the class after three (3) absences unless prior arrangements are made with the instructor to make up work and the instructor deems any excuse acceptable.**

### **Study Time Outside of Class for Face-to-Face Courses**

**For every credit hour in class, a student is expected to spend two hours outside of class studying course materials.**

### **Study Time for Hybrid or Blended Courses**

**For a hybrid or blended course of one credit hour, a student is expected to spend three hours per week studying course materials.**

### **Study Time for Online Courses**

**For an online course of one credit hour, a student is expected to spend four hours per week studying course materials.**

### **Academic Integrity**

Integrity (honesty) is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students who engage in academic dishonesty diminish their education and bring discredit to the University community. Avoid situations likely to compromise academic integrity such as: cheating, facilitating academic dishonesty, and plagiarism; modifying academic work to obtain additional credit in the same class unless approved in advance by the instructor, failure to observe rules of academic integrity established by the instructor. **The use of another person's ideas or work claimed as your own without acknowledging the original source is known as plagiarism and is prohibited.**

### **Diné Philosophy of Education**

The Diné Philosophy of Education (DPE) is incorporated into every class for students to become aware of and to understand the significance of the four Diné philosophical elements, including its affiliation with

the four directions, four sacred mountains, the four set of thought processes and so forth: Nitsáhákees, Nahát'á, Ílna and Siih Hasin which are essential and relevant to self-identity, respect and wisdom to achieve career goals successfully.

At NTU's Zuni Campus, the A:shiwí Philosophy of Education offers essential elements for helping students develop Indigenous and Western understandings. Yam de bena: dap haydoshna: akkya hon detsemak a:wannikwa da: hon de:tsemak a:ts'umme. *Our language and ceremonies allow our people to maintain strength and knowledge.* A:shiwí core values of hon i:yyułashik'yanna:wa (respect), hon delank'oha:willa:wa (kindness and empathy), hon i:yyayumola:wa (honesty and trustworthiness), and hon kohoł lewuna:wediyahnan, wan hon kela i:tsemanna (think critically) are central to attaining strength and knowledge. They help learners develop positive self-identity, respect, kindness, and critical thinking skills to achieve life goals successfully.

### **Students with Disabilities**

Navajo Technical University is committed to serving all students in a non-discriminatory and accommodating manner. Any student who feels that she or he may need special accommodations should contact the Accommodations Office (<http://www.navajotech.edu/student-services#accomodations-services>) in accordance with the university's Disability Accommodations Policy (see [http://www.navajotech.edu/images/about/policiesDocs/Disability\\_Exhibit-A\\_6-26-2018.pdf](http://www.navajotech.edu/images/about/policiesDocs/Disability_Exhibit-A_6-26-2018.pdf)).

### **Email Address**

Students are required to use NTU's email address for all communications with faculty and staff.

**Final Exam Date: Due 5/10/2022**

## **Appendix**

### **Writing Assignment Steps**

- 1. Choose a topic of interest to you.**
- 2. Gather information. Whether the information comes from your own account, interviews with eyewitnesses, or printed sources, you must gather as much information as possible.**
- 3. Write an outline (as a plan for your reflection). Must include:**
- 4. Write a draft of the feature (in Microsoft Word or Google Docs), based on your outline from step 3.**
- 5. Exchange drafts with a peer. Exchanging of feedback on each other's drafts.**
- 6. Revise your draft, incorporating your reader's feedback as well as your own editing and proofreading decisions. (Repeat this step as desired, or as needed.)**
- 7. Write a final draft.**

8. Reference page included.

9. Turn the paper in on the due date, per assignment parameters.

**Rubric**

Reflection Rubric

Objectives	Accomplished 9-10 points	Skilled 7-8 points	Developing 5-6 points	Needs Improvement 4 points or less
Effective & Appropriate Lead	Lead is original and catchy; fits well with the rest of the story; invites readers into the piece	Lead is appropriate to story and fairly effective at getting attention; shows some signs of originality	Lead is adequate but not extremely catchy or original	Lead is neither original nor catchy; is boring, overused or trite, or is inappropriate to story
Adequate Use of Sources	Evidence of reporter using as many sources as necessary (best sources) to adequately present all sides in the story; all are identified; info is properly attributed; all info is accurate, thorough; uses individuals, anecdotes to illustrate larger issues	A minimum of three sources are used and are clearly identified; most information is attributed to sources; information is accurate; may use some anecdotal info	Two or fewer sources are used; some sources are improperly identified, or some info or opinion is given without attribution; most info is accurate but may not be thorough; missing key sources; may use too general info	One or fewer sources used in story; or sources are improperly identified; much info is given without attribution; inaccurate or vague info
Effective Organization (deals with structure)	Reflection is organized with clear transitions and logical connections that create a sense of being tightly woven together; moves from specific case to broader more general topic  Focus of the reflection is clear; nothing detracts from primary focus	Reflection is organized and most transitions and connections are clear, but organization is somewhat lacking, or the sense of flow is somewhat abrupt  Focus is fairly clear	Reflection lacks strong organization, jumps around too much or lacks effective transitions; not in logical order  Reflection lacks strong sense of unity and focus	Reflection is choppy; organization is unclear; few effective transitions  No clear angle; story is rambling and awkward
Grammar and Spelling	Reflection is well-edited and virtually flawless; NO spelling errors; includes the proper spelling of all names	Reflection is spell-checked and all names are correct; contains few grammatical errors	Reflection is spell-checked and all names are correct; contains several grammatical errors	Names are misspelled; or spell-check was not used; or contains many grammatical errors

TOTAL: \_\_\_\_ / 40

**Comments:**