

PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS

**INTRODUCTION TO EARLY CHILDHOOD EDUCATION
ECED 1310**

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

Date Revised: Fall 2014

Catalog Course Description:

An introduction to the early childhood profession, including an emphasis on professionalism and developmentally appropriate practice. The course also includes an overview of the history of early childhood education, theoretical program models, different types of early childhood programs, community resources, professional organizations, and contemporary trends and issues in programs for children from birth through age 8. Field experience is required.

Entry Level Standards:

Must be able to read and write at the college level.

Prerequisites:

None

Textbook(s) and Other Course Materials:

Required:

Bredenkamp, S. *Effective practices in early childhood education, building a foundation*. 1st. Upper Saddle River: Prentice Hall, 2011. Print. ISBN: 0-205-51532-0.

***NOTE: This book is also the same text used for ECED 2015 Early Childhood Curriculum.**

Supplemental:

Tennessee Licensing Standards: <http://www.tennessee.gov/education/ci/earlychildhood/>
Tennessee Early Learning Developmental Standards (TN-ELDS)

I. Week/Unit/Topic Basis:

Week	Topic
1	Overview of ECED/ Brain Research
2	History of ECED
3	Developmentally Appropriate Practice/Intentional Teaching
4	Research
5	Theories
6	Play
7	Programs/Curriculum

8	Individual Differences/Parent and Teacher Interviews
9	Diversity
10	Building Partnerships
11	Creating A Caring Community/CSEFEL
12	Environments/Routines
13	Observations-Program and Child/Using Assessments
14	Student Projects
15	Final Exam Period

II. Course Goals*:

- A. Recognition of the foundation of the early childhood profession, its historical, philosophical, and social foundations and how these foundations influence current thought and practice. (6a, 6b)
- B. Recognition of the diversity of settings, teacher qualifications, types of employment, locations, etc. in the early childhood field. (6b, 6d)
- C. Recognition of professional journals, websites, organizations, and community agencies that support the early childhood professional. (6a, SS5)
- D. Identification of basic components of quality in an early childhood program setting. (1a, 2a, 3b, 4b)
- E. Identification of the goals and basic components of several prominent, theoretical curriculum models (Montessori, High Scope, Reggio Emilia, Project Approach, etc.). (4b)
- F. Recognition of 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

6d. Integrate knowledgeable, reflective, and critical perspectives on early education

SS 5: Skills in identifying and using professional resources

III. Student Learning Outcomes*:

Upon successful completion of this course, the student should be able to:

1. Recognize the foundation of the early childhood profession, its historical, philosophical, and social foundations and how these foundations influence current thought and practice. (6a, 6b)
2. Recognize the diversity of settings, teacher qualifications, types of employment, locations, etc. in the early childhood field. (6b, 6d)
3. Recognize professional journals, websites, organizations, and community agencies that support the early childhood professional. (6a, SS5)
4. Identify 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 (Montessori, High Scope, Reggio Emilia, Project Approach, etc.). (4b)
6. Recognize 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. Field Work:

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

C. Other Evaluation Methods:

As determined by the instructor.

V. Policies:

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 Disability Services (DS) in order to receive accommodations in this course. Disability Services may be contacted by sending email to disabilityservices@pstcc.edu<<mailto:disabilityservices@pstcc.edu>>, or by visiting Alexander 130. More information is available at <http://www.pstcc.edu/sswd/>.