



**Wharton County  
Junior College**

**Administrative - Master Syllabus  
COVER SHEET**

Received  
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SVPI

**Purpose:** It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

**Course Title** – Educating Young Children  
**Course Prefix and Number** – TECA 1311  
**Department** – Education /Early Childhood  
 Business

**Division** – Technology &

**Course Type:** (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y  or N )

**Semester Credit Hours # : Lecture hours# : Lab/other hours #**     3:3:0

**Equated Pay hours for course** – 3 hours

**Course Catalog Description** - An introduction to the education of the young child, including developmentally appropriate practices and programs, theoretical and historical perspectives, ethical and professional responsibilities, and current issues; course content must be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards; requires students to participate in field experiences with children from infancy through age 12 in a variety of settings with varied and diverse populations; course includes a minimum of 16 hours of field experiences.

List Lab/ Other Hours
Lab Hours 0
Clinical Hours 0
Practicum Hours 0
Other (list) 16 hours observation

**Prerequisites/Corequisites** - None; THEA Reading and Writing is recommended

**Approvals** – the contents of this document have been reviewed and are found to be accurate.

Prepared by Barbara S. Lynn	Signature <i>Barbara S. Lynn</i>	Date 05/27/09
Department Head Barbara S. Lynn	Signature <i>Barbara S. Lynn</i>	Date 05/27/09
Division Chair Stephanie Dees	Signature <i>S Dees</i>	Date 6/30/09
Vice President Dr. Ty Pate	Signature <i>Ty Pate</i>	Date 7-6-09



**I. Topical Outline** – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non lecture instruction):

1. Discuss contributions of key historical and contemporary theorists to the field of early childhood education.
  - Discuss contributions of historical theorists to the field of early childhood education,
  - Discuss contemporary theorists and their contributions to the field of early childhood education.
  
2. Describe the features of a developmentally appropriate program for young children.
  - Define the term "developmentally appropriate practice"
  - Discuss how knowledge of child growth and development impacts developmentally appropriate practices.
  - Describe developmentally appropriate practices as they apply to infants/toddlers, preschoolers, school-age children (through grade 6), and children with special needs.
  - Explain how developmentally appropriate programs are impacted by difference in family structures and social and cultural backgrounds.
  - Explain how play is the foundation for children's learning
  - Compare a developmentally appropriate classroom with that is not developmentally appropriate in relation to room arrangement, materials, and equipment.
  
3. Define Development and each of the basic developmental areas (physical, cognitive-language, social emotional).
  
4. Describe types of early childhood, elementary, and intermediate programs.
  - Identify types and characteristics of different programs for children (ages birth-grade 6)
  - Contrast early childhood programs in terms of philosophy and outcomes
  
5. Analyze current and future trends in the field of early childhood, elementary, and intermediate education.
  - Identify current legislation in the field of early childhood/special needs.
  - Identify early childhood research findings and report on them.
  - Discuss public policy, how it is developed, and its impact on children and families.
  - Describe inclusion and its implications for the early childhood classroom.
  - Explain the importance of early intervention programs.
  
6. Demonstrate an understanding of the characteristics and developmental stages of an early childhood professional.
  - List characteristics of an early childhood professional.
  - Discuss career opportunities for the early childhood professional
  - List educational and experience requirements for early childhood positions.
  - Describe the profession's code of ethical conduct and its application in everyday practice.
  - Discuss the role of early childhood professional organizations in the development of an early childhood professional.
  - Describe the purpose of and opportunities for professional growth and development.
  - Identify skills needed to locate and obtain employment.
  - Describe advocacy as it relates to an early childhood professional.
  
7. Participate in a minimum of 16 hours of observation in programs for children ages birth-12 years, then summarize and analyze the classrooms according to principles of developmentally appropriate practice.

## II. Course Learning Outcomes

Course Learning Outcome	Method of Assessment
1. Students will observe in a variety of programs for children ages infancy through grade 6 and analyze classroom environments and teacher-child interactions according to principles of developmentally appropriate practices (as defined by the National Association for the Education of Young Children-NAEYC). Students will apply theoretical principles in Early Childhood Education to classroom practices.	1. Students will submit written observations and analyses of infant, toddler, Pre-K or Head Start, Kindergarten, elementary, and sixth grade classrooms graded by a rubric (minimum score of 70 demonstrates mastery).
2. Students will identify and practice professional standards of conduct and ethical practices for programs for children ages birth-grade 6.	2. Students will evaluate their own level of professional conduct in a self-evaluation checklist prepared by the department.
3. Students will articulate their philosophy of educating young children.	3. Students will compose a philosophy paper graded by a rubric (minimum score of 70 demonstrating mastery).
4. Students will identify historical influences in Early Childhood, Elementary, and Intermediate Education, basic theoretical principles of child development, and examples of developmentally appropriate practices in programs for children ages birth-grade 6.	4.5. Students will pass a midterm exam and comprehensive departmental exam measuring the learning objectives stated in the topical outline for the course (minimum score of 70 demonstrates mastery).
5. Students will discuss contemporary and future trends facing educators in programs for children ages birth-grade 6.	

## III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Morrison, G. S. (2009). Early childhood education today (11<sup>th</sup> ed.). Upper Saddle NJ: Pearson. (ISBN 10: 0-13-500333-4)

Copple, C. & Bredekamp, S. (2008). Developmentally appropriate practice in early childhood programs serving children from birth through age 8. (3rd. ed.). Washington, DC: NAEYC. (ISBN 13: 978-1-928896-64-7)

## IV. Suggested Course Maximum - 35

## V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

None

## VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

Following the reading of course text books and participation in class lecture and discussions, the determination of the final grade for the course will be determined using the weighting of examinations and learning opportunities:

Midterm Exam .....30%  
 Final examination (Comprehensive) .....30%  
 Portfolio (including observations).....30%  
 Attendance and class participation .....10%

## VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)

No additional documentation needed

- **Academic WCJC Core Course**

Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**

Attach the following:

- Program SCANS Matrix
- Course SCANS Competencies Checklist