



## Walters State Community College Course Syllabus

### Course Information

**Course Number and Name:** ECED 1310 Intro to Early Childhood Educ

**Section ID:** 81416.202380

**Semester and Year:** Fall 2023

**Credit Hours:** 3

**Start Date:** August 21, 2023

**End Date:** December 08, 2023

**Course Format:** WEB - Web Classes

**Catalog Course Description:** Introduction to Early Childhood Education is an introduction to the early childhood education profession, including an emphasis on professionalism and developmentally appropriate practice. This course also includes an overview of history of early education, theoretical program models, different types of early childhood programs, community resources, professional organizations, and contemporary trends and issues in programs for children ages birth through eight. Field experience is required. **F**

**Meeting Details:** TBD

**Course Drop Deadline:** October 27, 2023

### Instructor Information

**Name:** Karen Stooksbury

**Role:** Coordinator/Associate Professor, Early Childhood Education

**Office Location:** MBSS 113

**Office Hours:** Posted in the Getting Started Module in elearn

**Office Phone:** 423-585-2648

**Email:** karen.stooksbury@ws.edu

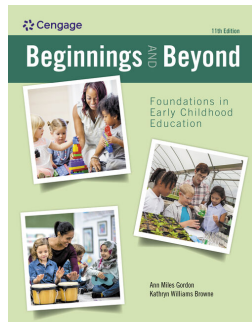
**Supervisor Name:** Dr. Whitney Jarnagin, Dean of Behavioral and Social Sciences, MBSS 133

**Supervisor Phone:** 423-585-2636

**Secretary Name:** Lisa Horner

**Secretary Phone:** 423-585-2633

## Required Textbook(s) and Materials



### **Beginnings and Beyond**

**Subtitle:** Foundations in Early Childhood Education

**ISBN:** 9780357625163

**Authors:** Ann Miles Gordon, Kathryn Williams Browne

**Publisher:** Cengage Learning

**Publication Date:** 2024

**Edition:** 11th

## Supplemental or Optional Materials

Selected professional journal articles, websites

## Student Learning Outcomes/Objectives

- Outcome 1: Identify the foundations of the early childhood profession, its historical, philosophical, and social foundations, and how these foundations, as well as current trends and issues, influence thought and practice.
- Outcome 2: Describe the diversity of settings, teacher qualifications, types of employment, locations, etc., in the early childhood field.
- Outcome 3: Locate professional journals, websites, organizations, and community agencies that support the early childhood professional.
- Outcome 4: Identify basic components of quality in an early childhood program setting.
- Outcome 5: Identify the goals and basic components of several prominent, theoretical curriculum models and approaches.
- Outcome 6: Use the NAEYC Code of Ethical Conduct to address basic ethical dilemmas in early education.

## Instructional Approach and Methods

This Web-based (online) course provides the opportunity for students to complete all coursework via the Internet and eLearn. There are five modules for students to complete in Course Content. There are five exams including four module exams and the final exam. Students will find an orientation to the course in the Getting Started Module provided in Course Content in eLearn.

## Assessment, Evaluation and Testing Procedures

Students will complete the Getting Started Module and \*five learning modules listed below:

- Getting Started Orientation (Week 1)
- Module 1: What Is The Field of Early Childhood Education? (Weeks 2,3,4,)
- Module 2: Who Is The Young Child? (Weeks (5, 6,7,))

Note: Fall break is scheduled during week 8 on Monday and Tuesday. Exam 2 will be available Wednesday-Friday.

- Module 3: What Are The Teacher's Roles (Weeks 9, 10,11, 12)
- Module 4: How Do We Teach (Weeks 13,14)
- Module 5:Tying It All Together (Week 15)

\* Module activities include a set of experiences and assignments to support your active learning and engagement with the content. Students are expected to work through and complete each item in each module. These include reading assignments, lessons, discussions, field experiences, learning activities, and quizzes. The modules are presented in an asynchronous format, meaning students can work on class readings and assignments at their own time and place. Students do not have to be online at any particular time during the week; however, there are critical weekly deadlines that must be met! It is important to adhere to the schedule to complete and turn in assignments. View the Module Guide in the Getting Started Module under Content for a detailed description of what each module item includes and expectations for success.

### Field Experience

- Fieldwork 1: Students will complete written reflections on the content of selected videos that demonstrate developmentally appropriate environments (DAP).
- Fieldwork 2: Students will interview an early childhood educator and write a reflection on the experience.

Quizzes/Exams: Students will complete exams on basic concepts and terms. Exams and quizzes will be taken online.

## Grading Scale

A	90-100%	477-530 Points
B	80-89%	424-476 Points
C	70-79%	371-423 Points
D	60-69%	318-370 Points
F	Below 60%	Below 318 Points

## Assignments

1. Complete Getting Started (orientation) activities. These include a student introduction on the class discussion board and an email to the course instructor. (10 points)
2. Participate in module discussions with classmates and the instructor on topics related to early education. (5@10 points each =50 points)
3. Complete learning activities in each of the five modules. (5@20 points each=100 points)
4. Complete field experiences. (2 @50 points each=100 points)
  - Early Childhood Educator Interview-Interview an early childhood educator following the format provided by the instructor. Instructions are included in Module 1 content.
  - DAP Video Review and Reflections on developmentally appropriate environments in early education settings. Instructions are included in Module 3 content.
5. Complete module lesson quizzes (12@10 points each=120 points).
6. Complete module exams (4 @ 25 points each=100 points).
7. Complete final exam (50 points).

## Class Participation

Students must participate in all interactive aspects of the course. The class schedule will tell when modules will open and close, when discussions must be posted, and when assignments and quizzes are due. Students must communicate with other students through email, are expected to communicate with the instructor as a learning resource, must check the course news on the home page frequently for announcements, and must actively participate in threaded discussion events. Below outlines additional expectations related to "attendance." Students must:

1. Participate in the course at least three times each week. Participation includes reading emails, posting discussions, reading content pages, and/or uploading assignments, etc. The instructor will be monitoring this participation.
2. Respond to the instructor's e-mails.
3. Contact the instructor with any problems.
4. Participate in module discussions. Each student must post an original answer to the discussion topic listed for each module and reply to at least two of the other students' postings.
5. NOTE: Module assignments may not be graded until students have fully participated in the module content, under Course Content.

## Course and Class Policies/Procedures

### Course Schedule

A course schedule of assignments and due dates is posted in the Getting Started Module in the course. It will help to download and print a copy for reference throughout the course.

### Late Work Policy

### Field Experience/Learning Activities

- Students must turn in all work on or before the due date. In recognition that sometimes situations occur that are beyond a student's control and require an extension on an assignment due date (illness, death in the family, hospitalization), assignments may be submitted past the due date. An assignment submitted within one day loses 10%, two days 20%, three days 30%, four days 40%, and five days 50%. Any assignment not received within five days of the due date receives 0 points. Late assignments are not accepted after the last day of class.

### Discussions

- Discussion board initial posts have a Thursday due date. The two discussion posting replies to classmates are due by Sunday evenings at 11:59 PM. Discussion postings are not accepted late. Participation in discussion must be concluded by the due date listed on the course schedule. Each discussion is intended to support interaction with classmates and cannot be completed after the discussion board closes.

### Quizzes/Exams

- Each module includes weekly quizzes based on lessons and assigned readings. Quizzes open at the beginning of each lesson in a module and typically close on Sunday. Quizzes cannot be taken after a module closes.
- Exams scheduled throughout the semester must be taken during the window of open dates. Students should notify the instructor if they will be unable to take an exam during the open period. Forgetting to take an exam is not an acceptable excuse. Makeup for exams the instructor has approved for late submission will occur at the discretion of the instructor.

### Grading Turn-around

In general, assignments submitted on time will be graded within 7-10 business days of submission due dates. Students will be notified if there is a need to vary this schedule. Assignments submitted LATE will be graded by the end of the course.

### Technology Requirements

From a technology perspective, students should have access to a computer with Internet access and be able to perform basic functions such as opening files, saving files, and reading emails. This System Check is designed to ensure a computer system is properly configured for Walters State web courses. It verifies browser version, browser settings and displays settings on a computer. Settings can be verified at [System Check \(opens in new window\)](https://elearn.ws.edu/d2l/systemCheck) <https://elearn.ws.edu/d2l/systemCheck>

For Software Expectations, it is recommended that students have Microsoft Word on their computers in order to submit assignments. Walters State students can download the full Microsoft Office Suite at no charge. Instructions for doing this can be found in Course Content (Getting Started Module). Students will also need to have the following free program on their computer: Adobe Reader. [Downloads for eLearn Classes \(opens in new window\)](https://elearn.ws.edu/d2l/home) <https://elearn.ws.edu/d2l/home>.

### Contacting the Instructor

- Office hours for the instructor are posted in eLearn. The most efficient means of reaching the instructor is email in the course in eLearn. Calls are always welcomed and voice mail will be responded to as soon as possible. If at any time extra assistance is needed with an assignment or clarification of the information discussed in the learning modules, students are encouraged to contact the instructor.

- Communication Response: Students can expect a response to email within 24-48 hours (throughout the week, Monday through Friday). They will be notified if this schedule cannot be kept.

#### Alternative Teaching Plan

In the event of declared disruption of the college academic schedule, all students will refer to course syllabi and course websites (eLearn) to retrieve current information and assignments. Students will be expected to follow course schedules and updates according to instructor directions for the duration of the disruption and stay tuned to the college/class website for further information. The instructor will provide details for assignments such as; what to do, how to do, and where to look for resources. All information will be submitted electronically through the class website unless specified by the instructor.

## Additional Course Requirements/Details/Information

### Topics to Be Covered

- History and Current Issues of Early Childhood Education
- Types of Programs
- The Early Childhood Teacher as Professional
- Developmentally Appropriate Practice (DAP)
- The Young Child: Typical Development
- The Young Child: Special Needs
- Families and Teachers: An Essential Partnership
- Environments & Standards of Quality
- Curriculum Models
- Curriculum in Early Childhood Programs
- Play-based Curriculum
- Technology in Early Childhood Education

### Schedule

A course schedule is posted in the Getting Started module in eLearn.

# Academic Program Standards/Policies/Accreditation Information

## NAEYC Accreditation

The Early Childhood Education program is accredited by the Commission on the Accreditation of Early Childhood Higher Education Programs of the National Association for the Education of Young Children. The program curriculum is aligned with the Professional Standards and Competencies for Early Childhood Educators.

[NAEYC Professional Standards and Competencies for Early Childhood Educators](#)  
(opens in new window)

[https://ws.edu/\\_resources/pdfs/academics/behavioral-social-sciences/early-childhood/NAEYC-Professional-Standards-and-Competencies-for-Early-Childhood-Educators.pdf](https://ws.edu/_resources/pdfs/academics/behavioral-social-sciences/early-childhood/NAEYC-Professional-Standards-and-Competencies-for-Early-Childhood-Educators.pdf)

## ECED Professionalism Statement

The mission of the Walters State Community College Early Childhood Education Degree Program is to educate and empower students to become knowledgeable, confident, and competent early childhood professionals prepared to make intentional decisions about what is best for children and families in the communities they serve.

The program promotes the professional development of our students through their:

- increased awareness of and commitment to the standards and guidelines used in the field of Early Childhood Education;
- personal responsibility and integrity;
- attitudes of respect for children, families, and others;
- use of reflective practice and commitment to ongoing learning.





## Academic Honesty

Faculty expect all students to refrain from acts of academic misconduct including but not limited to:

1. Plagiarism - refers to using another person's ideas or writing without giving proper credit to the original source. Indulging in this type of conduct will subject the student to disciplinary sanctions, which may be imposed through the regular institutional procedures of Walters State Community College as outlined in the Student Handbook. Plagiarism will result in a grade of "0" for the paper/exam/presentation. Student Conduct and Disciplinary Sanctions contained in the college Catalog/Student Handbook apply (see policy 04:18:02 Disciplinary Sanctions).

Plagiarism includes, but is not limited to the following:

- a. Using cut/paste tool from original document with no references given.
  - b. Copying another student's work and submitting it as one's own.
  - c. Forging or otherwise altering signatures.
  - d. Giving or falsifying academic documents or materials.
2. Cheating - construed as attempting to deceive or mislead which includes, but is not limited to the following:
    - a. Utilizing old tests, projects, notes or written papers.
    - b. Providing unauthorized information to a fellow student about exam content.
    - c. Receiving unauthorized aid from any source with quizzes, examinations, or other assignments.
    - d. Seeking information in an unacceptable manner during/preceding an exam or other assigned work (cheat sheet, verbal exchange, looking at another person's paper or electronic device, utilizing headphones, using textbook when the test/quiz is not an open book test/quiz, using textbook test bank etc.).
    - e. Consulting with a classmate or others when taking a computerized test.
    - f. Disregarding other specific policies and procedures outlined for a particular class.

- g. Utilizing unapproved technology/electronic equipment during testing (i.e.: mobile devices such as cell phones, smart devices, or tablets, etc.).
  - h. Using the same Internet Protocol network address (IP address) as another student for testing without approval from the course faculty.
3. The use of any generative artificial intelligence (AI) tool, such as OpenAI's ChatGPT, Google's Bard, or any other pre-trained language model (commonly referred to as "chatbot"), must be cited for any assignment where it has been used and may not be used unless specifically allowed by your instructor. Please see your instructor or the course policies within the syllabus if you have questions.

## Student Resources

### TUTORING SERVICES

Students in need of tutoring assistance are encouraged to contact the Office of Student Tutoring located as follows:

- Morristown Campus - Student Services Building Room L107 - (423) 585-6920
- Niswonger Campus - GRNV 226 - (423) 798-7982
- Sevierville Campus - MMH Room 210 - (865) 286-2787
- Claiborne Campus - Room 123A - (423) 851-4761

Specific tutoring assistance in mathematics and writing is available in-person and online as follows:

- Morristown Campus - English Learning Lab - HUM 120 - (423) 585-6970

[Walters State English Learning Lab \(opens in new window\)](https://www.walters.edu/academics/humanities/writing-lab)  
[ws.edu/academics/humanities/writing-lab](https://www.walters.edu/academics/humanities/writing-lab)

- Morristown Campus - Mathematics Lab - MBSS 222 - (423) 585-6872

[Walters State Mathematics Learning Lab \(opens in new window\)](https://www.walters.edu/academics/mathematics/learning-lab)  
[ws.edu/academics/mathematics/learning-lab](https://www.walters.edu/academics/mathematics/learning-lab)

### TECHNOLOGY SUPPORT

Students who need assistance with computing and technology issues should contact the IET Helpdesk by phone at Morristown: (423) 318-2742; Niswonger: (423) 798-8186; or Sevierville: (865) 286-2789 or on-line access.

[Walters State Helpdesk \(opens in new window\)](#)  
[helpdesk.ws.edu](http://helpdesk.ws.edu)

## **STUDENTS WITH DISABILITIES SUPPORT SERVICES**

Students with disabilities must register with Student Support Services each semester in the Student Services Building, Room U134 (phone (423) 585-6892) if they need any special facilities, services, or consideration.

[Walters State Student Support Services \(opens in new window\)](#)  
[ws.edu/student-services/disability/](http://ws.edu/student-services/disability/)

## **SUICIDE PREVENTION STATEMENT**

Walters State is committed to and cares about all students. Support services are available for any person at Walters State who is experiencing feelings of being overwhelmed, hopelessness, depression, thinking about dying by suicide, or is otherwise in need of assistance. For immediate help, contact the National Suicide Prevention Lifeline by calling or texting 9-8-8 or the Trevor Lifeline at 1-866-488-7386. Veterans may also contact the Veterans Crisis Line at 1-800-273-8255 (press 1) or Text 838255.

Walters State has a relationship in place with the following community agencies to provide services (may include crisis referral services, prevention screenings, etc.):

- Cherokee Health Systems 423-586-5032
- Frontier Health 423-467-3600

# **College Policies**

## **STUDENTS HANDBOOK AS OFFICIAL GOVERNING DOCUMENT**

This class is governed by the policies and procedures stated in the current Walters State Community College Student Handbook. All students attending Walters State Community College, regardless of the time, location, or format of the class, must abide by the rules and regulations outlined in the current Walters State Catalog/Student Handbook and the current Walters State Timetable of Classes.

[Walters State Catalog \(opens in new window\)](#)  
[catalog.ws.edu/](http://catalog.ws.edu/)

[Walters State Timetable of Classes \(opens in new window\)](#)  
[ws.edu/admissions/registration/](http://ws.edu/admissions/registration/)

## **PURPOSE, LIMITATIONS AND MODIFICATION OF SYLLABUS**

This syllabus sets forth the expectations for the course content, work, and grading as well as expectations for student performance and conduct. The syllabus does not constitute a contract between the student and the instructor or the College. The information contained here is subject to change at any time. The instructor reserves the right to modify this syllabus at any time with written notification to the students. Though changes are possible, it is expected that the course will be conducted as described in this syllabus for the semester/year specified in the Course Information section of the syllabus. This syllabus is only valid for the semester/year specified and course requirements are not guaranteed for future semesters.

## **COURSE GROUND RULES**

- Students must attend the first day of on-ground class or contact the instructor prior to the first class. Failure to do this may result in being dropped from the class. Excessive absences may substantially lower the course grade.
- Regular class attendance is a student's obligation for any course regardless of format. (See the Walters State Catalog/Student Handbook). If a student misses class, it is his or her responsibility to contact the instructor regarding missed assignments and/or activities and to be prepared for the next class assignment.
- Students enrolled in web courses must follow the course attendance policy defined for online attendance during the first week of class and throughout the term. Failure to do this may result in being dropped from the class during week one OR may result in the accrual of absences which may negatively impact the student's grade in the course.
- Students who have not paid fees on time and/or are not correctly registered for this class and whose names do not appear on official class rolls generated by the Walters State student information system (MyWS) will not be allowed to remain in class or receive credit for this course.
- Electronic devices must not disrupt the instructional process or college-sponsored academic activity. Use of electronic devices is prohibited unless use of the device is relevant to the activity and use is sanctioned by the faculty member in charge. Electronic devices that are not relevant to the activity or sanctioned by the faculty member in charge should be set so that they will not produce an audible sound during classroom instruction or other college-sponsored academic activity.

## **FINANCIAL AID**

Students receiving any type of financial aid or scholarship should contact the Financial Aid Office before making any changes to their schedule. Schedule changes without prior approval may result in loss of award for the current term and future terms.

All forms of student Financial Aid may be jeopardized or lost due to the lack of Satisfactory Academic Progress in one or multiple courses. Lack of Satisfactory Academic Progress may negatively impact a

student's degree/certificate completion pace and further jeopardize Financial Aid eligibility.

## **CANCELLATION OF CLASSES AND ACADEMIC CONTINUITY**

For information related to the cancellation of classes due to inclement weather or other events, please check the Senators Emergency Text system or the college's Web site at:

[Walters State Homepage \(opens in new window\)](#)

[ws.edu/home/](http://ws.edu/home/)

[Walters State Facebook page \(opens in new window\)](#)

<https://www.facebook.com/WaltersState/>

[Walters State Twitter page \(opens in new window\)](#)

<https://twitter.com/waltersstate>

or call the college's student information line, 1-800-225-4770, option 1; the Sevier County Campus, (865) 774-5800, option 7; the Niswonger Campus (423) 798-7940, option 7; or the Claiborne County Campus, 423-636-6200, option 7. Also, please monitor local TV and radio stations for further announcements.

When an event or disaster interrupts the scheduled operations of the college and the ability to proceed with the academic course activities as planned, the college and your instructor may alter the course plan outlined in the syllabus. Should an event occur, students should refer to their course e-Learn pages and/or class materials previously delivered to receive guidance from their instructor. Students should continue to monitor the official college channels of communication listed in the above paragraph. If you would like to sign up for the Senators Emergency Text system, please go to the following Web site:

[Senator Emergency Text System \(opens in new window\)](#)

[ws.edu/set/](http://ws.edu/set/)

Dual Enrollment students attending on a high school campus should refer to the high school inclement weather cancellations.

## **LEARNING MANAGEMENT SYSTEM**

Brightspace (commonly known as eLearn or D2L) is the college's Learning Management System (LMS).

Brightspace is committed to accessibility by "deliver[ing] a learning experience that meets the needs of all people, regardless of age or ability." [Brightspace Accessibility Standard \(opens in new window\)](#)

Brightspace is also committed to guarding student data and privacy. [Brightspace Privacy Policy](#) ([opens in new window](#)).