Course Title: **TECA 1311-151 ~ Educating Young Children**
Semester: Fall 2021
Online Instructor: Cherri Stallings
Class Times: Online ~ Blackboard
Office: Reese Campus-Building 5
Office Hours: Remote, By appointment
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"South Plains College improves each student's life."

General Course Information

Course Description

This course is an introduction to the education of the young child. It includes developmentally appropriate practices and programs, theoretical and historical perspectives, ethical and professional responsibilities and current issues. Course content is aligned with State Board of Educator Certification pedagogy and professional responsibilities standards. The course requires students to participate in a minimum of 16 hours of field experience with children from infancy through age 12 in a variety of settings with varied and diverse populations.

Student Learning Outcomes

	NAEYC Standards
Discuss contributions of key historical and contemporary theorists to the field of early care and education	
Explain the features of a developmentally appropriate program for young children	
Define each of the four basic developmental domains (physical, cognitive, emotional, and social)	S6
Examine the types of early childhood programs	
Analyze trends and issues of early care and education	
Identify the characteristics and developmental stages of a professional in early care and education	

Course Objectives (Scans and Foundations Skills noted)

At the conclusion of the course, students should be able to:

1. **Discuss contributions of historical and contemporary theorists to the field of early care and education**.
   a. Explain how views of childhood have changed over time.
   b. Identify themes in the history of early care and education.
   c. Discuss the role of advocacy in the progression of early care and education.
2. **Explain the features of a developmentally appropriate program for young children**.
   a. Define developmentally appropriate practice.
   b. Discuss how knowledge of child growth and development impacts developmentally appropriate practice.
   c. Analyze the effects of classroom routines and procedures on student learning.
   d. Demonstrate an understanding of how young children function in groups (stages of play)
   e. Explain the importance of play in young children's learning and development.
   f. Create a schedule for young children that balances restful and active activities, and that provides large blocks of time for play, projects and learning centers.
   g. Compare a developmentally appropriate classroom with one that is not developmentally appropriate, in relation to child-staff ratio, group size and teacher qualifications.
3. **Define each of the four basic developmental domains**
   a. List physical skills for young children.
   b. List cognitive skills for young children.
   c. List emotional skills for young children.
   d. List social skills for young children.

4. **Examine and compare types of early childhood programs**
   a. Family child care
   b. Group child care
   c. Preschool programs
   d. Public School PreK
5. **Analyze trends and issues of early care and education**
   a. Apply ideas from the Code of Ethical Conduct to early childhood scenarios.
   b. Describe the "Standards Movement".
   c. Discuss diversity and inclusion as they apply to the early childhood classroom.
   d. Explain importance of family involvement in early care and education.
   e. Discuss issues of assessment as they relate to young children.
6. **Identify the characteristics and developmental stages of a professional in early care and education.**
   a. Discuss characteristics of an early childhood professional.
   b. Investigate career opportunities for the early childhood professional.
   c. Identify professional development resources
   d. Engage in reflection to identify strengths/challenges, improve teaching, and reach professional goals.

Evaluation Methods
1. Attendance & participation in discussion
2. Weekly Discussion Board
3. Weekly reading assignments
4. Completion of weekly assignments
5. Sixteen hours field experience, with written documentation

Academic Integrity

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

Cheating: Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as to final examinations, to daily reports and to term papers.

Plagiarism: Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

Scans Competencies	Foundation Skills
Resources	Basic Skills
Interpersonal Skills	Thinking Skills
Systems	Personal Qualities
Technology	

Verification of Workplace Competencies- Capstone Experience

Students will complete an Ethical Dilemma Journal as the key assessment in this class. A copy will be included in the student's **Professional Portfolio** during the CDEC 1292 capstone course.

Textbook and Materials
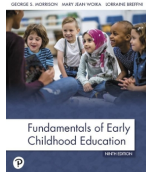
Fundamentals of Early Childhood Education.9th Ed., G.S. Morrison, Pearson Publishing Company, Boston, Mass., 2020.
ISBN 978-0135240519
South Plains College Bookstore, Reese Campus : **http://www.sp-reesebookstore.com/.**

Computer Requirements

It is the responsibility of the student to have the necessary computer resources and skills to take this class. Students are not required to purchase their own computer but must have access to one that meets specifications. Computer labs are available for student use on the Levelland, Lubbock, & Reese campuses.

You will need:
- **Microsoft Word**
- **Adobe Reader**
- **Anti-Virus Software**

See SPC Instructional Technology Resources:
http://www.southplainscollege.edu/instructional-technology/instructional-technology.php

FREE Office 365 for students https://www.microsoft.com/en-us/education/products/office

Adobe Acrobat Reader - **https://get.adobe.com/reader/**

Other Requirements
➡ Students are responsible for arranging and completing field **experience** in appropriate environments, with specific documentation. **Sixteen hours of FE is required.**

Attendance Policy

Students in this course attend class online. Attendance includes logging into the course **2-3 times per week**, to be documented through the Blackboard system.

If a student finds that he/she cannot complete the requirements of this course in a successful manner, it is the responsibility of that student to initiate a drop from the course. **Course withdrawals** are done through the registrar's office. See instructions on Drop Process in Blackboard in Syllabus Folder. Last drop date for the college is **December 2, 2021.**

Assignment Policies

All assignments will be completed and/or submitted in Blackboard.

Assignments are due on the dates specified in the course calendar, by 11:59pm. Late assignments will be docked 10% of the value per week, unless prior arrangements have been made with instructor.

Please do not wait until the last minute to turn in assignments, or you may have problems.

Grading Policy

Syllabus Quiz	50 points
Discussion Board (25 Post @ 16 points)	400 points
Ethical Dilemma Journal	200 points
Midterm Exam	100 points
Final Exam	100 points
Field Experience Documentation (16 hrs.)	150 points
	1000 points

Final Grades		
900-1000 points	90-100%	A
800-899 points	80-89%	B
750-799 points	75-79%	C
700-749 points	70-74%	D
699 points & below	(69%)	F

NOTE: Students must earn a **C** or above for course to be applied to a Child Development certificate or degree.

Communication Policy

- Primary communication between instructor and students in this course should take place through **Blackboard Mail**.
- Outside the Blackboard system, any electronic communication between instructor and students in this course will utilize the South Plains College email systems. Instructor will not initiate communication using private email accounts. **Students are encouraged to check SPC email on a regular basis.** *If you need to email the instructor you need to have the subject of the email to be TECA 1311 Educating Young Children followed by the subject of the email. Example: TECA 1311 Education Young Children Question about Assignment 1*
- **Students may expect instructor responses to email messages within 48 hours.**

Student Conduct

Students are expected to follow the standards of student conduct as defined in SPC Student Guide. Please read the guide that is posted in Blackboard. See signature form.

Campus Carry

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: (http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php) Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

COURSE OUTLINE

I. *You and Early Childhood Education: Becoming a Professional*
   The Early Childhood Professional and the Six Standards of Professionalism
   Developmentally Appropriate Practice and Essential Practices for Teaching in Inclusive Early Childhood Classrooms.
   Pathways to Professional Development
   Developing a Philosophy of Education

II. *Early Childhood Education Today: Understanding and Responding to Current Issues*
   Issues Influencing the Practice of Early Childhood Education
   Teaching and Learning in the Inclusive Classroom

III. *History and Theories: Foundations for Teaching and Learning*
   The Importance of Theories of Learning
   Famous Historical Figures and their Influence on Early Childhood Education

IV. *Implementing Early Childhood Programs: Applying Theories to Practice*
   The Growing Popularity of Quality Early Childhood
   Child Care: Serving Children and Families
   What is Quality Education and Care?

Program Models
Federal Programs for Young Children
Additional Early Childhood Models

V. *Observing and Assessing Young Children: Guiding, Teaching, and Learning*
   Assessment and its Importance
   Types and Methods of Assessment
   The Significance of Using Observation to Assess
   Critical Issues in the Assessment of Young Children

VI. *Technology Today*
   Children of the Net Generation
   Integrating Technology in the Early Childhood Program
   Parents and Teachers Supporting Children's Use of Technology
   Technology Use With Children With special and Diverse Needs

VII. *Infants and Toddlers: Critical Years for Learning*
   Brain Development
   Infant and Toddler Development
   Preparing Enriched Environments
   Developmentally Appropriate Curriculum for Infants and Toddlers

VIII. *The Preschool Years: Getting Ready for School and Life*

The Teacher's Role in Encouraging Peer Interactions in Preschool Classrooms
Developmentally Appropriate Practice and the Preschool Curriculum
Play in Preschool Programs

IX. **Kindergarten Today: Meeting Academic and Developmental Needs**
The History of Kindergarten Education.
Environments for Kindergarteners.
Curriculum in the Kindergarten.

X. **The Primary Grades: Preparation for Life**
Early Elementary Children: What they are like.

XI. **Educating Children with Diverse Needs: Ensuring Each Child Learns**
The Individuals with Disabilities in Education Act (IDEA)

Children with Disabilities
Teaching English Learners (ELS)
Multicultural Education

XII. **Guiding Children's Behavior: Helping Children Be Their Bests**
Guiding Behavior in a Community of Learners
What is the Social Constructivist Approach to Guiding Behavior?

XIII. **Parents, Families and the Community: Building Partnerships for Student Success**
New Views of Parent and Family Partnerships
Changing Parents and Families: Changing Involvement
Types of Parent and Family Involvement
Teaching and Learning in the Inclusive Classroom: Involving Families of Children with Disabilities

ACCOMMODATIONS

Diversity Statement

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

Disabilities Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Coordinator of Disability Services. For more information visit the Disability Services Office at Reese Center, Building 8, or call 806-716-4654.

Pregnancy Accommodations Statement

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Crystal Gilster, Director of Health and Wellness at 806-716-2362 or email cgilster@southplainscollege.edu for assistance.

RESOURCES

C-1 TIME – Selects goals-relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 MONEY – Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 MATERIALS AND FACILITIES – Acquires, stores allocates, and uses materials or space efficiently.

C-4 HUMAN RESOURCES – Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION – Acquires and Uses Information

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

INTERPERSONAL – Works with Others

C-9 Participates as members of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers – works to satisfy customer's expectations.

C-12 Exercises Leadership – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates – works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works with Diversity – works well with men and women from diverse backgrounds.

SYSTEMS – Understands Complex Interrelationships

C-15 Understands Systems – knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance – distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems – suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY – Works with a Variety of Technologies

C-18 Selects Technology – chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task – understand overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment – prevents, identifies, or solves problems with equipment, including computers and other technologies.

BASIC SKILLS–Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading–locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing–communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic–performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics–approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening–receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking–organizes ideas and communicates orally.

THINKING SKILLS–Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

F-7 Creative Thinking–generates new ideas.

F-8 Decision-Making–specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 Problem Solving–recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind's Eye–organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn–uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning–discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES–Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

F-13 Responsibility–exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem–believes in own self-worth and maintains a positive view of self.

F-15 Sociability–demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management–assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty–chooses ethical courses of action.

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.

1b: Knowing and understanding the multiple influences on early development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in young children's development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches

4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for young children and the early childhood profession

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

7a. Opportunities to observe & practice in at least two of the three early childhood age groups (birth–3, 3-5, 5-8)

7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

NAEYC SUPPORTIVE SKILLS

Supportive Skill #1: Self-assessment and self-advocacy

Supportive Skill #2: Mastering and applying foundational concepts from general education

Supportive Skill #3: Written and verbal communication skills

Supportive Skill #4: Making connections between prior knowledge/experience and new learning

Supportive Skill #5: Identifying and using professional resources

National Association for the Education of Young Children, 2011