



Lubbock-Cooper High School/South Plains College

Dual Credit Principles of Education Course Syllabus

Instructor: Haley Schilling

Course: TECA 1311. 364

Educating Young Children

Semester: Spring 2026

Phone: (806) 993-2321 ext. 21504

Class Times: 8:40-10:15 am & 12:35-2:10 pm

Primary Email: hschilling@lcisd.net

Course Description: An introduction to the education of the young child. Includes developmentally appropriate practices and programs, theoretical and historical perspectives, ethical and professional responsibilities, and current issues. Course content is aligned with the State Board for Educator Certification Pedagogy and Professional Responsibilities standards. 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.

Learning Outcomes:

- **Discuss** the 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
- **Explain** the importance of play in young children's learning and development
- **Define** each of the four basic developmental domains (physical, cognitive, emotional, and social)
- **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
- **NAEYC Standard:** Standard 6. Professionalism as an Early Childhood Educator

Tentative Course Outline

Unit 1: Exploring Careers in Education

Unit 2: Foundations of the Teaching Profession

Unit 3: How We Learn: Theories and Student Growth

Unit 4: Systems of Classroom Management and Culture

Unit 5: The Art of the Lesson: Planning for Success

Unit 6: Curriculum Frameworks: Navigating the TEKS

Unit 7: Legal Frameworks and Professional Ethics in Education

Unit 8: Field Experience and Reflective Practice

Course Objectives:

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. (C-5, F-1, F-12)
 - b. Identify themes in the history of early care and education. (C-5, F-1, F-11)
 - c. Discuss the role of advocacy in the progression of early care and education. (C-12, C-14, F-6, F-17)
2. Explain the features of a developmentally appropriate program for young children.
 - a. Define developmentally appropriate practice. (C-5, F-1, F-12)
 - b. Discuss how knowledge of child growth and development impacts developmentally appropriate practice. (C-5, C-7, F-1, F-5, F-6)
 - c. Analyze the effects of classroom routines and procedures on student learning. (C-15, C-16, F-9, F-12)
 - d. Demonstrate an understanding of how young children function in groups (stages of play) (C-9, C-14, F-15, F-5, F-6)
3. Explain the importance of play in young children's learning and development.
 - a. 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. (C-1, F-2, F-5, F-6)
 - b. Compare a developmentally appropriate classroom with one that is not developmentally appropriate, in relation to child-staff ratio, group size and teacher qualifications. (C-5, C-7, F-1, F-8, F-9)
4. Define each of the four basic developmental domains.
 - a. List physical skills for young children. (F-1, F-6)
 - b. List cognitive skills for young children. (F-1, F-6)
 - c. List emotional skills for young children. (F-1, F-6)
 - d. List social skills for young children. (F-1, F-6, F-15)
5. Examine and compare types of early childhood programs.
 - a. Family childcare (C-5, F-1)
 - b. Group childcare (C-5, F-1)
 - c. Preschool programs (C-5, F-1)
 - d. Public School Pre-K (C-5, F-1)
6. Analyze trends and issues of early care and education.
 - a. Apply ideas from the Code of Ethical Conduct to early childhood scenarios. (C-12, F-17)
 - b. Describe the "Standards Movement". (C-5, F-1)
 - c. Discuss diversity and inclusion as they apply to the early childhood classroom. (C-14, F-15)
 - d. Explain the importance of family involvement in early care and education. (C-11, F-6, F-15)
 - e. Discuss issues of assessment as they relate to young children. (C-5, C-6, F-1, F-12)
7. Identify the characteristics and developmental stages of a professional in early care and education.
 - a. Discuss characteristics of an early childhood professional. (C-9, C-10, C-11, F-6, F-13, F-17)
 - b. Investigate career opportunities for early childhood professionals. (C-5, F-1, F-11)
 - c. Identify professional development resources. (C-5, C-7, F-1, F-11)
 - d. Engage in reflection to identify strengths/challenges, improve teaching, and reach professional goals. (F-16, F-13, F-14, F-17)

Academic Integrity

It is the aim of the faculty of Lubbock-Cooper High School and 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 and 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, and illegal entry or unauthorized presence in an office are examples of cheating.

Plagiarism: Offering the work of another as one's own, without proper acknowledgement, 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 the themes, reports, or other writings of a fellow student, is guilty of plagiarism. This includes copying information from the text materials and related websites. A student's written work MUST be in his/her own words.

Exams: In this course, the instructor reserves the right to require exams in a proctored setting if deemed necessary to maintain the integrity of the coursework.

Grading Policy:

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

Attendance and Participation: Success in this course is directly tied to regular attendance and active engagement. Students are expected to arrive punctually, remain focused, and contribute meaningfully to all class activities and discussions. Please be advised that attendance will be governed by the official policies of both Lubbock-Cooper ISD and South Plains College.

Computer Requirements: Students will utilize their Lubbock-Cooper ISD school iPads to complete all work issued for this course.

Course Syllabus Statements: All students are required to review the official South Plains College syllabus statements, which provide important information regarding college policies and student resources. These include statements on intellectual exchange, accessibility services, non-discrimination, pregnancy and parenting accommodations, campus safety, COVID-19 procedures, appropriate use of artificial intelligence, and more.

These policies apply to all courses and are available at the following link:

<https://www.southplainscollege.edu/syllabusstatements/>