



## **Course Syllabus**

### **TECA 1311 Educating Young Children**

**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 and coincide with the National Association for the Education of Young Children position statement related to developmentally appropriate practices for children from birth through age eight. Requires students to participate in field experiences with children from infancy through age 12 in a variety of settings with varied and diverse populations; and the course includes a minimum of 16 hours of field experiences.

**Prerequisites:** None

**Semester Credit Hours:** 3

**Lecture Hours per Week:** 3

**Lab Hours per Week:** 0

**Extended hours:** 16 hours of on-site field experiences with children from infancy through age 12 in a Texas early childhood facility and a Texas public school.

**Contact Hours per Semester:** 64

**State Approval Code:** 13.1202.51 09

**Class Instructor:**

**Office:**

**Office Hours:**

**Class section meeting time:** This is an online course—students are expected to spend at least 4 hours per week reading, reviewing, and participating in assigned activities for successful completion of this course.

**Alternate Operations During Campus Closure:** In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website ([www.panola.edu](http://www.panola.edu)) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

**Artificial Intelligence (AI) Course Policy: Use of generated AI Permitted under some classroom circumstances with permission.**

There are situations throughout the course where you may be asked to use artificial intelligence (AI) tools

to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content that will end up in any student work (assignments, activities, discussion responses, etc.). Use of any AI-generated content in this course without the instructor's consent qualifies as academic dishonesty and violates Panola College's standards of academic integrity.

### **Core Components and Related College Student Learning Outcomes**

This course counts as part of the academic requirements of the Panola College Core Curriculum and an Associate of Arts or Associate of Science degree.  Yes  No: If no, skip to Instructional Goals.

The items below marked with an X reflect the state-mandated outcomes for this course **IF this is a CORE course**:

- Critical Thinking Skills – to include creative thinking, innovation, inquiry and analysis, evaluation and syntheses of information
  - CT1: Generate and communicate ideas by combining, changing, or reapplying existing information
  - CT2: Gather and assess information relevant to a question
  - CT3: Analyze, evaluate, and synthesize information
- Communication Skills – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
  - CS1: Develop, interpret, and express ideas through written communication
  - CS2: Develop, interpret, and express ideas through oral communication
  - CS3: Develop, interpret, and express ideas through visual communication
- Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
  - EQS1: Manipulate and analyze numerical data and arrive at an informed conclusion
  - EQS2: Manipulate and analyze observable facts and arrive at an informed conclusion
- Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
  - TW1: Integrate different viewpoints as a member of a team
  - TW2: Work with others to support and accomplish a shared goal
- Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making
  - PR1: Evaluate choices and actions and relate consequences to decision-making
- Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
  - SR1: Demonstrate intercultural competence
  - SR2: Identify civic responsibility
  - SR3: Engage in regional, national, and global communities

### **Instructional Goals and Purposes:**

The purpose of this course is to provide students with a) information about the education of the young child and b) opportunities to observe teachers in early childhood settings and lower elementary settings.

### **Learning Outcomes:**

[From the ACGM Manual, State Board for Educator Certification Pedagogy and Professional Responsibilities Standards, and the National Association for the Education of Young Children position

statement related to developmentally appropriate practices for children from birth through age eight.]

After studying all materials and resources presented in the course, the student will be able to:

1. Identify the features of a quality developmentally appropriate program for young children. (All standards)
2. Explain contributions of historical and contemporary professionals and theorists to the field of early childhood education. (Standard I)
3. Analyze various early childhood programs and curricular models that have influenced practice. (Standard II)
4. Describe current and future trends and issues in the field of education. (Standards I & II)
5. Apply classroom observation and assessment skills to identify developmentally appropriate programs in diverse early childhood educational settings. (Standard I & III)
6. Describe and adhere to professional code of legal and ethical requirements for educators. (Standard IV)
7. Complete a minimum of 16 contact hours of field experience with children from infancy through age 12.

### **TExES Pedagogy and Professional Responsibilities EC-6 Standards**

Standard 1: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard 2: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard 3: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high quality feedback.

Standard 4: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

### **Developmentally Appropriate Practice National Association for the Education of Young Children Position Statement Adopted by the NAEYC National Governing Board April 2020**

Each and every child, birth through age 8, has the right to equitable learning opportunities—in centers, family child care homes, or schools—that fully support their optimal development and learning across all domains and content areas. Children are born eager to learn; they take delight exploring their world and making connections. The degree to which early learning programs support children’s delight and wonder in learning reflects the quality of that setting. Educators who engage in developmentally appropriate practice foster young children’s joyful learning and maximize the opportunities for each and every child to achieve their full potential.

### **Course Content:**

A general description of lecture/discussion topics included in this course are listed in the Learning Outcomes section of this syllabus. After studying the material presented in this course

Students in all sections of this course will learn the following content:

1. Early Childhood Education and Professional Development
2. Foundations: History and Theories
3. Programs and Services for Children and Families
4. Linking Development and Learning
5. Meeting the Special Needs of Young Children
6. Complete 16 hours of Field Experience in an Early Childhood Setting

### **Methods of Instruction/Course Format/Delivery:**

This course is offered as an online course. Instruction will include Canvas assignments, Projects, discussions, and assessments. A field experience journal will also be required.

### **Major Assignments / Assessments:**

The following items will be assigned and assessed during the semester and used to calculate the student's final grade. In order for a student to receive full credit for any assignment, assessment, or field experience report, it must be submitted on or before the due date.

**Assignments-** This includes responses to online discussion threads, a variety of activities related to topics covered and/or videos watched. **Five percentage points will be deducted from an assignment each day it is late.**

1. Discussions
2. Developmentally Appropriate Practice (DAP) Assignments
3. Activities/Projects

**Field Experience Journal and Documentation:** Students will complete sixteen hours of on-site observation of children birth to age 12 in various Early Childhood Settings. A time log, teacher evaluation, and a reflective journal will document completion of the observations. **Failure to complete the entire sixteen-hour assignment will result in a grade of F in the class, regardless of performance on other assignments. THE FIELD EXPERIENCE JOURNAL AND DOCUMENTATION MUST BE SUBMITTED ON OR BEFORE THE DUE DATE. No late submission will be accepted.**

### **Assessment(s):**

The exams in this course will cover lectures, PowerPoints, and readings. Students will take four exams. **Students must take exams by the due date.** Students can choose to take exams in Proctorio or a campus testing-center.

Exam 1- Ethics, Standards, and Best Practices

Exam 2 – History and Theories

Exam 3 – Linking Development and Learning

Exam 4 – Observation and Assessment

### **Course Grade:**

The grade for this course will be based on the following assignments:

- Assignments- 30%
- Field Experience – 30%
- Assessments – 40%

The grading scale for this course is as follows:

- A – 90-100%
- B – 80-89%
- C– 70-79%
- D – 60-69%
- F – Below 60%

### **Texts, Materials, and Supplies:**

- Textbook: Early Childhood Education Today, 15<sup>th</sup> edition, by George S. Morrison, Lorraine Breffni, and Mary Jean Woika. (2022). Hoboken, NJ: Pearson Education, Inc.
- Various Children's books that will be available to check-out from my office or a public library.

**Required Readings: textbook; journals; children's books**

**Other:**

- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.
- For current texts and materials, use the following link to access bookstore listings: <https://www.panolacollegestore.com>
- For testing services, use the following link: <https://www.panola.edu/student-services/student-support/academic-testing-center>
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Charles C. Matthews Student Center or go to <https://www.panola.edu/student-services/student-support/disability-support-services> for more information.
- Panola College welcomes pregnant and parenting students as a part of the student body. This institution is committed to providing support and adaptations for a successful educational experience for pregnant and parenting students. Students experiencing a need for accommodations related to pregnancy or parenting will find a Pregnancy and Parenting Accommodations Request form in *The Pathfinder* or may request the form from the course instructor.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <https://www.panola.edu/> (located at the bottom under students)