COURSE SYLLABUS

CDEC 1411-EDUCATING YOUNG CHILDREN

Catalog 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 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.

For students in this course who may have a criminal background, please be advised that the background could keep you from being licensed by the State of Texas. If you have a question about your background and licensure, please speak with your faculty member or the department chair. You also have the right to request a criminal history evaluation letter from the applicable licensing agency.

Prerequisites: None
Corequisite/Concurrent: Students will be required to submit to and pass a criminal background search as prescribed by the program and College. Failure to comply will result in a grade of F for the course.

Semester Credit Hours: 4
Lecture Hours per Week: 4
Lab Hours per Week: 0
Extended Hours: 16-On-site field experience observations required in Texas public school classrooms
Contact Hours per Semester: 64
State Approval Code: 19.0709

Class Section Meeting Time: Online—students are expected to spend at least four hours per week reading and reviewing course materials and completing assignments.

Instructional Goals and Purposes: The purposes of this course are a) to present information on the education of the young child, including developmentally-appropriate practices and programs, theoretical and historical perspectives, ethical and professional responsibilities, and current issues, and b) to provide opportunities for students to engage in practical application of the course concepts through direct interaction with young children in a child-care/educational setting.

Learning Outcomes:

Upon successful completion of this course, students will:

1. Identify the features of a quality developmentally appropriate program for young children. (PPR I, II; SCANS: 1a-i, 1a-iv,1b-i,1b-iv, 1b-v, 1b-vi, 1c-i,1c-ii, 1c-iv, 1c-v, 2a-i, 2c-i, 2c-ii, 2c-iv, 2d-i, 2e-i)
2. Explain contributions of historical and contemporary professionals and theorists to the field of early childhood education. (PPR I; SCANS: 1a-i, 1a-ii, 1b-v, 1c-i, 1c-iv, 1c-v, 2a-i, 2c-i, 2c-iv,2e-i)
3. Analyze various early childhood programs and curricular models that have influenced practice. (PPR I, III; SCANS: 1a-i, 1a-iv,1b-i,1b- iv, 1b-v, 1b-vi, 1c-i, 1c-ii, 1c-iv, 1c-v, 2a-i, 2c-i, 2c-ii, 2c-iv, 2d-i, 2e-i)
4. Describe current and future trends and issues in the field of education. (PPR I, II; 2c, 2e)

5. Apply classroom observation and assessment skills to identify developmentally appropriate programs in diverse early childhood educational settings. (PPR I, II; SCANS: 1a-i, 1a-ii, 1a-iv,1b-i,1b-ii, 1b-iii, 1b-iv, 1b-v, 1b-vi, 1c-i, 1c-ii, 1c-iii, 1c-iv, 1c-v, 2a-i, 2b-ii, 2b-iv, 2b-v, 2b-vi, 2c-i, 2c-ii, 2c- iv, 2d-i, 2d-ii, 2d-iii, 2e-i, 2e-iii)

6. Describe and adhere to professional code of legal and ethical requirements for educators. (PPR IV; SCANS: 1c, 2b)

TExES Pedagogy and Professional Responsibilities Standards:
Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

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

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

NAEYC DAP (Developmentally-Appropriate Practice) Statement:

https://www.naeyc.org/positionstatements/dap

Key Messages of the Position Statement:

https://www.naeyc.org/files/naeyc/file/positions/KeyMessages.pdf

- All teaching practices should be appropriate to children's age and developmental status, attuned to them as unique individuals, and responsive to the social and cultural contexts in which they live.
- Narrowing achievement gaps must be a priority for early childhood educators as well as policy makers.
- Effective, developmentally appropriate curriculum is based on what is known about the interrelationships and sequences of ideas, so that children's later abilities and understandings can be built on those already acquired.
- Effective teachers are intentional in their use of a variety of approaches and strategies to support children's interest and ability in each learning domain. Besides embedding significant learning in play, routines, and interest areas, strong programs also provide carefully planned curriculum that focuses children's attention on a particular concept or topic. Further, skilled teachers adapt curriculum to the group they are teaching and to each individual child to promote optimal learning and development.

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

1. **Define developmentally-appropriate practices and programs and identify elements of developmentally-appropriate curriculum for young children.** (SCANS: 1a-i, 1a-ii, 1b-I, 1b-v, 1b-vi, 1c-I, 2c-i, 2c-ii, 2c-iii, 2c-iv, 2e-I)

    a. Describe different types of early childhood programs.
    b. Explain the rationale for child-care licensing.
    c. Describe the constructivist view of learning.

d. Identify major physical, motor, cognitive, language, emotional, and social developmental milestones.
e. Discuss the implications of developmental milestones.
f. Discuss the value and process of observing young children.
g. Explain how teachers use effective assessment to improve teaching.
h. Discuss the role of the early education professional in the special education cycle.
i. Identify IDEA disability categories.
j. Explain how inclusion and other provisions for students with special needs promote learning in diverse student populations in early childhood education.
k. Define cultural diversity and describe how teachers can teach from a multicultural perspective.
l. Describe the theoretical foundations of guidance and how teachers guide behavior.
m. Explain the importance of the physical environment for learning and play and describe different types of learning environments.
n. Identify developmental characteristics of play.
o. Describe the importance of secure attachment and the influence of attachment on development.
p. Describe the development of language and literacy.
q. Identify rules of language and methods for teaching reading.
r. Describe the influence of math, science, and technology on child development.
s. Describe appropriate math, science, and technology skills for young children.
t. Identify some common core standards for math, science, and technology and identify knowledge in these subject areas that is appropriate for early childhood teachers.
u. Describe components of physical development.
v. Explain how to integrate physical and motor development into the early childhood curriculum.
w. Discuss the evolution of the American family.
x. Define family structure and function.
y. Describe effective and culturally-sensitive ways to engage families and the community in fostering children's development.
z. Complete on-site observations in child-care settings and public school classrooms.

2. **Identify theoretical and historical foundations of early childhood education and significant figures in the development of early childhood education**. (SCANS: 1a-i, 1a-ii, 1b-I, 1b- v, 1b-vi, 1c-I, 2c-i, 2c-ii, 2c-iii, 2c-iv, 2e-i)

   a. Describe historical influences on early childhood education.
   b. Describe the constructivist view of learning.
   c. Describe the contributions of influential early childhood educators, including Piaget, Vygotsky, Bronfenbrenner, Erikson, and Maslow.
   d. Describe influential theories of play.
   e. Describe major theories of social development and identify the educators who are associated with those theories.
   f. Describe some hallmark federal early childhood policies and their effect on early childhood education.

3. **Describe ethical and professional responsibilities of early childhood educators.** (SCANS: 1c, 2b)

   a. Describe the roles and responsibilities of the early childhood educator.
   b. Identify requirements for becoming an early childhood teacher and identify skills and knowledge that effective early childhood teachers should possess.

4. **Discuss current issues in early childhood education.** (SCANS: 1a-i, 1a-ii, 1a-iv, 1b-i, 1b-ii, 1b-iii, 1b-iv, 1b-v, 1b-vi, 1c-i, 1c-ii, 1c-iii, 1c-iv, 1c-v, 2a-i, 2b-ii, 2b-iv, 2b-v, 2b-vi, 2c-i, 2c-ii, 2c- iv, 2d-i, 2d-ii, 2d-iii, 2e-i, 2e-iii)

   a. Explain how education policies are enacted.
   b. Identify model state policies for early childhood education.
   c. Describe recent and pending federal early childhood policies and policies that address the family.
   d. Complete on-site observations in child-care settings and public school classrooms.

Course Content:
Students in all sections of this course will be required to do the following:

1. Read assigned sections in the text.
2. Use Canvas to access assignments and course materials.
3. Locate information in the library databases or on the Internet when assigned.
4. Use Canvas email to communicate with the instructor.
5. Interact with other students and the instructor via assigned tools.
6. Complete these assignments and exams showing progress toward mastery of objectives listed in the Syllabus:
   a. Projects
   b. Discussions
   c. Chapter Quizzes
   d. Exams (including comprehensive Final Exam)
7. Complete field study requirements.
   a. Field Experience Documentation (Time Logs, Teacher Evaluations)
   b. Field Experience Reflective Journal

Methods of Instruction/Course Format/Delivery: Students in all sections of this class will have access to this course via the Canvas Learning Management System. Students in the face-to-face course will meet regularly to discuss the material. Online students will be required to meet with the instructor or testing proctor for testing only. Instruction and class participation will include:

- Instructor lecture or online facilitation
- Online submission of assignments
- Email
- Videos
- Discussion Board
- Practice Exams
- Quizzes
- Class Portfolio
- On-site Field Experience

Assessment: The grade for this course will be based on the following items assigned during the semester:

- Field Experience Journal and Documentation = 30%
- Assignments: = 20%
   o Projects
   o Discussions
   o Chapter Quizzes
- Exams, including a comprehensive Final Exam = 50%

Course Grade:
The grade for this course will be based on the Grading Scale listed below.

To earn a passing grade, all required documents for the sixteen-hour field study component MUST be submitted ON or BEFORE the DUE DATE. Students who do not complete **all** sixteen hours will not receive credit for the course, regardless of performance on other assignments.

90-100 %	A	Exams = 50%
80-89%	B	Assignments = 20%
70-79%	C	Field Experience = 30%
60-69%	D	
Below 60%	F	

Texts, Materials, and Supplies:

TEXTBOOK(S): *Early Childhood Education, Becoming a Professional,* by Kimberly A. Gordon Biddle, et al. (2014). Thousand Oaks, CA: Sage. **ISBN: 9781412973458**

SOFTWARE: Web browser such as Google Chrome, Mozilla Firefox, or Internet Explorer—updated as necessary; access to MS WORD.

Other:
- For current texts and materials, use the following link to access bookstore listings: http://www.panolacollegestore.com
- For testing services, use the following link: http://www.panola.edu/elearning/testing.html
- 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 Administration Building or go to http://www.panola.edu/student-success/disability-support-services/ for more information.
- 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:* http://www.panola.edu/student-success/documents/pathfinder.pdf

SCANS CRITERIA

1) Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.

   a) **Basic Skills**: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
      i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
      ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flowcharts.
      iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
      iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
      v) Speaking: Organize ideas and communicate orally.

   b) **Thinking Skills**: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
      i) Creative Thinking: generate new ideas.
      ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
      iii) Problem Solving: recognize problems and devise and implement plan of action.
      iv) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
      v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
      vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

   c) **Personal Qualities**: A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
      i) Responsibility: exert a high level of effort and persevere toward goal attainment.
      ii) Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
      iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
      iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
      v) Integrity and Honesty: choose ethical courses of action.

2) Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.

   a) **Resources**: A worker must identify, organize, plan, and allocate resources effectively.
      i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
      ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
      iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

   b) **Interpersonal Skills**: A worker must work with others effectively.
      i) Participate as a Member of a Team: contribute to group effort.
      ii) Teach Others New Skills.
      iii) Serve Clients/Customers: work to satisfy customer's expectations.

iv) Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
v) Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.
vi) Work with Diversity: work well with men and women from diverse backgrounds. Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use **appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.**

c) **Information**: A worker must be able to acquire and use information.
i) Acquire and Evaluate Information.
ii) Organize and Maintain Information.
iii) Interpret and Communicate Information.
iv) Use Computers to Process Information.
Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

d) **Systems**: A worker must understand complex interrelationships.
i) Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
ii) Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
iii) Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.
Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

e) **Technology**: A worker must be able to work with a variety of technologies.
i) Select Technology: choose procedures, tools or equipment including computers and related technologies.
ii) Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
iii) Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.
Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.