

## Reese Campus

### COURSE SYLLABUS

Course Title: **TECA 1311.001 ~ Educating Young Children**  
Semester: Fall 2018  
Class Times: Thursdays 6:00 – 8:50  
Instructor: Cherri Stallings  
Office: South Plains College, Reese Center, Building 5  
Office Hours: By Appointment  
Phone: 806-392-4122 (Mobile)  
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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	NAEYC Supportive Skills
Discuss contributions of key historical and contemporary theorists to the field of early care and education	S6	SS1 SS3 SS5
Explain the features of a developmentally appropriate program for young children		
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		

##### Course Objectives: Scans (C) and Foundations (F) list attached.

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

1. Identify, explain, and evaluate a variety of early childhood program models (C5, F8)
2. Demonstrate a commitment to promoting diversity, equity, and fairness in the field of early childhood education (C14, F15)
3. Plan and evaluate appropriate physical environments, activities, and materials (C5, F7)
4. Demonstrate an understanding of the definition and process of curriculum development for young children, including identifying characteristics of outstanding curricula (C6, F9)
5. Identify important historical contributions to the field of early childhood education (C15, F12)
6. Examine thoroughly their personal commitment to becoming a teacher of young children and begin articulating a personal philosophy of education (C12, F2)
7. Identify and discuss important social, political, and educational issues that influence child rearing, teaching, and policy development as it is related to early childhood education (C5, F17)
8. Identify effective practices of family and community involvement in early childhood programs (C15, F6)
9. Describe the need for and benefits of parent involvement and demonstrate techniques for establishing and maintaining an effective home-school partnership (C16, F11)
10. Demonstrate an understanding of the importance of being an advocate of professional development while working in a group to present information. (C10, C9, F13)

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## Evaluation of Course Competencies

1. Regular class attendance
2. Participation in class discussion and activities
3. Exams
4. Weekly assignments
5. Key Assessment ~ Professional Development Presentation
6. Minimum average score of 75%

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## 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 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.

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## SCANS & Foundations skills \*See correlation to Course Competencies, and attached SCANS & Foundations Skills.

Resources	Systems	Thinking Skills
Information	Technology	Personal Qualities
Interpersonal Skills	Basic Skills	

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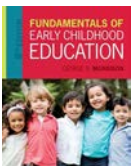
## Verification of Workplace Competencies

Students will complete a Key Assessment in the form of a Professional Development Presentation. Key Assessment will be included in student's professional portfolio.

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## Specific Course Information

### Textbook & Materials



**Fundamentals of Early Childhood Education.** 8<sup>th</sup> Ed., G.S. Morrison, Pearson Publishing Company, Boston, Mass., 2017. ISBN 9780134060330

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## Attendance Policy

- Students are expected to be punctual and attend all classes. Attendance records are a component of final grades.
- Attendance will be taken at each class session using the sign-in process. It is the responsibility of the student to sign in during each class.
- More than 3 absences may result in withdrawal of the student from class. (Two incidences of arriving late or leaving early will equal one absence.)
- Students are responsible for staying informed of all announcements that are made during class periods, whether or not they are present when the announcement is made.

- ➔ In cases of excessive absence, or failure to complete assignments, students should consider withdrawing from the course to protect overall GPA. **Last day to drop classes is November 15, 2018.**

### Assignment Policy

The student is responsible for reading and being prepared for each class. All written work is to be turned in on the due date. Late assignments will receive a deduction of 10% each week, up to two weeks. Assignments later than 2 weeks will not be accepted, unless specific arrangements have been made with the instructor.

Grading Policy		Final grade criteria:		
Attendance / Participation (15@10 points)	150 points	900-1000	90%	A
Weekly Activities (8@25 points)	200 points	800-899	80%	B
Key Assessment	300 points	750-799	75%	C
Mid Term Exam	200 points	700-749	70%	D
Field Experience Documentation (16hrs)	150 point	699 & below		F
<b>TOTAL</b>	<b>1000 points</b>	*A grade of C or above is required for application of this course to a degree or certificate in Child Development.		

### Communication Policy

- ➔ Blackboard is an e-Education platform designed to enable educational innovations everywhere by connecting people and technology. This educational tool will be used in this course throughout the semester.
- ➔ Outside Blackboard electronic communication between instructor and students will utilize the South Plains College "My SPC" email system. 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 Educating Young Children: Question about Assignment 1**

### Student Conduct

Students are expected to abide by the standards of conduct as defined in the SPC Student Guide. See signature page.

### 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](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.

### Special Requirements

- Cell phones must be turned off while class is in progress. This includes text messaging and any auditory alerts. Extenuating circumstances may be discussed with instructor prior to the class session.
- Students needing make-up work should see instructor before or after class. Class time will not be used for make up concerns.
- A student who finds it necessary to drop the course should discuss this with instructor, and follow through with the process. A student who simply stops attending may receive a final grade of **F** which negatively affects GPA.



## 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
  - The Expectations and Roles for 21st Century Early Childhood Teachers
- II. *Early Childhood Education Today: Understanding and Responding to Current Issues***
  - Issues Influencing the Practice of Early Childhood Education
  - Providing for Diverse Children and Cultures
  - Teaching and Learning in the Inclusive Classroom
  - Preventing Violence, Bullying, Racism and Abuse
- III. *History and Theories: Foundations for Teaching and Learning***
  - The History of Early Childhood Education: Why is it Important?
  - The Importance of Theories of Learning
  - Famous Historical Figures and their Influence on Early Childhood Education
  - From Luther to Today: Basic Beliefs Essential for High-Quality Programs
  - Teaching and Learning in the Inclusive Classroom: Then and Now
- IV. *Implementing Early Childhood Programs: Applying Theories to Practice***
  - The Growing Popularity of Quality Early Childhood Programs
  - Child Care: Serving Children and Families
  - What is Quality Education and Care?
  - Program Models
  - Federal Programs for Young Children
  - Teaching and Learning in the Inclusive Classroom: Learning Modalities
  - Additional Early Childhood Models
- V. *Teaching, Standards, and You: Supporting Children's Learning***
  - Foundations of the Standards Movement
  - Next Generation Science Standards and Infant/Toddler Preschool Standards
  - Why are State Standards important?
  - How are Standards Changing Teaching and Learning?
  - Standards and Curriculum Materials
  - What Issues are Associated with Standards?
  - Teaching and Learning in the Inclusive Classroom: Accommodating Diverse Learners
- VI. *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
  - The Contexts of Assessment
  - Teaching and Learning in the Inclusive Classroom: Assessment of Children with Disabilities
  - Critical Issues in the Assessment of Young Children
- VII. *Infants and Toddlers: Critical Years for Learning***
  - What are Infants and Toddlers Like?
  - Brain Development
  - Infant and Toddler Development
  - Preparing Enriched Environments
  - Developmentally Appropriate Curriculum for Infants and Toddlers
  - Mental Health
  - Teaching and Learning in the Inclusive Classroom
- VIII. *The Preschool Years: Getting Ready for School and Life***
  - What is Preschool?
  - What are Preschoolers like?

School Readiness  
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.  
Kindergarten Children: What They are Like, Who Attends, and Formats of Programs.  
Environments for Kindergarteners.  
Curriculum in the Kindergarten.

**X. *The Early Elementary Grades One through Three: Preparation for Life***

Teaching in Grades One through Three  
Early Elementary Children: What they are like.  
Environments that Support Learning the in Primary Grades  
Curriculum in the Early Elementary Grades

**XI. *Educating Children with Diverse Backgrounds and Special 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***

Why Guide Children's Behavior?  
Guiding Behavior in a Community of Learners  
What is the Social Constructivist Approach to Guiding Behavior?  
Twelve Steps to Guiding Behavior  
Teaching and Learning in the Inclusive Classroom: Accommodating Diverse Learners

**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 Chris Straface, Director of Health and Wellness at 806-716-2362 or email [cstraface@southplainscollege.edu](mailto:cstraface@southplainscollege.edu) for assistance.

## SCANS COMPETENCIES

### 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.

## FOUNDATIONS SKILLS

### 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.

# National Association for the Education of Young Children Standards for Early Childhood Professional Preparation

## **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



I \_\_\_\_\_ have received a copy of the South Plains College Student Guide. I understand that I must comply with all areas of the Student Guide as a student in the Child Development Program at South Plains College.

I have read the above syllabus for Child Development and understand the requirements.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date