Course Title:	**TECA 1311-151 ~ Educating Young Children**
Semester:	Fall 2024
Online Instructor:	Cherri Stallings
Class Times:	Online ~ Blackboard
Office:	SPC Lubbock Carrer and Technical Center
Office Hours:	Monday, Wednesday, Thursday 1:00-4:00 pm
	Tuesday 3:00-6:00 pm
	Friday By appointment using link: https://calendly.com/cherristallings/advising
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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 young children. 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 childcare
      b.   Group childcare
      c.   Preschool programs
      d.   Public School Pre-K

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 the 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 early childhood professionals.
      c.   Identify professional development resources.
      d.   Engage in reflection to identify strengths/challenges, improve teaching, and reach professional goals.

Evaluation Methods

1.   Weekly reading assignments
2.   Completion of weekly assignments
3.   Midterm and Final Exams
4.   Sixteen hours field experience, with written documentation

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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.

Specific Course Requirements

Textbook and Materials

Textbook and all reading material will be provided for you on Blackboard.

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**

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. The last drop date for the college is **December 4, 2024.**

Assignment Policies
All assignments will be completed and/or submitted on 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

Weekly Quizzes	450 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 the 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**.
  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 the SPC Student Guide. Please read the guide that is posted on Blackboard or at http://catalog.southplainscollege.edu/mime/media/view/62/2306/24-25%20Student%20Guide.pdf
See signature form.

Course Syllabus Statements
https://www.southplainscollege.edu/syllabusstatements/

COURSE OUTLINE

I. NAEYC Professional Standards and Competencies for Early Childhood Educators

II. Texas Core Competencies for Early Childhood Practitioners and Administrators

III. NAEYC Code of Ethical Conduct

IV. The History of Early Childhood Education
History of Early Childhood Education
Philosophical Influences
Educational Influences
Interdisciplinary Influences
Contemporary Influences

V. Developmental and Learning Theories
What is a theory and why is it important?
Current Developmental Topics to Inform Our Practice with Children and Families

VI. The Early Childhood Teaching Profession
Why?
Who?
What?
When?
Where?
How?

VII. Observation, Documentation, & Assessment
The Purpose of Observation
Partnerships with Families

VIII. Developmental Ages and Stages
The Whole Child – Developmental Domains/Areas
Developmental Ages and Stages
Cultural Identity Development
Developmentally Appropriate Practices
Behavioral Considerations

IX. Curriculum Basics
Development and Learning
Play: The Vehicle for Development and Learning
Interactions
Planning
Review/Evaluation
Integrated Curriculum/Themes
The Behavioral Side of Curriculum
Types of Programs

X. Creating an Effective Learning Environment
The Classroom Environment as the Third Teacher
Key Components for Creating Early Childhood Environments
Let's Take a look at the Social-Emotional Environment
Let's Take a Closer Look at the Temporal Environment
Creating an Inclusive Environment
Evaluating the Environment
Behavior affected by environments

XI. Parenting with Families
Working with Families
What is a Family?
Ethical Responsibilities to Families
The Diversity of Today's Families
Parenting Styles
Stages of Parenting
Valuing Families through Reflective Practice
Planning Partnerships
Behavior as it Relates to Family
Family Education
Communicating with Families

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.

National Association for the Education of Young Children (NAEYC)
Professional Standards and Competencies for Early Childhood Educators

Standard 1: Child Development and Learning in Context
1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.
1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.
1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.
1d: Use this multidimensional knowledge – that is, knowledge about the developmental period of early childhood, about individual children and about development and learning in cultural contexts – to make evidence-based decisions that support each child.

Standard 2. Family-Teacher Partnerships and Community Connections
2a: Know about, understand and value the diversity of families.
2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.
2c: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

Standard 3. Child Observation, Documentation, and Assessment
3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.
3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.
3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.
3d: Build assessment partnerships with families and professional colleagues.

Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices
4a: Understand and demonstrate positive, caring, and supportive relationships and interactions as the foundation of early childhood educators' work with young children.
4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.
4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

Standard 5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum
5a: Understand content knowledge – the central concepts, methods and tools of inquiry, and structure – and resources for the academic disciplines in an early childhood curriculum.
5b: Understand pedagogical content knowledge – how young children learn in each discipline – and how to use the teacher knowledge and practices described in Standards 1-4 to support young children's learning in each content area.
5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources and their pedagogical content knowledge.

Standard 6. Professionalism as an Early Childhood Educator
6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.
6b: Know about and uphold ethical and other early childhood professional guidelines.

6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.

6d: Engage in continuous, collaborative learning to inform practice.

6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children as members of the early childhood profession.

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August 2024

☐ I have reviewed the syllabus for this course and understand the requirements as described.

☐ I am familiar with the South Plains College **Student Guide** and agree to follow the code of conduct as given in the guide.

_____
Signature

There will be a section of the syllabus quiz where you will agree to the above statements.