

Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – Educating Young Children

Course Prefix and Number – TECA 1311

Department – Education/ Early Childhood

Division – Technology and Business

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture Hours # : Lab/Other Hours # 3:3:0

Equated Pay Hours for Course - 3

List Lab/ Other Hours
Lab Hours 0
Clinical Hours 0
Practicum Hours 0
Other (list) 0

Course 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 course includes a minimum of 16 hours of field experiences.

Prerequisites/Co-requisites – Texas Success Initiative (TSI) Reading and Writing Requirements must be met. Students must pass a criminal background check.

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Date- 2-27-2015

Reviewed by Department Head Barbara S. Lynn

Date 06-04-2015

Accuracy Verified by Division Chair David Kucera

Date 07/10/2015

Approved by Dean or Vice President of Instruction Leigh Ann Collins

Date 12/3/15



I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

1. Discuss contributions of key historical and contemporary theorists to the field of early childhood education.
 - Discuss contributions of historical theorists to the field of early childhood education,
 - Discuss contemporary theorists and their contributions to the field of early childhood education.
2. Describe the features of a developmentally appropriate program for young children.
 - Define the term "developmentally appropriate practice"
 - Discuss how knowledge of child growth and development impacts developmentally appropriate practices.
 - Describe developmentally appropriate practices as they apply to infants/toddlers, preschoolers, school-age children (through grade 6), and children with special needs.
 - Explain how developmentally appropriate programs are impacted by difference in family structures and social and cultural backgrounds.
 - Explain how play is the foundation for children's learning
 - Compare a developmentally appropriate classroom with one that is not developmentally appropriate in relation to room arrangement, materials, and equipment.
3. Define Development and each of the basic developmental areas (physical, cognitive-language, social emotional).
4. Describe types of early childhood, elementary, and intermediate programs.
 - Identify types and characteristics of different programs for children (ages birth-grade 6)
 - Contrast early childhood programs in terms of philosophy and outcomes
5. Analyze current and future trends in the field of early childhood, elementary, and intermediate education.
 - Identify current legislation in the field of early childhood/special needs.
 - Identify early childhood research findings and report on them.
 - Discuss public policy, how it is developed, and its impact on children and families.
 - Describe inclusion and its implications for the early childhood classroom.
 - Explain the importance of early intervention programs.
6. Demonstrate an understanding of the characteristics and developmental stages of an early childhood professional.
 - List characteristics of an early childhood professional.
 - Discuss career opportunities for the early childhood professional
 - List educational and experience requirements for early childhood positions.
 - Describe the profession's code of ethical conduct and its application in everyday practice.
 - Discuss the role of early childhood professional organizations in the development of an early childhood professional.
 - Describe the purpose of and opportunities for professional growth and development.
 - Identify skills needed to locate and obtain employment.
 - Describe advocacy as it relates to an early childhood professional.
7. Participate in a minimum of 16 hours of observation in programs for children ages birth-12 years, then summarize and analyze the classrooms according to principles of developmentally appropriate practice.

National Association for the Education of Young Children Standards measured in this course:

1. Promoting child development and learning
2. Building family and community relationships
3. Observing, documenting, and assessing
4. Using developmentally appropriate approaches to connect with children and families
5. Using content knowledge to build meaningful curriculum
6. Becoming a professional

II. Course Learning Outcomes

Learning Outcomes	Methods of Assessment
<p>Upon successful completion of this course, students will:</p> <ol style="list-style-type: none"> 1. Identify the features of a quality developmentally appropriate program for young children. 2. Explain contributions of historical and contemporary professionals and theorists to the field of early childhood education 3. Analyze various early childhood programs and curricular models that have influenced practice. 4. Describe current and future trends and issues in the field of education 5. Apply classroom observation and assessment skills to identify developmentally appropriate programs in diverse early childhood educational settings. 6. Describe and adhere to professional code of legal and ethical requirements for educators 7. Apply theoretical principles in Early Childhood Education to classroom practices. 8. Articulate their philosophy of educating young children. 	<ol style="list-style-type: none"> 1. 5.7 Students will submit written observations and analyses of infant, toddler, Pre-K or Head Start, Kindergarten, elementary, and sixth grade classrooms graded by a rubric (minimum score of 70 demonstrates mastery). 2. 3.4. Students will pass a midterm exam (with the minimum of one essay question) and comprehensive departmental exam measuring the learning objectives stated in the topical outline for the course (minimum score of 70 demonstrates mastery). The instructor may elect to include other quizzes or tests, the total of which will comprise 60% of the final average 6. Students will evaluate their own level of professional conduct in a self-evaluation checklist prepared by the department. 8. Students will compose a philosophy paper graded by a rubric (minimum score of 70 demonstrating mastery).

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Most recent edition of:

Morrison, G. S. (most recent edition). *Early childhood education today*. Upper Saddle NJ: Pearson.

And

Copple, C. & Bredekamp, S. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. (3rd ed.). Washington, DC: NAEYC. (ISBN 13: 978-1-928896-64-7)

IV. Suggested Course Maximum - 35

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

Students need space to occasionally meet in small group discussions.

Participate in a minimum of 16 hours of observation in programs for children ages birth-12 years, at approved sites from ages infancy-12 years.

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

Following the reading of course text books and participation in class lecture, discussions, and observations*, the determination of the final grade for the course will be made using the weighting of examinations and learning opportunities:

- Midterm Exam (with essay question)..... 30%
- Final examination (Comprehensive)30%
- Portfolio (including observations).....30%
- Attendance and class participation10%

* Students will observe in a variety of programs for children ages infancy through grade 6 and analyze classroom environments and teacher-child interactions according to principles of developmentally appropriate practices (as defined by the National Association for the Education of Young Children-NAEYC).

Passing TECA 1311 is contingent upon the student’s documentation of 16 hours of observation at approved sites from ages infancy-12 years.

Grading Scale

A-90-100%

B-80-89%

C-70-79%

D-60-69%

F-59 and below

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed

- **Academic WCJC Core Course**
Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**
If needed, revise the Program SCANS Matrix & Competencies Checklist.