

# El Paso Community College

## Syllabus

### Part II

## Official Course Description

<b>SUBJECT AREA</b>	<u>Multidisciplinary Studies/Educator Preparation</u>
<b>COURSE RUBRIC AND NUMBER</b>	<u>TECA 1311</u>
<b>COURSE TITLE</b>	<u>Educating Young Children</u>
<b>COURSE CREDIT HOURS</b>	<u>3            2        2</u>
	<b>Credits    Lec        Lab</b>

### I. Catalog Description

Introduces the education of the young child, including developmentally appropriate practices and programs, theoretical and historical perspectives, ethical and professional responsibilities, and current issues. Requires that content must be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities Standards. Requires students to participate in field experiences with children, infancy through age 12, in a variety of settings with varied and diverse populations. Includes a minimum of 15 hours of field experiences. **Prerequisite: READ 0309 or INRW 0311 or ESOL 0340 (can be taken concurrently) or by placement exam or ENGL 1301 with a “C” or better or ENGL 1302 with a “C” or better. (2:2).**

### II. Course Objectives

- A. Unit I. Contributions of Historical and Contemporary Theorists in Early Childhood Education.
  1. Describe contributions of historical theorists to the field of early childhood educational.
  2. Discuss and compare contemporary theorists and their contributions to the field of early childhood education with earlier theorists.
  
- B. Unit II. Code of Ethical Standards for Early Childhood Educators
  1. Discuss the essential elements of the Code of Ethical Standards.
  2. Apply the Code of Ethical Standards to moral dilemmas that occur in early childhood educational programs.
  3. Develop a statement of commitment to children, families, the early childhood profession, and society at large using guidelines from the Code of Ethical Standards.
  
- C. Unit III. Features of a Developmentally Appropriate Program for Children Infancy to 12 Years of Age
  1. Define developmentally appropriate.
  2. Discuss how knowledge of child growth and development impacts children’s learning.
  3. Compare a developmentally appropriate classroom with one that is not developmentally appropriate in relation to child-staff ratio, group size, teacher qualifications, and training.
  4. Explain how developmentally appropriate programs are impacted by differences in family structures and social and cultural backgrounds.
  5. Explain how play is the foundation for children’s learning.
  
- D. Unit IV. Types of Early Childhood Educational Programs
  1. Identify types and characteristics of different early childhood programs to include specialized training, entering salaries & benefits, and certification requirements.
  2. Contrast early childhood programs, i.e., Child Care, Head Start, Private ECE, University-based Lab Schools, Public School EC-4.
  
- E. Unit V. Current Trends and Issues in the Early Childhood Profession
  1. Identify child care research findings and report on the effects of child care on children, their families, and/or society.
  2. Identify current legislation in the fields of early childhood/special needs.

3. Discuss public policy issues affecting early childhood education, how they developed, and their impact on children and families.
4. Describe inclusion and its implications for the early childhood classroom.
5. Explain the importance of early intervention programs.
6. Explain the differences between *Under 4* Education and *Pre-K – 4<sup>th</sup> grade* Education.

F. Unit VI. Characteristics and Developmental Stages of an Early Childhood Professional

1. List characteristics of an early childhood professional.
2. Discuss career opportunities for the early childhood professional.
3. List educational and experience requirements for the varying early childhood positions available in public and private educational programs.
4. Discuss the Texas Career Development System for public education, including the practitioner's portfolio (if applicable).
5. Describe the profession's code of ethical conduct and its application in everyday practice.
6. Discuss the role of early childhood professional organizations, i.e., NAEYC, National Association for the Education of Young Children, and NABE, National Association for Bilingual Education, in the development of an early childhood professional.
7. Describe the purpose of and opportunities for professional growth and development beyond the initial teacher preparation programs.
8. Identify Knowledge and Skills certification requirements (if applicable) needed to locate and obtain employment.
9. Describe advocacy as it relates to an early childhood professional.
10. Identify community resources early childhood professionals would access when making a referral to a family or colleague.

### III. Evaluation

Evaluation is based on the following criteria:

- A. Field-Based Activities (Required)
- B. Exams ad/or Learning Activities
- C. Other added Instructor Requirements

#### Grading Scale

A=90-100  
 B=80-89  
 C=70-79\*  
 D=60-69\*  
 F=below 60\*

\*Remediation:

At the instructor's discretion, students may be allowed to rewrite papers or retest for higher grades. Students seeking additional help may obtain tutoring assistance from the Writing Center at any campus.

**NOTE: A grade of "C" or better is required to transfer this course to a four-year college or university in Texas.**

### IV. Disability Statement (American with/Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

### V. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.