

El Paso Community College
Syllabus
Part II
Official Course Description

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

I. 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 the course includes a minimum of 16 hours of field experiences. **(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.
6. Describe the impact of the Bilingual Education Act, Title VII, and its reauthorization under NCLB as Language Instruction for Limited English Proficient and Immigrant Students.
7. Discuss family structure and family function and their impact on effective parental involvement and Engagement.
8. Discuss developmentally appropriate teaching methods for integrating math, science, and technology in early childhood curriculum

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 and benefits, and certification requirements.
2. Compare and contrast early childhood programs, e.g., 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 – 4th grade* Education.
7. Describe the education reform of Elementary and Secondary Education and the driving force behind it.
8. Discuss how the No Child Left Behind Act transformed early childhood education.
9. List the changes made in the Common Core State Standards Initiative and their impact on Early Childhood 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, e.g. 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 for a family or colleague.
11. Describe recent family policies and their impact on the advocacy role of the early childhood education professional.

III. THECB Learning Outcomes (ACGM)

Upon successful completion of this course, students will:

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.

IV. Evaluation

Evaluation is based on the following criteria:

A. Field-Based Activities (Required):

A 15-contact-hour, field-based lab component is mandatory and will be evaluated by the faculty member on a 100 – 200 point scale. Failure by the student to submit a supervisor certified Volunteer Log and Reflection Paper of the 15-contact-hour, field-based lab component will constitute an “F” for the course regardless of points earned in the course.

B. Tests and/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.

V. Disability Statement (Americans 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).

VI. 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.

VII. Title IX and Sex Discrimination

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.