TECA 1311: Educating Young Children
Course Syllabus

1) Instructor: Christine Webster
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Office: C-201 and C-201A
Office Hours: TBA.

2) Course Description:
An introduction to the profession of early childhood education, focusing on developmentally appropriate practice, types of programs, historical perspective, ethics, and current issues.

3) Prerequisites:
Must pass a criminal history check the second week of class.

4) Texts and Related Materials:

5) Course Format & Field Experience Lab:
Hours are approximate due to ordering and grouping of experiences.
Class:
- Approximately 3.5 hours per week in a lecture-discussion-group work format.
Activities:
- Approximately 1-1.5 hours per week of field experience lab work will be carried out during class time, for a total of 15 hours of lab experience. Most experiences require more than one hour to carry out which is why you do not complete 15 experiences, but rather 15 hours.
- Requires either a group report or individual report for each experience.

6) Course Requirements & Grading:
The overall grade for the course is based on class work (such as reflective journal, class participation, group project activities & quizzes). All class work is assigned a point value that will be totaled for the final grade. A student (or teacher candidate) must complete all 15 hours of field experience and pass the field experience lab portion of the course with a C- or better or he/she will not pass the course even if his/her total points add up to a passing grade. Refer to the course information packet for detailed information.

Scale
- 90% – 100% = A
- 80% – 89% = B
- 70% – 79% = C
- 60% – 69% = D
- Below 60% = F

Brazosport College
500 College Drive
Lake Jackson, TX 77566

Revised Fall07
7) Candidate Learning Objectives:
Candidate objectives correlate with the NAEYC Teacher Preparation Standards, SBEC Pedagogy and Professional Responsibilities Standards for Teachers EC-6 and WECM. NAEYC Standards can be found at [www.naeyc.org](http://www.naeyc.org), SBEC Standards can be found at [http://sbec.state.tx.us](http://sbec.state.tx.us), and WECM objectives follow.

<table>
<thead>
<tr>
<th>NAEYC STANDARD</th>
<th>CANDIDATE LEARNING OBJECTIVES</th>
<th>Artifact/Assessment Method</th>
<th>Pedagogy Standard (EC-4)</th>
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</thead>
<tbody>
<tr>
<td>I. Promoting child development and learning</td>
<td>1b) The candidate compares and contrasts the differences between various learning theories/theorists.</td>
<td>Experience / Test</td>
<td>1.2 – 1.3k</td>
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<td>1c) The candidate identifies developmentally appropriate practices and learning environments.</td>
<td>Experience / Test</td>
<td>1.2-1.2k</td>
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<td>1g) The candidate demonstrates appropriate content teacher strategies for creating learning experiences and lesson plans that meet the developmental needs of diverse populations.</td>
<td>Experience / Test</td>
<td>1.4-1.6k, 2.1k</td>
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<td>1h) The candidate demonstrates the ability to analyze the TEKS &amp;/or NAEYC standards in relation to the “subject area” and then identifies how standards differ and are used to create developmentally appropriate learning experiences.</td>
<td>Activity</td>
<td>1.7-1.9k, 1.6-1.7s, 1.11s, 1.19k</td>
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<td>II. Building family and community relationships</td>
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<td>III. Observing, documenting, and assessing to support young children and families</td>
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<td>IV. Teaching and learning</td>
<td>4c) The candidate uses technology and other resources in planning and implementing instruction.</td>
<td>Experience / Test</td>
<td>1.16-1.18k, 1.16-1.18s</td>
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<td>4f) The candidate describes different education systems and philosophies related to teaching and the school.</td>
<td>Experience / Test</td>
<td>1.11k, 4.7k, 4.9k</td>
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<td>4g) The candidate summarizes current trends and issues related to teaching; multiculturalism, exceptional learners, testing, etc.</td>
<td>Experience / Test</td>
<td>1.10k, 1.23k</td>
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<td>4k) The candidate demonstrates the ability to understand and create an integrated curriculum.</td>
<td>Activity</td>
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<td>V. Becoming a professional</td>
<td>5a) The candidate demonstrates appropriate dispositions (professional attire, manners, &amp; diversity issues; and does not use language or actions that violates the ethical code of conduct) for the teaching profession during class activities and field experiences.</td>
<td>Experience / Activity</td>
<td>4.13-4.15k, 4.16-4.17s</td>
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<td>5d) The candidate demonstrates the ability to distinguish between ethical and unethical behaviors and acts in professional manner.</td>
<td>Activity</td>
<td>1.11k</td>
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<td></td>
<td>5g) The candidate identifies current trends and issues in the child development and education fields.</td>
<td>Experience / Test</td>
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WECM Course Objectives:

1. Discuss contributions of historical and contemporary professionals and theorist to the field of early childhood education.

2. Understand strategies for creating an organized and productive developmentally appropriate learning environment.
   a. Define developmentally appropriate practice and discuss how knowledge of child growth and development impacts developmentally appropriate practices.
   b. Analyze the effects of classroom routines and procedures on student learning, and how to establish and implement routines and procedures to promote an organized and productive learning environment.
   c. Demonstrate an understanding of how young children function in groups and design group activities that reflect a realistic understanding of the extent of children’s ability to collaborate with others.
   d. Recognize the importance of creating a schedule for children that balances restful and active movement activities and that provides large blocks of time for play, projects and learning centers.
   e. Know the stages of play development (from solitary to cooperative) and the important role of play i.e. young children’s learning and development.
   f. Compare a developmentally appropriate classroom with one which is not developmentally appropriate in relation to child-staff ratio, group size and teacher qualifications and training.

3. Describe and compare types of early childhood programs.
   a. Identify types and characteristics of different early childhood programs.
   b. Contrast early childhood programs.

4. Enhance professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.
   a. Explain characteristics and developmental stages of an early childhood professional.
   b. Discuss career opportunities for the early childhood professional.
   c. Understand and use professional development resources (e.g. Mentors other support systems, conferences, online resources, workshops, journals, professional associations, coursework) to enhance knowledge pedagogical skills, and technological expertise.
   d. Engage in reflection and self-assessment to: identify strengths, challenges, and potential problems; improve teaching performance; and achieve professional goals.

5. Understand the process of referral.
   a. Discuss the referral process including observation and assessment.
   b. Identify school and community resources early childhood professional would access when making a referral.

6. Understand and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.
   a. Describe the profession’s code of ethical conduct and its application in everyday practice.
   b. Apply knowledge of ethical guidelines for educators in Texas (e.g. Those related to confidentiality, interactions with students and others in the school and community) including policies and procedure described in the Code of Ethics and Standard Practices for Texas Educators.
c. Know legal requirements for educators (e.g., Those related to special education, students’ and families’ right, student discipline, equity, and child abuse) and adheres to legal guidelines in education-related situations.

7. **Identify current trends and issues in the early childhood profession.**
   a. Identify child care research findings and report on the effects of child care on children, their families and/or society.
   b. Identify current legislation in the field of early childhood/special needs.
   c. Discuss public policy, how it is developed and its impact on children and families.
   d. Describe inclusion and its implications for the early childhood classroom.
   e. Explain the importance of early intervention programs.

8. **Participate and observe in 15 hours of field experiences in: programs serving children, birth through 12 years, with varying curricula models; and 1 professional experience.**

8) **General Course Information:**

1. **Field Experience:** TECA & EDUC courses require field experience (labs) and an acceptable criminal history check as stated by the Texas Department of Protective and Regulatory Services (Refer to: Early Childhood Development & Education Field Experience Guide)

2. **Lanyards:** Face-to-Face classes; students must purchase an "Early Childhood / Education" Student Lanyard from the bookstore and place your current student identification card with year sticker in the case. This lanyard **MUST** be worn to every class period at the Children's Center and any off site field experiences; you may / will be turned away from class or field experience if you are not wearing your lanyard. This is for your safety, the children's safety and for identification purposes.

3. **Exams/Tests:** Exams are administered during class time. Makeup exams will not be given unless discussed with the instructor before hand and with proper documentation attached and turned in with the exam for the missed class. No electronic devices (cell phones, etc) will be allowed on and/or in sight during the exam, also no food/drink will be allowed.

4. **Homework/Projects/Experiences:** Late assignments will not be accepted unless discussed with the instructor before and proper documentation is attached and turned in with the assignment for the missed class. **Proper Documentation:** includes – doctor’s note with date, hospital bill or record for you or immediate family member; jury duty form; funeral home document for a death in the family; tow slip with date and time. For other forms, discuss with the instructor.

5. **Academic/Scholastic Dishonesty:** BC assumes that students eligible to perform on the college level are familiar with the ordinary rules governing proper conduct including academic honesty. The principle of academic honesty is that all work present by you is yours alone. Academic dishonesty including, but not limited to, cheating, plagiarism, and collusion shall be treated appropriately. Please refer to the BC Student Guide for more information, also available online at [http://www.brazosport.edu](http://www.brazosport.edu). Remember you are training to be a teacher who will be held to a high standard and is expected to conform to the Code of Ethics set by SBEC and/or the Code of Ethical Conduct set by NAEYC.

6. **Attendance & Withdrawal:** There will be points awarded for class attendance and participation throughout the semester, these points may not be made up. The course instructor will not drop a student from this class; the student must do so if he/she wants to withdraw from a course rather than receiving a failing grade. Check the semester schedule for the last day to withdraw date.

7. **Students with Disabilities:** BC is committed to providing equal education opportunities to every student. BC offers services for individuals with special needs and capabilities including counseling,
tutoring, equipment, and software to assist students with special needs. Please contact Phil Robertson, Special Populations Counselor, (979)230-3236 for further information.

8. **Other Student Services Information:**
   - Information about the Library is available at http://www.brazosport.edu/sites/CurrentStudents/Library/default.aspx or by calling 979-230-3253.
   - Information about study skills and tutoring for math, reading, writing, biology, chemistry, and other subjects is available in the Learning Assistance Center http://www.brazosport.edu/sites/CurrentStudents/LAC/default.aspx or call 979-230-3253.
   - To contact the Math & Life Science Department, call 979-230-3225.
   - The Student Services provides assistance in the following areas: Counseling and Advising 979-230-3040; Financial Aid 979-230-3294; and Student Activities 230-3355.
   - To reach the Information Technology Department for computer, email, or other technical assistance call the Helpdesk at 979-230-3266.

9. **Student Responsibilities:** Students are expected to fully participate in the course. The following criteria are intended to assist you in being successful in this course.
   a. Attend class, take notes, read the text, and use appropriate time management skills
   b. Communicate with the instructor and ask questions if information is unclear
   c. Understand and complete course work assigned and on time

9) **Children’s Center Notes:**
   a. Students may arrive at the CC no more than 30 minutes before class starts.
   b. Students may: use cell phones, smoke, and gather outside, but not inside or in front of the entrance way to the CC. DO NOT USE CELL PHONES INSIDE THE CHILDREN’S CENTER.
   c. Students may observe at the CC at any time from the observation windows (we encourage it), but please no contact with the children or their families. The observation windows have a sound system that uses head phones, so please be neat and clean up the area when you leave. When observing, sign in at the front table.
   d. Early childhood courses and students must respect all of the Children’s Centers (CC) rules and staff or be asked to leave which could result in failure to attend class.
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<th><strong>Course Days:</strong> (Wednesday)</th>
<th><strong>Reading Due:</strong></th>
<th><strong>Assignment Topics &amp; Info</strong></th>
<th><strong>Lab Items Due:</strong></th>
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<td><strong>Week 1</strong></td>
<td>Orientation and Chapter 1</td>
<td>The Teacher</td>
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<td><strong>Week 2</strong></td>
<td>Chapter 2</td>
<td>The field of early childhood education</td>
<td># 1 Code of Ethics – In class activity</td>
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<td><strong>Week 3</strong></td>
<td>Chapter 3</td>
<td>History and educational Models</td>
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<td><strong>Week 4</strong></td>
<td>Chapter 4</td>
<td>Observing, documenting and assessing</td>
<td># 2 Observing Children In class activity</td>
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<td><strong>Week 5</strong></td>
<td>Chapter 5</td>
<td>Child Development</td>
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<td><strong>Week 6</strong></td>
<td>Chapter 6</td>
<td>Relationships and guidance</td>
<td># 3 Supportive communication</td>
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<td><strong>Week 7</strong></td>
<td>Chapter 7</td>
<td>Health, safety and well-being</td>
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<td><strong>Week 8</strong></td>
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<td><strong>Mid-Term Quiz Chapters 1-7</strong></td>
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<td><strong>Week 9</strong></td>
<td>Chapter 8</td>
<td>The Learning environment</td>
<td># 4 Developing the learning environment</td>
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<td><strong>Week 10</strong></td>
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<td>Spring Break</td>
<td>Spring Break</td>
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<td><strong>Week 10</strong></td>
<td>Chapter 9</td>
<td>Understanding and supporting play</td>
<td># 5 Scaffolding Learning with Play</td>
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<td><strong>Week 11</strong></td>
<td>Chapter 10</td>
<td>The Curriculum</td>
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<td><strong>Week 12</strong></td>
<td>Chapter 11</td>
<td>Curriculum planning</td>
<td># 6 Developing Curriculum Activities</td>
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<td><strong>Week 13</strong></td>
<td>Chapter 12</td>
<td>Inclusion of children with disabilities</td>
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<td><strong>Week 14</strong></td>
<td>Chapter 13</td>
<td>Working with families</td>
<td># 7 Talking with Parents Activity</td>
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<td><strong>Week 15</strong></td>
<td>Chapter 14</td>
<td>Becoming an early childhood professional</td>
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<td><strong>Week 16</strong></td>
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<td><strong>Final Quiz Chapters 8-14</strong></td>
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