



TECA 1311 - Educating Young Children TECA 1311.401

Course Syllabus

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.

Recommended Prerequisites

Prerequisites

Corequisites

Prerequisite or Corequisite

Semester Offered

Spring

Credits 3

Lecture Hours 3

Lab Hours 0

Extended Hours 0

Contact Hours 64

State Approval Code 13.1202.51 09

Instructor Name Christine Dobbs

Semester/Year Spring 2025

Meeting Time and Location

Online—students are expected to spend at least 3-4 hours per week** reading, reviewing, and participating in assigned activities for successful completion of this course.

Alternate Operations During Campus Closure

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website (www.panola.edu) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

Student Basic Needs

Unexpected circumstances may arise, but Panola College offers various resources to support students. If you need mental health services or are facing challenges with transportation, affording class materials and supplies, or accessing food regularly—issues that may impact your class performance—please visit panola.edu/resources.

Class Attendance

Regular and punctual attendance of classes and laboratories is required of all students. When a student has been ill or absent from class for approved extracurricular activities, he or she should be allowed, as far as possible, to make up for the missed work. If a student has not actively participated by the census date, they will be dropped by the instructor for non-attendance. This policy applies to courses that are in-person, online, hybrid, and hyflex.

Attendance in online courses is determined by submission of an assignment or participation in an activity. According to federal guidelines, simply logging into a distance learning course without participating in an academic assignment does not constitute attendance. Distance learning is defined as when a majority (more than 50%) of instruction occurs when the instructor and students are in separate physical locations. Students must engage in an academic activity prior to the course census date.

When an instructor feels that a student has been absent to such a degree as to invalidate the learning experience, the instructor may recommend to the Vice President of Instruction that the student be withdrawn from the course. Instructors may seek to withdraw students for non-attendance after they have accumulated the following number of absences:

Fall or spring semesters:

3 or more class meeting times per week - 5 absences

2 class meeting times per week - 3 absences

1 class meeting per week - 2 absences

The student is responsible for seeing that he or she has been officially withdrawn from a class. A student who stops attendance in a class without officially withdrawing from that class will be given a failing grade; consequently, the student must follow official withdrawal procedures in the Admissions/Records Office.

Please note: Health Science and Cosmetology courses may require more stringent attendance policies based on their accreditation agencies. Please see the addendum and/or program handbook for further information concerning attendance.

Pregnant/Parenting Policy

Panola College welcomes pregnant and parenting students as a part of the student body. This institution is committed to providing support and adaptations for a successful educational experience for pregnant and parenting students. Students experiencing a need for accommodations related to pregnancy or parenting will find a Pregnancy and Parenting Accommodations Request form in the Student Handbook or may request the form from the course instructor.

Artificial Intelligence (AI) Course Policy

Use of generated AI Permitted under some classroom circumstances with permission.

There are situations throughout the course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content that will end up in any student work (assignments, activities, discussion responses, etc.). In such cases for Option #2, no more than 25% of the student work should be generated by AI. Use of any AI-generated content in this course without the instructor's consent qualifies as academic dishonesty and violates Panola College's standards of academic integrity.

Instructional Goals and Purposes

The purpose of this course is to provide students with a) information about the education of the young child and b) opportunities to observe teachers in early childhood settings and lower elementary settings.

Learning Outcomes

After studying all materials and resources presented in the course, the student will be able to:

1. Identify the features of a quality developmentally appropriate program for young children. (All standards)
2. Explain contributions of historical and contemporary professionals and theorists to the field of early childhood education. (Standard I)
3. Analyze various early childhood programs and curricular models that have influenced practice. (Standard II)

4. Describe current and future trends and issues in the field of education. (Standards I & II)
5. Apply classroom observation and assessment skills to identify developmentally appropriate programs in diverse early childhood educational settings. (Standard I & III)
6. Describe and adhere to professional code of legal and ethical requirements for educators. (Standard IV)
7. Complete a minimum of 16 contact hours of field experience with children from infancy through age 12.

TExES Pedagogy and Professional Responsibilities EC-6 Standards

Standard 1: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard 2: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard 3: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high quality feedback.

Standard 4: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Developmentally Appropriate Practice National Association for the Education of Young Children Position Statement Adopted by the NAEYC National Governing Board April 2020

Each and every child, birth through age 8, has the right to equitable learning opportunities—in centers, family child care homes, or schools—that fully support their optimal development and learning across all domains and content areas. Children are born eager to learn; they take delight exploring their world and making connections. The degree to which early learning programs support children's delight and wonder in learning reflects the quality of that setting. Educators who engage in developmentally appropriate practice foster young children's joyful learning and maximize the opportunities for each and every child to achieve their full potential.

Course Content

A general description of lecture/discussion topics included in this course are listed in the Learning Outcomes section of this syllabus. After studying the material presented in this course

Students in all sections of this course will learn the following content:

1. Early Childhood Education and Professional Development
2. Foundations: History and Theories
3. Programs and Services for Children and Families
4. Linking Development and Learning
5. Meeting the Special Needs of Young Children
6. Complete 16 hours of Field Experience in an Early Childhood Setting

Methods of Instruction/Course Format/Delivery

This course is offered as an online course. Instruction will include Canvas assignments, Projects have discussions, and assessments. A field experience journal will also be required.

Major Assignments/Assessments

The following items are assigned and assessed during the semester and used to calculate the student's final grade.

Course Grade

The grade for this course will be based on the following assignments:

- Assignments- 30%
- Field Experience – 30%
- Assessments – 40%

The grading scale for this course is as follows:

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

Other

- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.
- For current texts and materials, use the following link to access bookstore listings: <https://www.panolacollegestore.com>.
- For testing services, use the following link: <https://www.panola.edu/student-services/student-support/academic-testing-center>.
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Charles C. Matthews Student Center or go to <https://www.panola.edu/student-services/student-support/disability-support-services> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook: <https://www.panola.edu/> (located on at the bottom under student)