

Angelina College
School of Business and Technology
TECA 1311 (Hybrid) Educating Young Children
Syllabus

I. BASIC COURSE INFORMATION:

A. Course Description: Three hours credit. 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. Course includes 30 hours of field experiences. Three lecture hours each week. Three field experience hours must be conducted weekly for ten assigned weeks. Lab fee.

B. Intended Audience: Freshman/sophomore

C. Instructor: Chandra Cheshire, M.Ed.
 Office Location: TW 168
 Office Hours:

Mondays	9:00-10:00 AM
Tuesdays	2:00-3:00 PM
Wednesdays	9:00 – 10:00 AM
Thursdays	2:00 – 3:00 PM
Fridays	9:00- 10:00 AM
Other times	As arranged with students

Phone: Office (936) 633- 5321
 E-mail Address: ccheshire@angelina.edu

II. INTENDED STUDENT OUTCOMES:**A. Core Objectives Required for this Course**

- 1. Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- 2. Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication
- 3. Teamwork:** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

B. Course Learning Outcomes for all Sections

The student 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; and
6. describe and adhere to professional code of legal and ethical requirements for educators.

III. ASSESSMENT MEASURES

A. Assessments for the Core Objectives:

1. **Critical Thinking Skills:** Critical thinking skills will be measured by the student's ability to work through situations presented in case scenario/case study problems, and by assessing material in assigned exercises used to determine the needs of all participants involved. In addition, reflective activities, class discussions, presentations, and projects will be assessed for the application of critical thought processes through utilization of the Angelina College Critical Thinking Skills value rubric.
2. **Communication Skills:** Communication will be measured by the student's ability to demonstrate effective development, interpretation and expression of ideas through the use of discussion questions and projects concerning critical core topics. The student's performance of communication skills will be assessed through utilization of the Angelina College Communication value rubric.
3. **Teamwork:** Teamwork will be measured by the student's ability to work effectively with others to support a shared purpose or goal and consider different points of view in field experiences and projects. The student's performance of teamwork will be assessed through utilization of the Angelina College Teamwork value rubric.

B. Assessments for Course Learning Outcomes

The student will:

1. identify the features of a quality developmentally appropriate program for young children by correctly responding to embedded questions on examinations, case scenario/case study problems, reflection activities, discussion questions and projects ;
2. explain contributions of historical and contemporary professionals and theorists to the field of early childhood education by correctly responding to embedded questions on examinations, case scenario/case study problems, reflection activities, discussion questions and projects;
3. analyze various early childhood programs and curricular models that have influenced practice by correctly responding to embedded questions on examinations, case scenario/case study problems, reflection activities, discussion questions and projects;
4. describe current and future trends and issues in the field of education children by correctly responding to embedded questions on examinations, case scenario/case study problems, reflection activities, discussion questions and projects;
5. apply classroom observation and assessment skills to identify developmentally appropriate programs in diverse early childhood educational settings children by correctly responding to embedded questions on examinations, case scenario/case study problems, reflection activities, discussion questions and projects; and
6. describe and adhere to professional code of legal and ethical requirements for educators children by correctly responding to embedded questions on examinations, case scenario/case study problems, reflection activities, discussion questions and projects.

IV. INSTRUCTIONAL PROCEDURES:

Methodologies utilized in presenting course content may include, but not limited to: lectures, audio-visual presentations, discussions, examinations, case scenario/case study problems, reflection activities, student presentations, research projects, field experiences, field trips, guest speakers, etc. Computer-based technology such as Blackboard will be utilized for communicating, solving problems, acquiring information and submitting course assignments.

V. COURSE REQUIREMENTS AND POLICIES:

A. Required Textbooks and Recommended Readings, Materials and Equipment

Beginnings & Beyond: Foundations in Early Childhood Education, 10th Edition

Ann Miles Gordon; Kathryn Williams Browne, MA, BA

ISBN-10: 1-305-50096-2

ISBN-13: 978-1-305-50096-9

MindTap Access Card

Computer with Microsoft Office and Internet access

Field Experience Contract

B. Course Policies – This course conforms to the policies of Angelina College as stated in the Angelina College Handbook.

- 1. Educational Accommodations** – If you have a disability (as cited in Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act of 1990) that may affect your participation in this class, you may fill out the Educational Accommodations application within your AC Portal, under the “Student Services” tab. A Student Success team member will contact you once the application is received. At a post-secondary institution, you must self-identify as a person with a disability in order to receive services; for questions regarding the application process you can visit the Office of Student Success and Inclusion in the Student Center (205A); text 936.463.8078; or email access@angelina.edu. To report any complaints of discrimination related to a disability, you should contact Mr. Steve Hudman, Dean of Student Affairs, in Room 101 of the Student Center. You may also contact Dean Hudman by calling (936) 633-5292 or by emailing shudman@angelina.edu.
- 2. Attendance** – Attendance is required as per Angelina College Policy and will be recorded every day. Any student with three (3) consecutive absences or four (4) cumulative absences may be dropped from the class. Records will be turned in to the academic dean at the end of the semester. Do not assume that non-attendance in class will always result in an instructor drop. **You must officially drop a class or risk receiving an F.** This is official Angelina College Policy. Students are required to log into the course at least once each week. Students failing to log into the course and submit completed assignments for two (2) weeks may be locked out and must seek readmission with the Instructor. In order to avoid a grade of “F”, all students who do not wish to continue the course are required to formally drop the course through admissions by the posted drop deadlines. Students are expected to notify the Instructor as soon as possible if having difficulty logging in, expect to miss logging in any particular week, or submitting assignments.

3. Additional Policies Established by the Instructor

Orientation – Internet course students are required to attend a mandatory orientation prior to initial Log in to the course. Date and location are posted on the Angelina College website course schedule. Classroom and Hybrid courses will provide a mandatory orientation prior to initial login to the courses on the first scheduled day of class, unless otherwise specified on the Angelina College website course schedule.

Assignment Completion Policy – All assignment due dates are posted on the course calendar. It is the individual student’s responsibility to ensure that all assignments are received in their entirety as

directed by the instructor on or before the appropriate due date. All assignments must be electronically submitted in Microsoft Office into Blackboard in the order assigned per course calendar, unless otherwise specified by the Instructor. Failure to complete and successfully submit all assignments (quizzes and any other additional assignments, assessments and projects required per Instructor) will result in a final grade of "F" in the course. NO EXCEPTIONS.

Field Experience Completion Policy – Less than 30 completed hours will result in a grade of "F" in the course. NO EXCEPTIONS.

Late Assignments – All assignments must be turned in before or on the due date given on the course calendar. Ten (10) points will be deducted for each calendar day late. It is the student's responsibility to maintain open communication with the instructor. Special accommodations will be considered on a case by case basis.

Instructor Conferences – All students are encouraged to take time to meet individually with the Instructor during the course. Every effort will be made to respond to individual needs. If at any time you feel that you are having problems related to the course, visit with the Instructor as soon as possible. Likewise, the Instructor may request a meeting with you if necessary. Many problems can be resolved easily if properly addressed.

Confidentiality – All students are responsible to respect the confidentiality of other students, to protect privacy, and to act in a professional manner at all times. Students should strive for objectivity as they share and gather information about children and children's programs. Information about children and early childhood programs, which are subjective in nature, shall not be discussed outside the classroom. In reports and discussions during class meetings, names of specific persons shall be omitted to preserve confidentiality.

VI. COURSE OUTLINE: Description of the Course Activities including due dates, schedules, and deadlines.

The course calendar and assignments are located on Blackboard

VII. EVALUATION AND GRADING:

A. Grading Criteria

The following evaluation activities will be utilized to produce the final course grade:

1. Quizzes/Exams
2. Classroom Participation Activities (various assignments)
3. Projects
4. Field Experience (assignments/evaluations)

B. Determination of Grade

The course breakdown of grades are located on Blackboard

The instructor may modify the provisions of the syllabus to meet individual class needs by informing the class in advance as to the changes being made.