Division of Liberal Arts, Humanities & Education
Child Development Department
https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/child-development/

TECA 1311: Child Growth and Development | Lecture | #16563
SPRING 2020| 16 Weeks (8/23/2019-12/15/2019)
<mark>Online</mark> | Campus Room # | Days/Time
3 Semester Credit Hours | 48 Contact hours per semester

Instructor Contact Information

Instructor:	Dee (Magallanes) Delahoussaye	Office Phone:	713-718-6303
Office:		Office Hours:	by reservation only.
HCC Email:	dee.magallanes@hccs.edu	Office Location:	

Please feel free to contact me concerning any problems that you are experiencing in this course. Your performance in my class is very important to me. I am available to hear the concerns and just to discuss course topics.

Instructor's Preferred Method of Contact
HCC Email address required including preferred method of contact (I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings.

What's Exciting About This Course

You will learn so much about the schools and centers in the Houston area that educate young children. One of the fun and exciting aspects of this course is that you get to visit at least four schools or centers. This is a great way to be introduced to the profession of early childhood education. As you conduct these visitations, you will learn about observing children and teachers, developmentally appropriate practice, and teaching methods and strategies. In addition, this course has a strong emphasis on ethics in education.

My Personal Welcome

Welcome to Educating Young Children—I'm delighted that you have chosen this course. One of my passions is to know as much as I can about teaching children between the ages of 0 – 8., and I can hardly wait to pass that on. I will present the information in the most exciting way I know, so that you can grasp the concepts and apply them now and hopefully throughout your life. As you read and wrestle with new ideas and facts that may challenge you, I am available to support you. The fastest way to reach me is by my HCC email. The

best way to really discuss issues is in person and I'm available during posted office hours to tackle any questions you might have. My goal is for you to complete this course with a better understanding of the many ways young children can be educated. So please visit me or contact me whenever you have a question.

Prerequisites and/or Co-Requisites

TECA 1311 has a prerequisite of ENGL 1301. Please carefully read and consider the repeater policy in the HCCS Student Handbook.

Canvas Learning Management System

This section of TECA 1311 will use Eagle Online Canvas (https://eagleonline.hccs.edu) to supplement in-class assignments, exams, and activities. When you purchase your e-textbook at an HCC bookstore, you will receive access to Pearson *Revel*. This access will be through Eagle Online Canvas. HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. It is recommended that you **USE FIREFOX OR CHROME AS YOUR BROWSER**.

HCC Online Information and Policies

Here is the link to information about HCC Online classes including the required Online Orientation for all fully online classes: http://www.hccs.edu/online/

Scoring Rubrics, Sample Assignments, etc.

Look in Canvas or see your instructor for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course.
https://eagleonline.hccs.edu/login/ldap

Instructional Materials
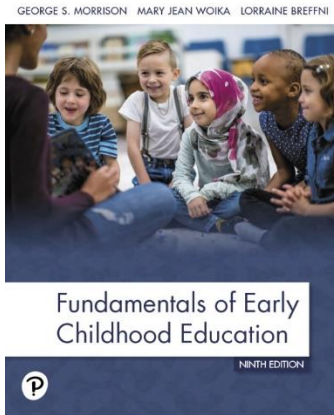
The textbook listed below is ***required*** for this course.

Morrison, G.S., Woika,M.J., & Breffin, L. (2020*). The fundamentals of early childhood education.* (9th edition). Boston: Pearson.

It is included in a package that contains the access code and is found at the HCC Bookstore.

Other Instructional Resources

Please see your instructor for additional instructional resources that may be distributed in class or via Canvas.

Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the HCC Tutoring Services website for services provided.

Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at http://library.hccs.edu.

Supplementary Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at http://www.hccs.edu/resources-for-current-students/supplemental-instruction/.

Course Overview

TECA 1311 is 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 <u>16 hours of field experiences.</u>

Core Curriculum Objectives (CCOs)

TECA 1311 is not a core curriculum course and does not specifically address core curriculum objectives.

Program Student Learning Outcomes (PSLOs)

NAEYC Standard 1	Develop an understanding of child development and learning.
NAEYC Standard 2	Examine family and community relationships.
NAEYC Standard 3	Explain the observation, documentation, and assessment process needed to support young children and their families.
NAEYC Standard 4	Know, understand, and use a wide array of developmentally effective approaches, instructional strategies and tools to connect with children and families and positively influence each child's development and learning.
NAEYC Standard 5	Know, understand, and use the essential concepts, inquiry tools, and structure of content areas along with other resources to design, implement and evaluate meaningful curriculum for each child.
NAEYC Standard 6	Identify and conduct themselves as members of the early childhood profession.

Course Student Learning Outcomes (CSLOs)

Upon completion of TECA 1311, the student will be able to:
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.

Learning Objectives

Identify the features of a quality developmentally appropriate program for young children.
1.1 Identify characteristics of developmentally appropriate early childhood programs.
1.2 Contrast developmentally appropriate practices in early childhood programs.
Explain contributions of historical and contemporary professionals and theorists to the field of early childhood education.
2.1 Describe contributions of historical theorists to the field of early childhood education.
Analyze various early childhood programs and curricular models that have influenced practice.
3.1 Identify types and characteristics of different early childhood programs and curricula.
3.2 Contrast early childhood programs and curricula.
Describe current and future trends and issues in the field of education.
4.1 Discuss public policy, how it is developed and its impact on children and families.
4.2 Identify child care research findings and report on the effects of early education on children, their families, and/or society.
Apply classroom observation and assessment skills to identify developmentally appropriate programs in diverse early childhood educational settings.

5.1 Discuss and utilize observation and assessment skills to identify developmentally appropriate programs.
Describe and adhere to professional code of legal and ethical requirements for educators.
6.1 Discuss characteristics of an early childhood professional.
6.2 Compare and contrast ethical dilemmas and ethical responsibilities.
6.3 Apply NAEYC Code of Ethics to a given ethical dilemma.

Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as a guide.

Instructor and Student Responsibilities

As your Instructor, it is my responsibility to**:**

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through learner-centered instructional techniques
- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and making up assignments
- Provide the course outline and class calendar that will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

As a student, it is your responsibility to**:**

- Attend class in person and/or online
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- Read and comprehend the textbook
- Complete the required assignments and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts, and all assignments
- Attain a raw score of at least 50% on the departmental final exam
- Be aware of and comply with academic honesty policies in the HCCS Student Handbook

Assignments, Exams, and Activities

Written Assignments

All assignments must be submitted in a word format. If submitted in any other format, the assignment will not be accepted. Save the file as the course number 1311, underscore, your last name, underscore, and the assignment number – no capitals and no spaces (This would be how I would save Project 1: 1311_magallanes_p1).

All assignments are due on the due date (11:59 p.m.) listed on the class calendar. Late assignments are not accepted. After that time the student is locked out and assignments will not be accepted. Submit assignments only in the Eagle online "Assignment Tool" as an attachment.

a. Program Reports with Field Experience: 8 @ 50 points = 400 Students are required to participate in 16 hours of field experiences with children from infancy through age 12 in a variety of 8 different settings with varied and diverse populations. Each two hours must be documented and signed by the contact person at each site on the field experience form. Each field experience form documenting 2 hours will be accompanied with a written reflection paper following the provided guidelines. Grading rubric will be used for grading. Students will not be given a passing grade for the course without successfully completing all of these assignments. More information will be posted on the Eagle online course.

 b. Ethical Dilemma Response Paper: 100 points This is a 2 page response paper to an early childhood ethical dilemma. The response must include student's response to the dilemma and the ethical principles and/or ideals that support the response. Students will not be given a passing grade for the course without successfully completing this assignment.

c. Projects: 2 @ 50 points = 100 These assignments are designed to apply information from the reading into a written paper. Read the requirements for each project. Some projects will take some planning for observing or interacting with children. These projects must be submitted in a word format by their due date and will not be accepted late. Grading rubric will be used for grading. More information will be posted on the Eagle online course.

d. Web Discussions: 5 @ 10 points = 50 Web discussions will be posted for students to respond to the original discussion and to a classmate's posting while relating postings to the NAEYC Code of Ethics. Posting must be made by their due date. Grading rubric will be used for grading. More information will be posted on the Eagle online course. Exams

Exams

a. Tests: 4 @ 50 points = 200 Tests will be taken online with a 2 hour time limit. Check the calendar for testing dates.

Required Components

This course includes a required component of eight program reports. To successfully complete each of these reports, the student must visit a school or center. The student will

observe at each school or center for at least two hours, then complete a written summary of the observation. If each of these program reports are not completed with 70% of possible points, the student will not receive a passing grade in this class.

This course also requires an "Ethical Dilemma Response Paper", a 2-page response paper to an early childhood ethical dilemma. The response must include student's response to the dilemma and the ethical principles and/or ideals that support the response. If this paper is not completed with 70% of possible points, the student will not receive a passing grade in this class.

Grading Formula

Grade	Total Points
A	850-765
B	764-680
C	679-595
D	594-510
F	509 or below

Required component assignments/Key Assessments Revision Policy Only one revision is allowed per student on key assessments and required component assignments. The maximum grade a student can earn on a revised assignment is 70 % of the possible points. If a student uses any tutoring service, he or she must take/send assignment description or directions with the first draft. **IF** student does not pass the assignment the first time, any or all of the following will be required:

   a. Conference with professor
   b. Take an APA and/or Plagiarism online tutorial and pass the quiz (upon instructor's request)
   c. See an in-person tutor at professor's discretion

Incomplete Policy:

The grade of "I" (Incomplete) is conditional. Incompletes are at the discretion of the professor and aligned with departmental guidelines. The grade of "I" may be earned if a student is passing the course with a D or higher AND has completed at least half of the required components for the course. Additionally, the student must have a justifiable and documented reason for not completing the work on schedule.

If you receive an "I" you must arrange with the instructor to complete the coursework within six months. After the deadline, the "I" becomes an "F". All "I" designations must be changed to grades prior to graduation. The changed grade will appear on your record as "I"/Grade (example: "I/A").

HCC Grading Scale can be found on this site under Academic Information: http://www.hccs.edu/resources-for/current-students/student-handbook/

Course Calendar
SAMPLE

	Chapter Title	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
February	**Chapter 1** You and Early Childhood Education		11 2nd Start Term Begins	12	13 Introduction Discussion #1 REQUIRED FOR ATTENDANCE	14	15	16
	Chapter 2 Early Childhood Edu Today	17	18 Ethics Discussion #2	19	20	21	22	23
March	**Chapter 3** History and Theories	24	25	26	27 Program Report #1	28	1 (100 pts Test #1 TESTING WINDOW	2
	Chapter 4 Implementing Early Childhood Programs	3	4 Project #1	5	6 Program Report #2	7	8	9
	Chapter 5 Teaching Standards and You	10	11	12	13 Program Report #3	14	15	16
	Chapter 6 Obser. and Assessment of Young Children	17	18 Ethics Discussion #3	19	20 Program Report #4	21	22 (100 pts) Test #2 TESTING WINDOW	23
April	**Chapter 7:** Infant and Toddlers **Chapter 8** Preschool Years	24	26	26	27 Program Report #5	28	29	30

Chap 9: Kindergarten Today		31	1 Ethics Discussion #4	2	3 Program Report #6	4	5	6
Chapter 10 The Early Elem Grades: 1-3		7	8 Ethics Discussion #5	9	10 Program Report #7	11	12	13
							(100 pts) Test #3 TESTING WINDOW	
Chap 11: Edu **Child w/ Diverse**	Chap.12: Guiding Childr. Behavr	14	15	16	17 Program Report #8	18	19	20
Chapter 13: Parents Family and Community		21	22	23	24 Ethical Discussion Paper Due	25	26 *Last Day to Turn in PR's and Ethical Paper*	27
May		28	29 Project #2	30	1	2	3	4
							(100 pts) Test #4 TESTING WINDOW	
		5	6	7	8 ***All assignments are due at this time!!***	9	10	11

All

11

Use the chart below to keep track of assignments and your progress in the course.

Assignment	Max Point Value	Earned Value	Due Date
Tests and Quizzes			
Test #1	50		March 1-2
Test #2	50		March 22-23
Test #3	50		April 12-13
Test #4	50		May 3-4
Assignments/Discussions			
Introduction Discussion #1	10		Feb 13
Ethical Discussion #2	10		Feb 18
Ethical Discussion #3	10		March 18
Ethical Discussion #4	10		April 1
Ethical Discussion #5	10		April 8
Ethical Discussion Paper	100		April 24
Project #1	50		March 4
Project #2	50		April 29
Program Reports			
Program Report #1	50		Feb 27
Program Report #2	50		March 6
Program Report #3	50		March 13
Program Report #4	50		March 20
Program Report #5	50		March 27
Program Report #6	50		April 3
Program Report #7	50		April 10
Program Report #8	50		April 17
Max Total	850	Your total:	

Syllabus Modifications
The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

Instructor's Practices and Procedures

Missed Assignments
Missed assignments will not be accepted late without PRIOR notice.

Academic Integrity

HCC expects all students to conduct themselves with honor and integrity in fulfilling course requirements. Proceedings may be initiated by instructors, department chairs, and/or instructional deans against a student accused of a violation of academic integrity. "Scholastic Dishonesty" includes but is not limited to cheating, plagiarism, and collusion. Discretion is given to the instructor as to the administration of consequences for academic integrity violations at the classroom level, subject to any rules imposed by the relevant program/division/center of excellence. Consequences might include such penalties as a 0 on the particular assignment, a mandatory retaking or redoing of the assignment in question, a

significant deduction from the final overall course grade, dismissal from the course (if prior to the date of last withdrawal) or failure of the entire course.
https://www.hccs.edu/media/houston-community-college/district/pdf/2018-2019-Student-Code-of-Conduct.pdf

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance): http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/

Attendance Procedures

Regular attendance in an online course states that you need to log on at least once a week.

Student Conduct

Child Development Program Information
The A.A.S. Child Development Program at Houston Community College is accredited by the Commission on the Accreditation of Early Childhood Higher Education Programs of the National Association for the Education of Young Children. Accreditation is awarded to programs that demonstrate evidence of excellence by meeting the NAEYC Professional Preparation Standards. There are currently 204 institutions in 40 states with NAEYC accredited programs. HCC is one of the 11 in Texas. The accreditation term runs from beginning date March, 2017 through March, 2024.

NOTICE This course of study would not be appropriate for anyone who falls into the following category as noted by the Texas Department of Family and Protective Services. "No person with a conviction or who is under indictment for, or is the subject of an official criminal complaint alleging violation of any of the crimes listed as a felony against the person or felony violation of the Texas Controlled Substance Act may be present while children are in care."
Orientation Students who are completing lab, practicum, or field experience components at the YMCA Children's Academy at the HCC Central Campus must complete a mandatory orientation. Contact the department at 713-718-5470 or 713-718-6303 for more details about the orientation.

HCC Policies
Here's the link to the HCC Student Handbook http://www.hccs.edu/resources-for/current-students/student-handbook/   In it you will find information about the following:

- Academic Information

- Academic Support
- Attendance, Repeating Courses, and Withdrawal
- Career Planning and Job Search
- Childcare
- disAbility Support Services
- Electronic Devices
- Equal Educational Opportunity
- Financial Aid TV (FATV)
- General Student Complaints
- Grade of FX
- Incomplete Grades
- International Student Services
- Health Awareness
- Libraries/Bookstore
- Police Services & Campus Safety
- Student Life at HCC
- Student Rights and Responsibilities
- Student Services
- Testing
- Transfer Planning
- Veteran Services

EGLS^3

The EGLS^3 (Evaluation for Greater Learning Student Survey System) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS^3 surveys are only available for the Fall and Spring semesters. –EGLS3 surveys are not offered during the Summer semester due to logistical constraints.
http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/

Campus Carry Link

Here's the link to the HCC information about Campus Carry:
http://www.hccs.edu/departments/police/campus-carry/

HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go to HCC Eagle ID and activate it now. You may also use Canvas Inbox to communicate.

Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (http://www.hccs.edu/departments/institutional-equity/)

disAbility Services
HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including long and short term conditions, mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to http://www.hccs.edu/support-services/disability-services/

Title IX
Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main
(713) 718-8271
Houston, TX 77266-7517 or Institutional.Equity@hccs.edu
http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/

Office of the Dean of Students
Contact the office of the Dean of Students to seek assistance in determining the correct complaint procedure to follow or to identify the appropriate academic dean or supervisor for informal resolution of complaints.

https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/

Department Chair Contact Information
Saran Winters, saran.winters@hccs.edu, 713-718-6237