



Course Syllabus Educating Young Children TECA 1311

Semester with Course Reference Number (CRN)	Spring, 2016 CRN 86024
Instructor contact information (phone number and email address)	Katherine A. Abba, M, Ed. katherine.abba@hccs.edu/ 713-718-5471
Office Location and Hours	Office Hours: By appointment or Central Campus EDC Bldg. D-106 Monday, 12:00 – 3:00pm
Course Location/Times	Monday, 9:00-12:00pm, EDC 117
Course Semester Credit Hours (SCH) (lecture, lab) If applicable	Credit Hours 3.00 Lecture Hours 3.00 Laboratory Hours
Total Course Contact Hours	48
Course Length (number of weeks)	16 weeks
Type of Instruction	Lecture/ Online Assignments Field experience required
Course Description:	1) 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; 2) course content must be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards; 3) requires students to participate in field experiences with children from infancy through age 12 in a variety of settings with varied and diverse populations; 4) course includes a minimum of 16 hours of field experience.
Course Prerequisite(s)	None
Academic Discipline/CTE Program	NAEYC Standard 1. Promoting Child Development and Learning NAEYC Standard 4. Using Developmentally Effective Approaches

Learning Outcomes	NAEYC Standard 6. Becoming a Professional
Course Student Learning Outcomes (SLO): 4 to 7	<ol style="list-style-type: none"> 1. Discuss the contributions of key historical and contemporary theorists to the field of early childhood education. 2. Explain the features of a developmentally appropriate program for young children. 3. Define development and define each of the four basic developmental areas. 4. Describe the types of early childhood programs. 5. Analyze future trends and issues of the early childhood profession. 6. Demonstrate an understanding of the characteristics and developmental stages of an early childhood professional.
Learning Objectives (Numbering system should be linked to SLO - e.g., 1.1, 1.2, 1.3, etc.)	<p>Discuss the contributions of key historical and contemporary theorists to the field of early childhood education.</p> <p>1.1 Describe contributions of historical theorists to the field of early childhood education.</p> <p>Explain the features of a developmentally appropriate program for young children.</p> <p>2.1 Identify types and characteristics of different early childhood programs.</p> <p>2.2 Contrast early childhood programs.</p> <p>Define development and define each of the four basic developmental areas.</p> <p>3.1 List the four developmental areas.</p> <p>Describe the types of early childhood programs.</p> <p>4.1 Identify types and characteristics of different early childhood programs.</p> <p>4.2 Contrast early childhood programs.</p> <p>Analyze future trends and issues of the early childhood profession.</p> <p>5.1 Discuss public policy, how it is developed and its impact on children and families.</p> <p>5.2 Identify child care research findings and report on the effects of early education on children, their families, and/or society.</p> <p>Demonstrate an understanding of the characteristics and developmental stages of an early childhood professional.</p> <p>6.1 List characteristics of an early childhood professional.</p> <p>6.2 List educational and experience requirements for early childhood positions.</p>
SCANS and/or Core Curriculum Competencies: If applicable	<p><u>Personal Qualities:</u> The student will access course requirements (<i>self management</i>) and make plans to complete requirements (<i>responsibility</i>); share knowledge of own skills and abilities (<i>self-esteem</i>); demonstrate understanding and politeness in group discussions (<i>sociability</i>); and understand the impact of violating belief and ethical codes of the early childhood community (<i>integrity/honesty</i>).</p> <p><u>Systems:</u> The student will acquire knowledge about cultural differences in families (<i>understands systems</i>), understands how culture affects family (<i>monitor/correct system performance</i>) and be able to offer assistance to families (<i>design/improve systems</i>).</p>
Course Calendar	See below
Instructional Methods	<p>Distance (100%)</p> <p>Web-enhanced (49% or less)</p> <p>Face to Face</p>

Required Component

This course includes at least one of the following required components: practicum assignment, key assessment, **field experience hours**, and/or First Aid/CPR certification. If this assignment is not completed with 70% of possible points, you will not receive a passing grade in this class. Your instructor will explain the required component identified for this course-field experience assignment and program reports.

Student Assignments

1. Class assignments (2 @ 35 pts.) –The purpose of these assignments are to enhance the class material. See course calendar for due dates and Eagle for assignment descriptions and rubrics.

2. Paper/Theorist Presentation (100 pts. /25 pts.) – See course calendar for due dates and Eagle for assignment descriptions and rubrics.

3. Program Reports (8 @ 20 pts.) These reports give you a chance to find out about programs and services available to young children and their families in our community. Contacts with various programs, agencies, or institutes will help you understand the role and function of the community programs. ***ALL 8 REPORTS REQUIRED TO RECEIVE A GRADE FOR THE COURSE (70% or above per report)***. See course calendar for due dates and Eagle for assignment descriptions and rubrics.

Student Assessment(s)

All above assignments; midterm and final exam

Instructor's Requirements

Arrive to class on time, read all chapter material prior to class, participate actively in class, and use of academic English in all written assignments.

Program/Discipline Requirements: If applicable

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 Houston Community College Child Development Lab School must complete a mandatory Orientation to the Department of Early Childhood Studies. Contact the department at 713-718-6303 for more details about the orientation.

HCC Grading Scale

A = 100- 90	4 points per semester hour
B = 89 - 80:	3 points per semester hour
C = 79 - 70:	2 points per semester hour
D = 69 - 60:	1 point per semester hour
59 and below = F	0 points per semester hour
IP (In Progress)	0 points per semester hour
W(Withdrawn)	0 points per semester hour
I (Incomplete)	0 points per semester hour
AUD (Audit)	0 points per semester hour

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in

non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

See "Health Science Program/Discipline Requirements" for grading scale.

Instructor Grading Criteria **Assessments**

Tests= (1 final @ 100 pts.)	
(1 midterm @110 pts.)	210
Research paper= (1 @100)	100
Presentation=	30
Program Reports= (8 @ 20)	160
<u>Assignments= (3 @35)</u>	<u>105</u>
Total	605

Grades

6 00-540 = A
 539-480 = B
 479-420 = C
 419-360 = D
 <360= F

Instructional Materials

Morrison, G.S. (2014). *Fundamentals of early childhood education*. (7th ed.) Saddle River, NJ: Pearson.

EGLS3 – Evaluation for Greater Learning Student Survey System

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

HCC Policy Statement:

Access Student Services Policies on their Web site:

<http://www.hccs.edu/district/students/student-handbook/>

Title IX

HCC is committed to providing a learning and working environment that is free from discrimination on the basis of sex which includes all forms of sexual misconduct. Title IX of the Education Amendments of 1972 requires that when a complaint is filed, a prompt and thorough investigation is initiated. Complaints may be filed with the HCC Title IX Coordinator available at 713 718-8271 or email at oie@hccs.edu.

Course Calendar

Date	Readings/ Classwork	Assignments Due
Week 1: 1/25	Introduction/Course Content An Early Childhood Professional/Chapter 1	
Week 2: 2/1	Chapter 1-2	Reading Quiz (practice for extra credit)
Week 3: 2/8	Chapter 3	Reading Quiz
Week 4: 2/15	<i>President's Day Holiday- NO CLASS</i>	
Week 5: 2/22	Chapter 3/ Visit to Small Scholars Montessori Academy, 1675 S. Dairy Ashford Houston, TX 77077	Reading Quiz
Week 6: 2/29	Chapter 3-4	Theorist presentations DUE 2/22 Theorist papers Due 3/4
Week 7: 3/7	Chapter 5	Reading Quiz Program Report 1 Due 3/11
3/14- 3/20	<i>Spring Break!</i>	
Week 8: 3/21	Chapter 6	Reading Quiz Assignment #1 DUE 3/25
Week 9: 3/28	Chapter 7	Reading Quiz Program Reports 2,3, and 4 DUE 4/1
Week 10: 4/4	Chapter 8 (April 5 - Last day for Admin/Student Withdrawal)	Reading Quiz
Week 12: 4/11	Chapter 9	Reading Quiz Assignment #2 DUE 4/15
Week 13: 4/18	Chapter 10	Reading Quiz
Week 14: 4/25	Chapter 11/12	Reading Quiz Program Reports 5,6,7, and 8 DUE 4/29 (no reports accepted after this date)
Week 15: 5/2	Chapter 13	Reading Quiz
Week 16: 5/9	Final Exam	