Course Syllabus
Educating Young Children
TECA 1311

Semester with Course Reference Number (CRN)	Summer 2018 73553
Instructor contact information (phone number and email address)	Saran Winters 713-718-6237 saran.winters@hccs.edu
Office Location and Hours	Central Campus, 3214 Austin Street, Houston, 77004 EDC Building, D-108 By Appointment
Course Location/Times	Distance Education June 4, 2018 – July 29, 2018
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)	8 weeks
Type of Instruction	Lecture/ Online Assignments Field experience required
Course 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. 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 16 hours of field experiences.
Course	None

Prerequisite(s)

Academic Discipline/CTE Program Learning Outcomes	NAEYC Standard 1. Promoting Child Development and Learning NAEYC Standard 4. Using Developmentally Effective Approaches NAEYC Standard 6. Becoming a Professional
Course Student Learning Outcomes (SLO): 4 to 7	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.)	**Discuss the contributions of key historical and contemporary theorists to the field of early childhood education.** 1.1 Describe contributions of historical theorists to the field of early childhood education. **Explain the features of a developmentally appropriate program for young children.** 2.1 Identify types and characteristics of different early childhood programs. 2.2 Contrast early childhood programs. **Define development and define each of the four basic developmental areas.** 3.1 List the four developmental areas. **Describe the types of early childhood programs.** 4.1 Identify types and characteristics of different early childhood programs. 4.2 Contrast early childhood programs. **Analyze future trends and issues of the early childhood profession.** 5.1 Discuss public policy, how it is developed and its impact on children and families. 5.2 Identify child care research findings and report on the effects of early education on children, their families, and/or society. **Demonstrate an understanding of the characteristics and developmental stages of an early childhood professional.** 6.1 List characteristics of an early childhood professional. 6.2 List educational and experience requirements for early childhood positions.
SCANS and/or Core Curriculum Competencies: If applicable	Personal Qualities: The student will access course requirements *(self management)* and make plans to complete requirements *(responsibility)*; share knowledge of own skills and abilities *(self-esteem);* demonstrate understanding and politeness in group discussions *(sociability);* and understand the impact of violating belief and ethical codes of the early childhood community *(integrity/honesty).* Systems: The student will acquire knowledge about cultural differences in families *(understands systems),* understands how culture affects family *(monitor/correct system performance)* and be able to offer assistance to families *(design/improve systems).*
Course Calendar	See below
Instructional Methods	Distance (100%)

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.

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.

Student Assignments

All assignments must be submitted in a word format and doubled spaced. If submitted in any other format, the assignment will not be accepted. Save the file as the course number 1311, underscore and no spaces (This would be how I would save Project1:1311_winters_p1). All assignments are due on the due date (11:55 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 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 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 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.

Student Assessment(s)

Tests:
Tests: 4 @ 50 points = 200
Test will be taken online with a 1 1/2 hour time limit. Check the calendar for testing dates

Instructor's Requirements

Students are expected to maintain a stated of technical compliance, including (but not limited to): up-to-date software as required by the instructor; stable Internet Connection; and use of the Firefox or Chrome browser when using Eagle Online. Students must also log into the course at least 3 days within each week. Feel free to contact me if you have questions.

Ethical Response Paper must receive a 70% to pass this course. One point is deducted for each day that the paper is late.

All 8 Program Reports (From a minimum of 4 sites – in different classrooms) must receive 70% before late points to receive a passing grade in the course. One late point is deducted for each day that a Program Report is submitted late.

The last day to submit Program Reports or the Ethical Dilemma Response Paper is Thursday, July 26, 2018.

Discussions and test are not accepted late and links will disappear after due date.

Projects will remain open until the last day of each Module. Once the Module ends the project will not be accepted and the link will disappear.

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 the YMCA Children's Academy at the HCC Central Campus must complete a mandatory orientation. Contact the department at 713-718-6303 for more details about the orientation.

Required component assignments/Key Assessments Revision Policy Only one revision 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):

APA Tutorials
http://flash1r.apa.org/apastyle/basics/index.htm?_ga=1.19617784.1771959994.1463149658

OR

http://www.lib.usm.edu/legacy/tutorials/apatutorial/definition.html

Plagiarism Tutorial

http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php

     c.   See an in-person tutor at professor's discretion

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.

FX is the assigned grade if a student stopped attending class and fails to withdraw prior to the last official day for withdrawals for the semester. The instructor will note the last day the student attended the class for record. The grade of FX cannot be changed once assigned. **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. In the event of a **W** (Withdrawn), no grade is given; see Student Handbook for more details. Note that only six W's are allowed.

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. 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 course work within six months. After the deadline, the "I" becomes an "F". All "I" designations must be changed to grades prior to graduation.

Instructor Grading Criteria

A = 850 – 765 points
B = 764 – 680 points
C = 679 – 595 points
D = 594 – 510 points
F = 509 points or below

Instructional Materials

Morrison, G.S. (2017). *Fundamentals of early childhood education. (*8th 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 Statements: Student Services

Access Student Services Policies on their Web site
http://www.hccs.edu/resources-for/current-students/student-handbook/

HCC Online and/or Continuing Education Policies

Access HCC Online Policies on their Web site:

All students are responsible for reading and understanding the HCC Online Student Handbook, which contains policies, information about conduct, and other important information. For the HCC Online Student Handbook click on the link below or go to the HCC Online page on the HCC website.

The HCC Online Student Handbook contains policies and procedures unique to the online student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as HCC Online contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the HCC Online Student Handbook by visiting this link:
http://www.hccs.edu/media/houston-community-college/distance-education/student-services/HCC-Online-Student-Handbook.pdf

Access CE Policies on their Web site:
http://www.hccs.edu/continuing-education/

Accommodations due to a qualified disability

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including 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/district/students/disability-services/

HCC Policy Statement: Sexual Misconduct

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

Basic Need

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

Campus Carry

At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at http://www.hccs.edu/departments/police/campus-carry/

COURSE CALENDAR
TECA 1311 – Educating Young Children
Saran Winters, Professor   Summer 2018

Date Due	Assignment
June 4	**Introduction Discussion #1**
June 6	**Project 1**
June 11	**Ethics Discussion #2**
June 13	**Program Report 1**
June 14	**Test 1 Closes**
June 18	**Program Report 2**
June 20	**Ethics Discussion #3**
June 22	**Program Report 3**
June 25	**Program Report 4**
June 27	**Program Report 5**
June 28	**Test 2 Closes**
July 2	**Ethics Discussion #4**
July 5	**Program Report 6**
July 9	**Program Report 7**
July 11	**Project 2**
July 12	**Test 3 Closes**
July 16	**Ethical Dilemma Response Paper**
July 18	**Program Report 8**
July 23	**Ethics Discussion #5**
July 25	**Test 4 Final Exam**
July 26	**Last Day to Submit Late Program Reports and Response Paper**

Ethical Response Paper must receive a 70% to pass this course. One point is deducted for each day that the paper is late.

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