

Course Syllabus

NOTE: This syllabus is subject to change during the semester. Please check this syllabus on a regular basis for any updates.

Department : Child Development

Course Title : Educating Young Children

Section Name : TECA 1311

Start Date : 08/27/2012

End Date : 05/07/2012

Modality : ONLINE

Credits :

Instructor Information

Name : Mary Hanson

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Course Description

An introduction to the profession of early childhood education, focusing on developmentally appropriate practices, types of programs, historical perspectives, ethics, and current issues. Presents the development theorists, the four areas of development, the ages and stages of development as well as how to choose and implement appropriate activities. Lab assignments are designed to allow students to use their reasoning ability to solve problems, make decisions and interpret observational forms.

Prerequisites/Corequisites

None necessary

ICO's

1, 2, 3, 4, 5, 6,

Course Objectives

Child Development

COURSE SYLLABUS

ODESSA COLLEGE

CATALOG DESCRIPTION:

LEARNING OUTCOMES:

COURSE NUMBER: TECA 1311

COURSE TITLE: EDUCATING YOUNG CHILDREN

PREREQUISITE: NONE BLACKBOARD STUDENT HELP PAGE:

<http://www.odessa.edu/virtual/faq.htm>

CREDIT HOURS: 3 **LECTURE HOURS:** 2 **LAB HOURS:** 3

An introduction to the profession of early childhood education, focusing on developmentally appropriate practices, types of programs, historical perspectives, ethics and current issues. Presents the development theorists, the four areas of development, the ages and stages of development as well as how to choose and implement appropriate activities. Lab assignments are designed to allow students to use their reasoning ability to solve problems, make decisions and interpret observational forms.

The student will define development and developmental domains; discuss contributions of historical and contemporary theorists to the field of early

childhood education; explain features of a developmentally appropriate program for children; describe types of early childhood programs; identify current trends and issues in the early childhood profession; and explain characteristics and developmental stages of an early childhood professional.

An introduction to the profession of early childhood education, focusing on developmentally appropriate practices, types of programs, historical perspectives, ethics, and current issues.

TEXTBOOKS

SUPPLIES:

Course Objectives to Develop Competency:

1. Define development and developmental domains.

2. Discuss contributions of historical and contemporary theorists to the field of early childhood education.

a. Describe contributions of historical theorists to the field of early childhood education.

b. Explain contemporary theorists and their contributions to the field of early childhood education.

3. Explain features of a developmentally appropriate program for children.

a. Define developmentally appropriate.

b. Discuss how knowledge of child growth and development impacts developmentally appropriate practices.

c. Compare a developmentally appropriate classroom with one which is not developmentally appropriate in relation to child-staff ratio, group size and teacher qualifications and training.

d. Explain how developmentally appropriate programs are impacted by differences in family structures and social and cultural backgrounds.

e. Explain how play is the foundation for children's

learning.

4. Describe types of early childhood programs.

a. Identify types and characteristics of different early childhood programs.

b. Contrast early childhood programs.

5. Identify current trends and issues in the early childhood profession.

a. Identify child care research findings and report on the effects of child care on children, their families and/or society.

b. Identify current legislation in the field of early childhood/special needs.

c. Discuss public policy, how it is developed and its impact on children and families.

d. Describe inclusion and its implications for the early childhood classroom.

e. Explain the importance of early intervention programs.

6. Explain characteristics and developmental stages of an early childhood professional.

a. List characteristics of an early childhood professional.

b. Discuss career opportunities for the early childhood professional.

c. List educational and experience requirements for early childhood positions.

d. Discuss the Texas Career Development System, including the practitioner's portfolio.

e. Describe the profession's code of ethical conduct and its application in everyday practice.

f. Discuss the role of early

**childhood professional
organizations in the
development of an early
childhood professional.**

**g. Describe the purpose of and
opportunities for professional
growth and development.**

**h. Identify skills needed to
locate and obtain employment.**

**i. Describe advocacy as it
relates to an early childhood
professional.**

**j Identify community resources
early childhood professionals
would access when making a
referral.**

**ICO Competencies: Information
Systems**

Thinking Skills

Basic Skills

Code:

**1. *2+2 Tech Prep Early Childhood
Professions Postsecondary Curriculum
Guide***

**2. Texas Head Start-State Collaboration
Project - Texas Early Care and Education
Core Knowledge & Skills**

**3. The ICO Work Place Competence
Skills**

**4. *Guidelines for Preparation of Early
Childhood Professionals: Associate,
Baccalaureate, and Advanced Levels* of the
National Association for the Education of
Young Children**

**5. Teacher Preparation Requirements of the
Association for Childhood Education
International**

**6. *The Examination for the Certification of
Educators in Texas, Test Competencies,
Field 714: Early Childhood Education***

**7. *Entry Level Core Competencies (Draft)* of
the Child and Youth Care Workers
Certification Institute**

**8. *Texas Essential Knowledge and Skills* for
Home Economics Education**

9. *Learner-Centered Schools for Texas - A Vision of Texas Educators* National Association for the Education of Young Children

10. *Developmentally Appropriate Practice in Early Childhood Programs* (Revised Edition, 1997),

Hendrick, Joanne. *The Whole*

***Child: Developmental Education for the Early Years* (9th Edition)**

Merrill Prentice Hall Publisher, 2001

Required Readings/Materials

You must purchase the following *required* readings/materials:

Joanne Hendrick's *The Whole Child*, 9th edition; Merrill

Course Requirements (Lectures, Assignments and Assessments)

TENTATIVE SCHEDULE

TECA 1311

EDUCATING YOUNG CHILDREN

ASSOCIATE PROFESSOR: MARY L. HANSON

FALL 2012

REQUIRED TEXT: JOANNE HENDRICK'S THE WHOLE CHILD

WEEK DATE ASSIGNMENT DUE

The following includes the list of assignment along with due dates:

1. Lab Hours worth 200 point due 11/20.
2. Observation worth 100 points due 10/23.
3. Chapter Reviews 1-4 worth 50 points is due 9/18.
4. Discussion Questions 1-4 worth 20 points is due 9/8.
5. Chapter Reviews 5-8 worth 50 points is due 10-9.
6. Discussion Questions 5-8 worth 20 points is due 10/9.
7. Chapter Reviews 9-12 worth 50 points is due 10/30.
8. Discussion Questions 9-12 worth 20 points is due 10/30.
9. Chapter Reviews 13-16 worth 50 points is due 11/20.
10. Discussion Questions 13-16 worth 20 points is due 11/20.
11. 25 activities worth 50 points is due 11/6.
14. Written lesson plans worth 50 points each due 9/11 and 9-25
15. Final worth 200 points due 11/27.

Special Needs

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Learning Resource Center (Library)

The Library, known as the [Learning Resources Center](#), provides research assistance via the [LRC's catalog](#) (print books, videos, e-books) and [databases](#) (journal and magazine articles). [Research guides](#) covering specific subject

areas, [tutorials](#), and the "Ask a Librarian " service provide additional help.

Student E-mail

Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

Student Portal Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

Technical Support For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

Important School Policies

For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#).

Expectations for Engagement – Online Learning

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - post grades for discussion postings within one week of the discussion thread closing.
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
 - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
 - getting “kicked off” of the system during tests or quizzes;
 - having trouble submitting assignments; and
 - dealing with a traumatic personal event.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - seek out help from my instructor and/or from tutors;
 - ask questions if I don’t understand; and,
 - access my course several times during the week to keep up with assignments and announcements.