

## **Course Syllabus**

**Department :** Child Development

**Course Title:** Educating Young Children

**Section Number:** TECA 1311

**Start Date :** 01/14/2015

**End Date :** 05/7/2015

**Modality :** Face to Face

**Credits :** 3

### **Instructor Information**

**Name :** Cheryl A. Cunningham

**OC Email :** none

[cheryl.cunningham@ectorcountyisd.org](mailto:cheryl.cunningham@ectorcountyisd.org)

**OC Phone # :** none

Cell- 432-5289418 or Ector County ISD 432-456-4940

### **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 SYLLABUS**

**ODESSA COLLEGE**

### **Course Objectives Child Development**

**COURSE NUMBER:** TECA 1311

**COURSE TITLE:** EDUCATING YOUNG CHILDREN

**PREREQUISITE:** NONE

**CREDIT HOURS:** 3

**LECTURE HOURS:** 2

**LAB HOURS:** 3

**CATALOG 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.

**LEARNING OUTCOMES:**

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 child hood programs identify current trends and issues in the early childhood profession; and explain characteristic and developmental stages of any early children 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**

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

*The Whole Child: Developmental Education for the Early Years* (9<sup>th</sup> Edition) Merrill Prentice Hall Publisher 2001.

**SUPPLIES:****Course Objectives to Develop Competency:**

- I. 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 the children and families.
  - d. Describe inclusion and its implication 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 any 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 relate to an early childhood professional.
  - j. Identify community resources early childhood professional would assess when a referral.

**ICO Competencies:**

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

**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 of Childhood Education International

6. *The Examination for the Certification of Educators in Texas, Test Competencies Field 714: Childhood Education*
7. *Entry Level Core Competencies (Draft) of the Child and Youth Care Workers Certification Institute*
8. *Texas Essential Knowledge and Skills for Family and Consumer Science Education (Home Economics Education)*
9. *Learner--Centered Schools for Texas—A Vision for 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*

## **Assignments for the Semester**

1. 20 Lab Hours with daily documentation
2. 10 Hours of Observation with daily documentation
3. Chapter Review and Discussion Questions Math
4. Chapter Review and Discussion Questions Science
5. Chapter Review and Discussion Questions Literacy Development and Storytelling
6. Chapter Review and Discussion Questions Age Appropriate Activities for Children
7. Activity File for Preschoolers
8. Odessa College Lesson Plans for Preschool Activities
9. Pop Test, Odessa College Blackboard, Mid-Term Test, and Final Exam

## **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/>.

## **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/>.

## **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](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 students and instructors' right to academic freedom can be found in the Odessa College Student Handbook.

### **Content Lectures, Assignments and Assessments**

Daily Work

Lab

Semester Project

Journals

Quizzes

Employability Skills

Odessa College Blackboard

### **Course Objectives**

Odessa College Blackboard

Creative Art

Writing

Math

Science

Music & Movement

Social Studies

Child Development

### **GRADES**

Your overall goal is earn an average your daily grades of Attendance, Employability skills, Daily participation, Pop Test, and Chapter Test with assigned projects to obtain your grade.

A=90-100

B=89-80

C=79-70

D=69-60

F= Below a 60

Daily Work 20%

Test/Quizzes 10%

Lab 20%%

Project 20%

Journal 15%

Employability Skills 15%

### **Expectations for Engagement – Face to Face Learning**

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors

for the 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 in a timely manner through telephone, email, or next classroom contact; 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

- return classroom activities and homework within one week of the due date and
- 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

- attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
- recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my resources during regular campus hours to help me with completing my assignments; and,
- understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet 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,

- missing class when a major test is planned or a major assignment is due;
- having trouble submitting assignments;
- dealing with a traumatic personal event; and,
- having my work or childcare schedule changed so that my classroom attendance is affected.

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,
- attend class regularly to keep up with assignments and announcements

