# University of North Alabama

# College of Education and Human Sciences

# ECE 330P Course Syllabus

**Course Title: Understanding Context in Early Childhood**

**Credit Hours:** 3

**Required Text:**

Koralek, D. G., Nemeth, K. N., & Ramsey, K. (2019). *Families & educators together: building great relationships that support young children*. Washington, DC: National Association for the Education of Young Children.

**Instructor:**

**Office**:

**Cell**:

**Email:**

**Office Hours:**

Monday

Tuesday

Wednesday

Thursday

Friday

(Note: Occasionally other obligations – University committee meetings, meeting with interns, etc. may impose upon stated office hours. Special appointments can be made with the instructor by phone or e-mail.)

**Term:** Fall 2020

**Clinical Experience:** 6 hours

# Course Description:

An examination of the critical nature that context plays in the young child’s development and learning. Grounded in the National Association for the Education of Young Children’s *Position Statement for Developmentally Appropriate Practice* (2020) and *Standards for Initial Early Childhood Professional Preparation (2010)*, focus will be given on the child’s social-emotional development, family, and cultural contexts. Additional emphasis will be placed on the importance of the relationship between school and home. (Prerequisite ECE 320P)

# Course Overview/Topics List:

Module 1:  Development in Context: Social-Emotional Development and Executive Function

Module 2:  Family Context

Module 3: Cultural Context

Module 4: Building Relationships Between School and Home

# Course Objectives:

Upon successful completion of this course, the student will be able to:

1. Examine early childhood social-emotional development.
2. Analyze the relationship between executive function and the young child’s development and learning.
3. Develop strategies to promote the young child’s social-emotional development.
4. Examine diverse family, community, and cultural characteristics and contexts.
5. Analyze how family, community, and cultural context influences a young child’s development and learning.
6. Develop strategies to engage families and communities.
7. Develop a family and community engagement plan to support development and learning for the young child.
8. Develop strategies to build the relationship between teacher and families.
9. Analyze the teacher’s role in family and community engagement to promote positive outcomes for the young child.
10. Reflect on personal experiences with family and community engagement.

# Standards

**NAEYC**

1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8.

1b: Knowing and understanding the multiple influences on early development and learning.

2a: Knowing about and understanding diverse family and community characteristics.

2b: Supporting and engaging families and communities through respectful, reciprocal relationships.

2c: Involving families and communities in young children’s development and learning.

3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children.

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.

4d: Reflecting on own practice to promote positive outcomes for each child.

6a: Identifying and involving oneself with the early childhood field.

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education.

6e: Engaging in informed advocacy for young children and the early childhood profession.

# Course Requirements:

1. Lectures/discussions
2. Assigned readings in text and children’s literature selections
3. Supplementary materials distributed via Canvas
4. Written exams
5. Written reports
6. Group presentations
7. Field experiences
8. Observations and reflective writing
9. Lesson plans
10. Technology enhanced assignments

# Grading Policies:

**Key Dates and Assignments**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Module** | **NAEYC** | **Assignment** | **Evaluation** | **Points** | **% Points** |
| 0, 1, 2, 3, 4 | 1a, 1b, 2a, 2b, 2c, 3d, 4a, 4b, 4d, 6a, 6b, 6d, 6e | Discussion Engagement | Checklist  Self-Assessment | 35 | 35 |
| 1 | 1a, 1b, 2c, 4a, 4b, 6d | Strategies to Support Social-Emotional Development and Executive Function | Rubric | 15 | 15 |
| 2 | 1b, 2a, 2b, 2c, 3d, 4d, 6a, 6b, 6d, 6e | Family Interviews  Classroom/Curriculum Application | Rubric | 20 | 20 |
| 3 | 2a, 2b, 2c, 4d, 6a, 6b, 6d | Community and Cultural Context | Rubric | 15 | 15 |
| 4 | 1b, 2a, 2b, 2c, 4b, 6b, 6e | Home Engagement Projects | Rubric | 15 | 15 |
|  |  |  |  | 100 | 100 |

**Grading Scale**

A (100 - 90%)

B (80 - 89%)

C (70 - 79%)

D (60 - 69%)

F (59% and below)

**Notes on Grading**

* To earn a C or better, a student must demonstrate college level proficiency in written and oral grammar skills.
* Your grade will suffer if errors in spelling, grammar, punctuation or syntax make an assignment difficult to read.
* Please note! All electronic assignments must be Microsoft Office (word, powerpoint, etc.) formats only. I reserve the option not to grade any work that is not turned in the appropriate electronic format.
* Use of another student’s work is a form of plagiarism and will result in no credit for the work.
* Assignments are due according to the time and date listed in Canvas. Assignments will be accepted up to one week late, but there will be a deduction in points. Work will be accepted up to one week late with a 15% deduction in points.
* You will not pass this course without fully competing clinicals.
* In the absence of face-to-face interactions, the Discussion Board provides a platform to share and clarify our thoughts and ideas regarding content. In order to have ongoing conversation, you must check in with the discussion board every one to two days with not less than two separate days of engagement/posting on the discussion board.

Initial posts are due by 11:59 pm on Monday of the week with the discussion complete by 11:59 pm on Thursday.

# Attendance Policy

Success in this course is dependent on your active participation and engagement throughout the course. As such, students are required to complete all assignments by the due date, and to actively participate in discussions.

Additionally, students are expected to:

* Log on at least three times a week – on different days in order to complete discussions and other assignments;
* Participate in the weekly threaded discussions;  this means that, in addition to posting a response to the thread topic presented, students are expected to respond to each other and comment on the questions and responses from the instructor and/or other students;

If you find that you cannot meet the class' minimum discussion requirements due to such a circumstance, please contact your instructor as soon as possible.   
Students will not be marked present for the course in a particular week if they have not posted on the discussion forum and/or submit assignment/essay or complete assessment if administered in that week.

# Code of Ethics for Educators:

[NAEYC Code of Ethical Conduct](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf)

[Alabama Educator Code of Ethics](https://www.alsde.edu/sec/ee/Documents/Alabama_Educator_Code_of_Ethics.pdf#search=code%20of%20ethics)

# UNA Accommodation Statement:

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

Full text available here: [UNA’s Disability Support Website](https://www.una.edu/disability-support/)

Title IX Policy:

The University of North Alabama has an expectation of mutual respect. Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. This includes sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing.

Faculty and staff are required by federal law to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above. Retaliation against any person who reports discrimination or harassment is also prohibited. UNA’s policies and regulations covering discrimination and harassment may be accessed at [www.una.edu/titleix](http://www.una.edu/titleix). If you have experienced or observed discrimination or harassment, confidential reporting resources can be found on the website or you may make a formal complaint by contacting the Title IX Coordinator at 256-765-4223.

**Title IX –** [Title IX Resources](https://www.una.edu/titleix/resources/title-ix-resources.html)

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# Make-Up Policy:

Making up missed assignments will be decided on an individual basis depending on the reason the work was missed. You are responsible for scheduling an appointment to discuss next steps when an assignment is missed. The dropbox in Canvas will serve as the official record of completed assignments. **Assignments that are more than a week late are subject to receive a grade of “0.”**

# Academic Honesty:

Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor's purview.
2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.
3. If the student disagrees with the instructor's proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.
4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.

Full text available here: [Academic Honesty](https://www.una.edu/student-conduct/policies/academic-honesty.html)

# Emergency Procedures

Full text available here: [Emergency Management – Building Evacuation Procedures](https://www.una.edu/emergency-management/building-evacuation-procedures.html)

In the event that classes are cancelled, the instructor will provide information about assignments through Canvas.



# ****UNIVERSITY OF NORTH ALABAMA**** ****COLLEGE OF EDUCATION and HUMAN SCIENCES CONCEPTUAL FRAMEWORK****

***“Engaging Learners,***

***Inspiring Leaders,***

***Transforming Lives”***

The Conceptual Framework represents a shared vision for preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability in the context of a global community. The Conceptual Framework aligns with the University of North Alabama’s institutional mission of *“engaging in teaching, research, and service in order to provide educational opportunities for students, and environment for discovery and creative accomplishment, and a variety of outreach activities meeting the professional, civic, social, cultural, and economic development needs of our region in the context of a global community.”*

The Conceptual Framework reflects current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education and Human Sciences prepares ***Knowledgeable Practicing Professionals*** who:

1. Have content and pedagogical knowledge and abilities demonstrating professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
2. Have the knowledge and ability to evaluate student performance use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth;
3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
4. Use technology to support assessment, planning and instruction for promoting student learning;
5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness and global perspectives of teaching and learning;
6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama’s College of Education and Human Sciences are knowledgeable practicing professionals who are prepared for the opportunities and challenges of the P-12 environment with a commitment to helping students achieve and excel in the classroom and beyond.

# Mandatory Liability Coverage:

Teacher candidates may be subject to lawsuits during their field or clinical placements. **Liability insurance is a requirement for all courses that have a field or clinical experiences component**. Students may obtain liability insurance through any company of their choice, but documentation (printed receipt) of coverage in the amount of $1,000,000.00 MUST be provided to your professor if requested. Teacher candidates can also obtain this coverage, by becoming members of a professional organization such as National Education Association’s Student Program (SAEA), Association of American Educators (AAE) or Alabama Conference of Educators (ACOE). Teacher candidates interested in joining SAEA, AAE, or ACOE on-line can visit [National Education Association](http://www.nea.org/), [Association of American Educators](https://www.aaeteachers.org/), or [Alabama Conference of Educators](https://www.acoe.us/). Teacher candidates must maintain liability coverage throughout the program and should be able to show proof of membership to the University at any time. A final proof of membership will be submitted during the internship orientation meeting prior to the student teaching experience.

# The University of North Alabama Ethics Pledge:

I profess my intention to maintain high standards of ethical conduct in the field and clinical setting. I have read and understand the Alabama Educator Code of Ethics standards reflected on the ALSDE website. I pledge to act according to its principles.

# The University of North Alabama Confidentiality Pledge:

I acknowledge that all information regarding students and any other school related information learned during the field and clinical setting are confidential. As such, I will not disclose it through social media or other communication. If I learn of a situation that may be harmful to any individual, I will immediately report it to the proper parties.

**The University of North Alabama Policy and Procedures Acknowledgment:**

I am knowledgeable and informed of all policies and procedures associated with the College of Education and Human Sciences.

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# Syllabus Contract to be verified through Canvas:

I have received a copy of the syllabus. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the syllabus.