Introduction to Early Childhood Education
Spring 2019

Instructor: Joanna Jones M.Ed.
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Front office phone (936) 468-4006

Course Time & Location: Monday 4:00-5:40; Human Sciences North 201
Office Hours: 12:00-2:00 Monday through Friday
Credits: 2
D2L e-mail or jjones@sfasu.edu

Prerequisites: taken concurrently with 241 practicum

I. Course Description:
   - An introduction of the importance and need for early childhood education; birth to age 8.
   - This course focuses on developmentally appropriate practice and gives an overview of observing and assessing young children.
   - Other topics to be discussed include historical perspectives and the development of young children through the classroom curriculum.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

   The mission of the Perkins College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development.

   In the Perkins College of Education at Stephen F. Austin State University, we value and are committed to:
   - Academic excellence through critical, reflective and creative thinking Life-long learning
   - Collaboration and shared decision making
   - Openness to new ideas, culturally diverse people and innovation and change
   - Integrity, responsibility, diligence, and ethical behavior, and
   - Service that enriches the community

   This course enhances student learning in the area of child development and serves as one of the foundation courses in the Child and Family Development Program in the School of Human Sciences. It also aligns with the standards of the National Council on Family Relations and the National Association for the Education of Young Children to promote learning and understanding of child development and family relationships.

   Program Learning Outcomes:

   Learners will identify social & cultural influences affecting family life.
   Learners will recognize healthy and unhealthy characteristics pertaining to family relationships.
   Learners will apply appropriate practices based on theories of human growth and development to individuals and families.
   Learners will apply strategies based on the child’s age/stage of development to promote effective developmental outcomes.
   Learners will demonstrate professional behaviors that are reflective of ethical standards and practice
   Learners will develop culturally-competent educational materials and learning experiences.

   Student Learning Outcomes:

   Upon successful completion of the course, the student will know:
   1. The purpose of Developmentally Appropriate Practices (DAP)
   2. Diverse methods of play for children within different cultures
   3. Theoretical frameworks in early childhood education and the importance of theory and research
   4. How to promote independence and exploration for children
   5. How to create a developmental/age appropriate curriculum based on the cognitive, social, emotional, and physical domains of early childhood.
   6. How to help children develop coping skills and resiliency.

   Family Life Educator Certification

   Course content in HMS 241 emphasizes the following four of the ten Family Life Content Areas identified by the National Council of Family Relations (NCFR).

   Family Life Content Area I: Families and individuals in societal contexts - an understanding of families and their relationships to other institutions, such as the educational, governmental, religious, and occupational institutions in society.

   Family Life Content Area V: Interpersonal relationships - an understanding of the development and maintenance of interpersonal relationships.

   Family Life Content Area VII: Parent education and guidance - an understanding of how parents teach,
Family Life Content Area IX: Professional ethics and practice - an understanding of the character and quality of human social conduct, and the ability to critically examine ethical questions and issues.

The notes from this class should be retained to use for review purposes for the CFLE exam.

Teacher Certification

Course content in HMS 241 provides information related to the following standards for the professional qualifying exam (TExES) for students certifying to teach EC-6.

NCATE Objective Standard I – Promoting Child Development and Learning
1a. The candidate knows and understands young children’s characteristics and needs.
1b. The candidate knows and understands the multiple influences on development and learning. 1c. The candidate uses developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

The notes from this class should be retained to use for review purposes for the TExES

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Use of Technology may include: D2L (My Courses), internet assignments/activities/research, and word processing.

1. HMS 241.001 and .002 is a D2L enhanced course. Information notices will be posted on the course home page. The homepage includes icons for class assignments, discussion questions, pop quizzes, exams, drop box, and grades. Students are strongly encouraged to contact the instructor and/or other students via the homepage mail icon, chats, and/or discussion postings.

2. Course content is delivered but not limited to class lectures and discussions, D2L (My Courses), scheduled assignments with deadlines, offline reading assignments, online readings and participation, utilizing web pages, Power Points, emails, the assignment drop box, and the discussion board. Students should check the homepage on a daily basis for notices, mail, and assignments. Neglecting to check the homepage is NOT a valid excuse for missing an assignment due date.

3. Students should check their grade points at least once a week. Any discrepancies in points must be resolved within one week after assignment grades have been posted otherwise the posted grade points are considered final and will not be reviewed at a later date.

4. Assignments that are posted on the D2L Learning Management System are predominately saved in the Word 2007 format. Students should make arrangements to secure the “patch” that will enable them to open these documents in advance, if they do not currently have or anticipate having access to the Word 2007 software. It would be virtually impossible for the instructor to save work in multiple formats to accommodate for all individual software available.

6. Course Points are earned through:

- Chapter Exams: 150 points 3 Exams = 50 points each. Exams will be Multiple Choice and True/False. Refer to syllabus/timeline for dates.
- Out of class assignments: 20 points
- Group Presentation – (Parent Meeting Presentation): 100 points
- Students enrolled in HMS 241 will explore a specific early childhood topic that would be of interest to parents of young children. In this assignment, students will work in small groups to research this information. Each group will have fifteen (15) minutes to present this information to the class. (Visual and Quality of Information Presented) Students will be assigned dates to present. No late submissions or presentations accepted.
- Rough draft for group presentation: 20 points
- Comprehensive Final: 100 points
- Pop quizzes: 30 points
- Professionalism points: attendance and participation in class: 50 points

7. The time to worry about your grade in this class is at the BEGINNING of the course, not at the end. If you are as concerned about your grade every day of the semester as most students are on the last couple of days, you will not need to be concerned those last couple of days. The grades you receive throughout the semester will determine your final grade in the course. I will not change the grade you earn. Please do not contact me at the end of the semester with the “story” of why you need me to GIVE you extra points. If you keep up with the work and do your best throughout the semester, you will earn the points you need for the class (Jennings, 2012, para. 4).

IV. Evaluation and Assessments (Grading):
The course is graded on a letter grade basis (A-F). The final grade will be determined by a percentage of required points earned. A tentative grading scale is listed below. (The grading scale is subject to change to reflect additional points earned through participation in various in-class activities as assigned by the professor).

A = 90 – 100%
B = 80 – 89%
C = 70 – 79%
D = 60 – 69%
F = 59% and below
Exams = 150 (SLO 1-6)
Out of class assignments=20 points (SLO 1 and 5)
Group presentation draft for parent meeting=20 points (SLO 1, 2, 4, 5 and 6)
Group presentation over parent meeting=100 points (SLO 1, 2, 4, 5 and 6)
Final=100 points (SLO 1-6)
Pop quizzes = 30 points (SLO 1, 3, 4, 5)
Professionalism points= 50

. Tentative Course Timeline
1. The outline of this course is tentative. The instructor reserves the rights to add, delete, change, or modify any assignment within this course syllabus

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>In-class participation and out of class assignments</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Martin Luther King Holiday</td>
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<tr>
<td>Week 2</td>
<td>Introduction Chapters 1 and 2</td>
<td>Developmental milestones/small groups</td>
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<td>Week 3</td>
<td>Chapters 3 and 4</td>
<td>Case study/small groups</td>
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<td>Week 4</td>
<td>Exam #1 over chapters 1-4 into groups</td>
<td>(Discuss group presentations/Break group presentations)</td>
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<td>Week 5</td>
<td>Chapters 5 and 6</td>
<td>Theories bingo</td>
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<td>Week 6</td>
<td>Behaviour grid/small groups</td>
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<tr>
<td>Week 7</td>
<td>Chapters 7 and 8</td>
<td>Room arrangement/small groups</td>
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<td>Week 8</td>
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<td>Week 9</td>
<td>Spring Break</td>
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<td>Week 10</td>
<td>Chapters 9 and 12</td>
<td>examples of art stages</td>
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<td>Week 11</td>
<td>Parent Meeting Presentations</td>
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<td>Week 12</td>
<td>Chapters 10 and 11</td>
<td>Manipulatives/small groups</td>
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<tr>
<td>Week 13</td>
<td>Exam #3 Chapters 9-12</td>
<td>Out of class assignment for chapter 13</td>
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<tr>
<td>Week 14</td>
<td>Chapters 13 and 14</td>
<td>Discuss out of class assignment</td>
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<td>Week 15</td>
<td>Chapters 15 and 16</td>
<td>Fieldtrip assignment/small groups</td>
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<td>Week 16</td>
<td>Review for Final</td>
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<tr>
<td>Week 17</td>
<td>Comprehensive final</td>
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VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Required

VII. Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes such as course and program improvement, planning, and accreditation, and instruction evaluation purposes. As you evaluate this course, please be thoughtful, thorough, and accurate in
completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey all ratings and comments are confidential and anonymous and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, professionalism points, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.5
To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004/(936) 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own.
Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If
students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [http://www.sfasu.edu/judicial/earlyalert.asp](http://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**IX. Other Relevant Course Information:**

**Class Participation:**
Class participation promotes a valuable learning environment, and is therefore encouraged and expected. Participation includes asking questions (for clarification or better understanding), discussing current or controversial issues related to course content, exploring applications of ideas or concepts, problem solving, and other exchanges of ideas. It is the student’s responsibility to read the material assigned in the class schedule prior to the class period to be able to participate effectively in class discussions and/or activities.

**Cell Phones:**
Cell phones must be turned off and placed out of sight during class unless otherwise directed by the professor. It is who habitually violate this policy will be asked to leave the class. In the unusual circumstance that one must leave his/her phone on vibrate (with a sick child at home or waiting for emergency information via phone), notifying the instructor at the beginning of class is appropriate and expected to avoid confusion.

**LiveText**
LiveText is the data management system used by the Perkins College of Education for program improvement, accountability, and accreditation. All PCOE majors and Secondary Education minors are required to purchase a LiveText account, either through the University Bookstore or at [www.livetext.com](http://www.livetext.com). This is a one-time purchase and the account will be used throughout your program. Required program assignments must be submitted through LiveText. Successful completion of the course and program are dependent on submission of all required Live Text assignments. LiveText will not be used in this class.

**Code of Ethics for the Texas Educator:**
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

   A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

2. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

   A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at [https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/)

1. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

2. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.