Elementary Education
500 Foundations of Early Childhood
Spring 2020

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Other Contact Information: 936-615-2805 cell
Email: lharkness@sfasu.edu or directly in D2L

Course Time & Location: Online
Office Hours: 8:00 – 10:00, M-W
Credits: 3

Prerequisites: Admission into the graduate school

I. Course Description: (brief paragraph)
Examines past/present theorist influencing early childhood education, the constructivist approach, professionalism and ethical conduct. Your final will be presented to LiveText in addition to the Dropbox.

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

This course supports the College of Education’s Vision, Mission, Goals, and Core Values in that it addresses four of the five core values: academic excellence (through learning content and critical, reflective, and creative thinking), life-long learning (through discussions and application), collaboration (through discussions, emails, and some assignments), openness (to new ideas, theories, and philosophies), and most importantly integrity (through your demonstration of ethical and professional dispositions). Though this course does not address the COE’s Vision, Mission, Goals, and Core Values of service, you will participate in a community service project if you are an ECH MEd candidate. To help you learn the Core Values, the acronym is S-O-C-I-A-L (see above).

Program Learning Outcomes:

NAEYC Standard 1 and PLO 1: PROMOTING CHILD DEVELOPMENT AND LEARNING:
Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child. Covered in this course

NAEYC Standard 2 and PLO 2: BUILDING FAMILY AND COMMUNITY RELATIONSHIPS:
Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

NAEYC Standard 3 and PLO 3: OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES:
Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

NAEYC Standard 4 and PLO 4: USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECT WITH CHILDREN AND FAMILIES:
Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know,
understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

**NAEYC Standard 5 and PLO 5: USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM:**

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

**NAEYC Standard 6 and PLO 6: GROWING AS A PROFESSIONAL:**

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices. Covered in this course

**Student Learning Outcomes:**

- SLO 1.1 Candidates demonstrate understanding of past and present theories.
- SLO 1.2 Candidates examine issues related to early childhood education
- SLO 6.1 Candidates demonstrate professional demeanor and behaviors.
- SLO 6.2 Candidates demonstrate professional reflection of own work and work of others.
- SLO 6.3 Candidates actively participate in class discussions, contributing to the greater knowledge and understanding of course content

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

- Set up Profile or Update in D2L
- Join NAEYC Student Membership
- Submit Screen Shot of NAEYC Membership to Dropbox
- Take APA General Format Quiz
- Take APA Style Workshop Quiz
- Take APA Avoiding Bias Quiz
- Take APA In-text Citations Quiz
- Take APA Reference Quiz
- Read Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8 Position Statement
- Read all the information on NAEYC and Standards Module
- Read NAEYC’s Code of Ethical Conduct and Statement of Commitment
- Participate in Standards and Me Discussion Board – Write and Create a NAEYC Code of Conduct PowerPoint and submit to Dropbox.
- Complete Module Seven Check
- Read all the information on Influential Educators Module
- Participate in the Influential Educators Discussion Board
- Complete the Personal Philosophy Paper and submit to the Dropbox.
- Complete the Module Eight Checklist
- Read all the information in The Early Childhood Profession Module under Teacher Talk standard one through two. Go back to the standards found in module seven and completely reread the NAEYC standards one through two.
- Participate in the Standards One Discussion Board
- Submit your Building Family and Relationships Paper to the Dropbox
- Read all the information in The Early Childhood Profession Module under Teacher Talk Standards three through six. Go back to the standards found in module seven and completely reread the NAEYC standards three through six.
Submit your standard three article reviews to the Dropbox.
Write a one page parent letter addressed in standard four. Submit to the Dropbox.
Participate in the Content Knowledge and Meaningful Curriculum in Early Childhood Discussion Board Address all five areas in the prompt.
Complete your standard six YouTube video paper and submit to the Dropbox.
Complete the Module Nine Checklist.
Read all the information in the Current Issues Module.
Complete your Essay Paper on Diverse Families and submit to Dropbox.
Complete the Module Ten Checklist.
Read all the information in the Real Word Current Issue Module.
Participate in the Bilingual Education Discussion Board.
Complete your Paper on Public Policy English Learners and submit to Dropbox.
Complete your Module Eleven Checklist.
Read all the information in the Wrapping it Up Module.
Complete your APA final exam.
Complete your Final Assignment paper and submit it to the Dropbox and also to Livetext. Be sure to double check the time and date this assignment is due.
Complete the Module Twelve Checklist.

IV. Evaluation and Assessments (Grading):

Please note All assignments are due at Sunday at 11:59 on the date closing out the module with the following exceptions:
- NAEYC Membership – 5 points
- APA quizzes – 45 points
- Standards and Me Discussion Board- 25 points
- NAEYC Code of Conduct Powerpoint – 25 points
- Influential Educator Discussion Board – 25 points
- Complete Personal Philosophy Paper- 25 points
- Standard One Discussion Board – 25 points
- Building Family and Relationships Paper – 25 points
- Standard Three article reviews – 25 points
- Standard Four Parent letter – 25 points
- Meaningful Curriculum and Content Knowledge Discussion Board – 25 points
- Standard Six You Tube paper – 25 points
- Diverse families – 25 points
- Bilingual Education discussion board – 25 points
- Public Policy paper – 25 points
- Final APA quiz – 10 points
- Final Assignment – 100 points

Total points = 485

Bonus points –points set by professor for completing teacher evaluation survey through MySFA

90-100 % = A
80-89% = B
70-79% = C
< 70% = F
### V. Tentative Course Outline/Calendar:

**Course Timeline for ECH 500 –**

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Module</th>
<th>Actions to be Taken</th>
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<tbody>
<tr>
<td><strong>Week One</strong></td>
<td>Module One – Before Class Begins</td>
<td>✗ Set up Profile or Update in D2L</td>
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<tr>
<td><em>January 15 - 19</em></td>
<td>Module Two - Textbooks</td>
<td>✗ Join NAEYC Student Membership</td>
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<td>Module Three - LiveText</td>
<td>✗ Submit Screen Shot of NAEYC Membership to Dropbox</td>
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<td>Module Four – Syllabus and Timeline</td>
<td>✗ Take APA General Format Quiz</td>
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<td>Module Five - Writing Tips</td>
<td>✗ Take APA Style Workshop Quiz</td>
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<td>Module Six – APA Format and Style</td>
<td>✗ Take APA Avoiding Bias Quiz</td>
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<td>✗ Take APA In-text Citations Quiz</td>
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<td>✗ Take APA Reference Quiz</td>
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<td><strong>Week Two</strong></td>
<td>Module Seven – Exploring Professional roles and responsibilities within NAEYC</td>
<td>✗ Read <em>Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8 Position Statement</em></td>
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<td><em>January 20 – January 26</em></td>
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<td>✗ Read all the information on NAEYC and Standards Module</td>
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<td>✗ Read NAEYC’s <em>Code of Ethical Conduct and Statement of Commitment</em></td>
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<td>✗ Participate in Standards and Me Discussion Board – Write and Create a NAEYC Code of Conduct Powerpoint and submit to Dropbox.</td>
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<td>✗ Complete Module Seven Checklist</td>
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<td><strong>Week Three</strong></td>
<td>Module Eight – Influential Educators and Programs</td>
<td>✗ Read all the information on Influential Educators Module</td>
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<td><em>January 27 - February 2</em></td>
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<td>✗ Participate in the Influential Educators Discussion Board</td>
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<td>✗ Complete the Personal Philosophy Paper and submit to the Dropbox.</td>
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<td>✗ Complete the Module Eight Checklist</td>
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<td><strong>Week Four</strong></td>
<td>Module Nine – The Early Childhood Profession. Standards One through Three</td>
<td>✗ Read all the information in The Early Childhood Profession Module Under Teacher Talk standard one through three. Go back to the standards found in module seven and completely reread the NAEYC standards one through three.</td>
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<td><em>February 3 - 9</em></td>
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<td>✗ Participate in the Standards One Discussion Board</td>
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<td>✗ Submit your Building Family and Relationships Paper to the Dropbox.</td>
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<td>✗ Submit your standard three article reviews to the Dropbox.</td>
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<td>✗ Complete the Module Nine Checklist</td>
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<td>Week</td>
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| Five     | Module Nine Continued– The Early Childhood Profession. Standards Four through Six | ❖ Read all the information in The Early Childhood Profession Module under Teacher Talk Standards four through six. Go back to the standards found in module seven and completely reread the NAEYC standards four through six.  
❖ Write a one page parent letter addressed in standard four. Submit to the Dropbox.  
❖ Participate in the Content Knowledge and Meaningful Curriculum in Early Childhood Discussion Board Address all five areas in the prompt.  
❖ Complete your standard six YouTube video paper and submit to the Dropbox.  
❖ Complete the Module Nine Checklist |
| Six      | Module Ten – Current Issues                  | ❖ Read all the information in the Current Issues Module  
❖ Complete your Essay Paper on Diverse Families and submit to Dropbox  
❖ Complete the Module Ten Checklist |
| Seven    | Module Eleven – Real World Current Issues    | ❖ Read all the information in the Real Word Current Issue Module  
❖ Participate in the Bilingual Education Discussion Board  
❖ Complete your Paper on Public Policy English Learners and submit to Dropbox  
❖ Complete your Module Eleven Checklist |
| Eight    | Module 12- Wrapping up                       | ❖ Read all the information in the Wrapping it Up Module  
❖ Complete your APA final exam  
❖ Complete your Final Assignment paper and submit it to the Dropbox and also to LiveText. Be sure to double check the time and date this assignment is due.  
❖ Complete the Module Twelve Checklist |

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Required:
- APA Manual
- NAEYC Student Membership.
- This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.
VII. Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE 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:
Attendance

**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, 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 as possible after returning from an absence.

This course meets in cyberspace. There are no face-to-face meetings. Students will login to Desire to Learn (D2L) EACH day. Due to an abbreviated semester, it is imperative that students stay abreast of all assessments, assignments, chats, discussions, postings, and communications. The only way to do this is to CHECK THE COURSE at least once daily.

A student tracking system monitors courses in D2L. Evidence of daily participation, discussion postings, viewing and submitting assignments, and viewing and taking quizzes is available to the instructor of record and the instructional assistant. Learn more in D2L.

Regular class attendance and participation is required of all students. Students must be attending and participating in all courses to qualify for financial aid. Students reported for non-attendance or non-participation in their courses could have their financial aid withdrawn.
Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 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 services 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.

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; and/or;
- 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; and/or,
- 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 https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

To complete Certification/Licensing Requirements in Texas related to public education, 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.

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
2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. 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.

3. 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.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:
Assignment Policy

Students must read all assignments and be prepared to participate in D2L discussions. All students are expected to complete assignments on the due date. In order to receive an "A" in the course, ALL assignments must be completed. Late work receives '0'' points and indicates completion. Of course, extenuating circumstances are always considered. Written work in which the use of the English language is not at an acceptable level for a university graduate student will be returned and marked "Unacceptable" and a zero assigned.

Drop Class

Sometimes students find it necessary to drop a course. Should you need to drop a course, it is a common (and professional) courtesy to notify the instructor of record. Failure to notify the instructor leaves him or her wondering why you are not participating in class or replying to emails.

Life Happens

In the event “life” happens to you and you see it will affect your work, it is your responsibility to contact your professors at the earliest moment possible. Often times we can provide assistance and help you handle the stresses of graduate school while dealing with your crisis or extenuating circumstance(s). To better enable me to help you, contact me immediately; do not wait until your situation is almost resolved.

My Availability

I work hard to be available to you 24/7. You may always contact me through D2L email, mySFA email, and/or my cell phone which is provided. I will answer and/or respond within 24-48 hours from your contact efforts. If you need help over a weekend, please contact me via my cell phone for the most prompt response.

Work Policies
• Late Work— Late work receives no points unless there is prior approval from the instructor. The Dropbox and discussion board close at 11:59 pm. Do not wait until the last minute to post. If you have an issue you MUST contact me prior to the assignment being due. My contact information and cell phone are listed above. Contacting me after the window has closed will not allow me to assist you.

• Make-up Work Policy— The decision whether to accept make-up work is at the discretion of the instructor of record. In general, make-up work will be accepted two days from the original due date. No make-up work will be accepted the last week of the session.

• “Redo Work” Policy— Some assignments may be subject to editing and resubmission at the discretion of the instructor of record or the instructional assistant. In this event, the resubmitted work is due no later than one day after it is returned. Edited work resubmitted without the original work will not be accepted. Do not ask permission to redo work to raise your grade. The instructor of record or the instructional assistant will approach you to see if you want to redo an assignment.