Instructor: Lori Harkness, Ed.D.  
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Email: Lharkness@sfasu.edu

Course Time & Location: web  
Office Hours: 8:00 – 10:00, M-W/as needed  
Credits: 3 hours

Prerequisites: Admission into the graduate school

I. Course Description:

Comprehensive investigation and analysis of child development, highlighting cognitive development for ages birth through age 8. Emphasis on effective practices in meeting social, emotional, and physical developmental needs of young children. Course content is enriched through experiences in the field. Must be admitted into the graduate school to enroll. This course requires a LiveText submission related to accountability and accreditation.

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

Vision, Mission, and Values of the College of Education
The College of Education at Stephen F. Austin State University (SFA) will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

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

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

To view the Conceptual Framework and complete list of proficiencies, visit http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/

ECH 501 supports the Perkins 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 integrity (through demonstration of ethical and professional dispositions). Though this course does not address service, there are courses in the program that do.

Harkness 1
This course strives to achieve professional excellence by meeting the National Association for the Education of Young Children (NAEYC) standards. Content is designed to prepare competent, successful, caring, and enthusiastic professional who are dedicated to continued professional and intellectual development.

**PLOs and SLOs**

**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.

SLO 1.3 Candidates demonstrate depth in their understanding of child development birth to eight.

SLO 1.4 Candidates investigate stages of cognitive development in young children.

SLO 1.5 Candidates investigate stages of physical development in young children.

**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.

SLO 3.1 Candidates assess physical development in young children.

SLO 3.2 Candidates assess cognitive development in young children.

**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.

SLO 4.6 Candidates discuss how young children develop physically.

_Harkness 2_
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.

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:  
*Students must submit all assignments in the requested format. See D2L for instructions.*

**EXPECTATIONS**

Assignments, assessments, and discussion links are embedded in the modules. **It is your responsibility to complete work ONLY AFTER you have read the readings and module information.** Going straight to the assignments IS NOT considered responsible; it will show in your work and professionalism points will be lost.

You must have a browser that is supported by D2L at SFA. All necessary software is available from SFAOnline. This course is completely web-based on D2L. This course may be accessed through MySFA or directly at https://d2l.sfasu.edu/

ECAP Calendar: http://degree.sfasu.edu/calendar.aspx

In face-to-face courses there are readings, group discussions, individual and group assignments, and individual assessments to help in the delivery and understanding of the content. The online community will include the same components.

Each of the assignments is designed to reinforce the shared vision and purpose of the SFASU College of Education. The assignments, readings, and activities will help build knowledge, skills, and dispositions important to the College of Education. It is this philosophy and vision that helps distinguish our graduates from those of other institutions. Please visit the following link to review SFASU College of Education’s Conceptual Framework: http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/

**Success with Assignments**

Know that if you intend to use a "dial-up" connection to access the Internet and this course that you may experience long wait times for files to download and you MAY NOT be able to view all pages in the course. Not being able to view all information is NOT a valid reason to miss requirements.

*Harkness 3*
In order to receive credit for ECH 501, students must be able to create PowerPoint/Prezi/Glogster/Niftio or word documents that include resized photographs. These photos should be resized in order to load easily. Not knowing HOW to use technology is not an excuse not completing assignments correctly. Begin your assignments early in case you have technology problems. Then you have time to receive the technology help you need and still turn your assignments in on time. You must have, or have access to, a digital camera. Numerous pictures will need to be submitted as part of complete assignments. Assignments will NOT receive credit without required photographs.

PROFESSIONALISM (NAEYC Standard 6)

Each student is expected to demonstrate ethical guidelines related to early childhood education and be professional in demeanor and attitude, and maintain confidentiality at all times. Students will demonstrate professionalism by:

- logging into D2L daily;
- reading course outline/syllabus and following directions for assignments;
- reading each assigned reading by the stated due date;
- completing ALL ASSIGNMENTS independently unless otherwise stated by the instructor;
- completing ALL ASSIGNMENTS on or before the due date (LATE WORK does not receive credit);
- participating intelligently in all online discussions and group work;
- displaying an attitude of respect for classmates and teacher (Typing sentences in all capitals in emails, discussion board postings, etc., is considered hollering and is NOT considered to be professional.);
- becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism. Please visit: http://www.sfasu.edu/upp/pap/academic_affairs/academic_integrity.htm

ASSIGNMENTS

1. APA, Literature Review, & Google Scholar
   Quiz: 10 points
   This is a quiz over APA, Literature Reviews, and Google Scholar

2. Chapter 1: An Introduction to Child Development (ICD) 10 points
   The purpose of this discussion is to discuss how cultural influences development.

   Students will engage in a professional discussion on the topic discussed in D2L, supported by credible research to support your opinion.

   ICD Quiz: 10 points
   This is a chapter quiz over content covered in the reading and module.

3. Chapter 2: Theoretical Perspectives and Research (TPR) 10 points
   This is a chapter quiz over content covered in the reading and module.
4. **Piaget’s Theory of Cognitive and Affective Development (PIAGET) 10 points**
   This is a chapter quiz over content covered in the reading and module.

5. **Chapter 3 & 4: The Start of Life: Genetics and Prenatal Development, Birth and the Newborn Infant (SOL) 20 Points**
   This is a chapter quiz over content covered in the reading and module.

6. **Chapter 5, 6, & 7: Physical Development in Infancy, Cognitive Development in Infancy, and Social and Personality Development in Infancy (INF) 30 Points**
   This is a chapter quiz over content covered in the reading and module.

**Science of Babies (VIDEO) 10 points**
In this discussion, you will connect your past experiences, knowledge, and personal feelings with some information gained in the video called ‘Science of Babies’ found on a page in the reading area of this module.

**Glogster/Prezi/Niftio – Infancy (INF) 15 points**
This assignment will be posted in the dropbox, the discussion board, and also in LiveText. You will sign up for one Glogster/Prezi/Niftio assignment this semester.

**Field Experience - Observation of a Young Child (OYC) 15 points**
This assignment will be posted in the dropbox. You will observe a young child in the age-group you choose for your Glogster/Prezi/Niftio assignment, and using the information you gained about child development, write a summary of your observations and submit as a WORD document.

7. **Chapter 8, 9, and 10: Physical Development in Preschool Years, Cognitive Development in Preschool Years, and Social and Personality Development in Preschool Years (PKY) 30 Points**
   This is a chapter quiz over content covered in the reading and module.

**Glogster/Prezi/Niftio – Preschool Years (PRE) 15 points**
This assignment will be posted in the dropbox, the discussion board, and also in LiveText. You will sign up for one Glogster/Prezi/Niftio assignment this semester.

**Field Experience - Observation of a Young Child (OYC) 15 points**
This assignment will be posted in the dropbox. You will observe a young child in the age-group you choose for your Glogster/Prezi/Niftio assignment, and using the information you gained about child development, write a summary of your observations and submit as a WORD document.

8. **Chapter 11, 12, and 13: Physical Development in Middle Childhood, Cognitive Development in Middle Childhood, and Social and Personality Development in Middle Childhood (MID) 30 Points**

   *Harkness 5*
This is a chapter quiz over content covered in the reading and module.

**Glogster/Prezi/Niftio – Middle Childhood (MID) 15 points**
This assignment will be posted in the dropbox, the discussion board, and also in LiveText. You will sign up for one Glogster/Prezi/Niftio assignment this semester.

**Field Experience - Observation of a Young Child (OYC) 15 points**
This assignment will be posted in the dropbox. You will observe a young child in the age-group you choose for your Glogster/Prezi/Niftio assignment, and using the information you gained about child development, write a summary of your observations and submit as a WORD document. This is a formal paper written in APA format.

9. **Final Exam (FINAL) 50 points**
This final will ask you to think about the information in each module focusing on what you think are the most important points you need to remember.

**IV. Evaluation and Assessments (Grading):**

Grading Scale:  
- A (100-90%)
- B (89-80%)
- C (79-70%)
- F (69% or below)

All courses, except those repeated, in the major and minor are computed in the grade point average. No course with a grade below C can be used to satisfy degree requirements. A student may repeat a maximum of six hours of work to raise the grade point average. In the case of these repeated courses, the higher grades only will be used in the computation of grade point averages, according to university policy.

Refer to section III concerning individual assessments and what portion of the grade will be determined by that assessment.

LiveText assignments are required for completion of the course.
## V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Content to be Covered - <em>Due dates are also listed on the course calendar and assignment modules.</em></th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Week 1 – July 7 - 12 Modules 1, 2, 3, 4, 5 | **Chapter #1** An introduction to Child Development – an orientation to child development, children: past, present, and future | **Module 1:** Read and understand  
**Module 2:** Read and understand  
**Module 3:** Read and understand, Purchase/Set up LiveText  
**Module 4:** Read and understand  
Q – APA, Literature Review, Google Scholar  
**Module 5:** DB - How Culture Influences Development  
Q - Chapter 1 |
| Module 6 | **Chapter # 2** Theoretical Perspectives and Research – perspectives on children, the scientific method and research, and research strategies and challenges | **Module 6:** Q - Chapter 2 |
| Module 7 | **Theories of Childhood (Piaget's Theory of Cognitive and Affective Development) Chapter 4** | **Module 7:** Q - Piaget |
| Week 2 - July 13 – 19 Module 8 | **Chapter #3 - 4** The Start of Life: Genetics and Prenatal Development and Birth and the Newborn Infant – earliest development, the interaction of heredity and environment and prenatal growth and change; birth, birth complications, and the competent newborn | **Module 8:** Q - Chapters 3 & 4 |
| Module 9 | **Chapter #5 – 7** Physical Development in Infancy, Cognitive Development in Infancy, and Social and Personality Development in Infancy – growth and stability, motor development, the development of the senses; Piaget’s approach to cognitive development, information-processing approaches to cognitive development, and the roots of language; forming the roots of sociability, forming relationships, and differences among infants | **Module 9:** Q - Chapters 5, 6, & 7  
DB – Science of Babies  
D, DB, LT – Glogster/Prezi/Niftio – Infancy  
D – Field Experience – OYC |
| Week 3 – July 20 - 26 Module 10 | **Chapter #8 - 10** Physical Development in the Preschool Years, Cognitive Development in the Preschool Years, and Social and Personality Development in the Preschool years – physical growth, health and wellness, and motor development; intellectual development, the growth of language, and schooling and society; forming a sense of self, friends and family: preschoolers’ social lives, and moral development and aggression | **Module 10:** Q - Chapters 8, 9, & 10  
D, DB, LT – Glogster/Prezi/Niftio - Preschool Years  
D – Field Experience – OYC |
| Week 4 July 27 – August 2 Module 11 | **Chapter #11 - 13** Physical Development in Middle Childhood, Cognitive Development in Middle Childhood, and Social and Personality Development in Middle Childhood – the growing body, motor development and safety, and children with special needs; cognitive and language development, schooling: the three Rs and more of middle childhood, and intelligence: determining individual strengths, the developing self, relationships: building friendship in middle childhood, and the family | **Module 11:** Q - Chapters 11, 12, & 13  
D, DB, LT – Glogster/Prezi/Niftio - Middle Childhood  
D – Field Experience - OYC |
| Week 5 – August 3 - 7 Module 12 | Looking back and thinking about important information presented in this course. | **Module 12:** Q - Final Exam |
VI. Readings:

Required Materials and References

LiveText account, ISBN 9780979663543

Spring 2015 LiveText statement: This course collects 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, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu.


References


Harkness 8
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

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.

**Students with Disabilities**

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, 468-3004/468-1004 (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 services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Academic Integrity**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, 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 the WH is assigned, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Acceptable Student Behavior**

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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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 Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

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

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due _______________________. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. 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.

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.

LiveText

LiveText is the data management system used by the Perkins College of Education (PCOE) for program improvement and to assess and monitor compliance to national accreditation standards. All Perkins College of Education majors and Secondary Education students are required to purchase a LiveText account, either through the University Bookstore or at www.livetext.com. This is a ONE-TIME purchase, and the account will be used throughout your undergraduate, graduate, or doctoral program of study. Required program assignments, designated by instructors and program coordinators, must be submitted within your LiveText account. Successful completion of this course and your degree requirements are dependent on the submission of all required LiveText assignments.
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.

Work Policies

- Late Work— Late work receives no points unless there is prior approval from the instructor.
- 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.