Prerequisites: Acceptance to Graduate school

I. Course Description:
Examination of a variety of classroom management theories for the early childhood setting. Course develops a broad understanding of classroom routines, transitions, and schedules and their implementation in early childhood settings. Course content is enriched through experiences in the field.

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; and
- Life-long learning.

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

Course content is designed to prepare competent, successful, caring, and enthusiastic professional who are dedicated to continued professional and intellectual development.
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

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 1.2 Candidates examine issues related to early childhood education.
SLO 1.7 Candidates will be able to make practical application of learning theories
SLO 1.11 Candidates investigate stresses and brain development in young children
SLO 1.16 Candidates investigate social development in young children.

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.

SLO 2.2 Candidates demonstrate knowledge of various cultures and cultures’ effects on young children and the early childhood field
SLO 2.3 Candidates examine the importance of family relationships

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 3.11 Candidates conduct assessments demonstrating professionalism and ethical behavior, including observing confidentiality of student information
SLO 3.12 Candidates engage families as partners in assessing 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 4.1 Candidates understand how the classroom and home environments impact a child’s learning and development
SLO 4.2 Candidates explain how transitions, routines, room arrangement, and schedules can impact classroom management.
SLO 4.3 Candidates demonstrate and use developmentally appropriate interactions with young children.
SLO 4.4 Candidates know and use tenets of classroom management
SLO 4.9 Candidates understand how the resources for learning; family, community, and classroom materials, can impact a child’s learning and environment

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.
SLO 6.17 Candidates synthesize current issues related to early childhood education
Dropbox Assignments
What is a Challenging Behavior – 25 points
Resilience paper – 25 points
Fussy Babies paper – 25 points
Fairness – 25 points
Floor Plan – 25 points – LIVETEXT ASSIGNMENT
Guidance and Praise – 25 points
Withdrawing Children – 25 points
Bullying – 25 points

Discussion Board Assignments
Risk Factors – 25 points
Stress and Brain Development – 25 points
My Culture – 25 points
Homework – 25 points
Positive Behavior – 25 points
Inclusion – 25 points

Quizzes
One Quiz per each 13 modules worth 10 points each – total points 130

IV. Evaluation and Assessments (Grading):
Points available
Dropbox Assignments – 200
Discussion Boards – 150
Quizzes – 130
Final - 100
Grading Scale:
A (100-90%)
B (89-80%)
C (79-70%)
F (69% or below)
### V. Tentative Timeline

<table>
<thead>
<tr>
<th>Week and Date</th>
<th>Module</th>
<th>Actions to be Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week One</strong></td>
<td><strong>Module One</strong></td>
<td>❖ Read the Introduction</td>
</tr>
<tr>
<td>July 7-12</td>
<td>What is Challenging Behavior</td>
<td>❖ Peruse the PLO’s and SLO’s</td>
</tr>
<tr>
<td></td>
<td>❖ Is challenging behavior ever appropriate</td>
<td>❖ Examine the investigations and read assigned text</td>
</tr>
<tr>
<td></td>
<td>❖ What happens to children with more serious behavior problems</td>
<td>❖ Review the terms to know</td>
</tr>
<tr>
<td></td>
<td>❖ What do the theorists say about aggressive and antisocial behavior</td>
<td>❖ Read Teacher talk</td>
</tr>
<tr>
<td></td>
<td>❖ Does culture play a role in aggressive behavior</td>
<td>❖ Complete the What is a Challenging Behavior and submit to dropbox</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❖ Complete the content quiz</td>
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<td></td>
<td>❖ Read the conclusion</td>
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<tr>
<td></td>
<td></td>
<td>❖ Examine what is in the next module</td>
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<tr>
<td></td>
<td></td>
<td>❖ All Assignments are due at 11:59 on Sunday night</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Two</th>
<th><strong>Module Two and Three</strong></th>
<th>Actions to be Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 13-19</td>
<td>Risk Factors</td>
<td>❖ Read the Introduction for both modules</td>
</tr>
<tr>
<td></td>
<td>❖ Biological risk factors</td>
<td>❖ Peruse the PLO’s and SLO’s for both modules</td>
</tr>
<tr>
<td></td>
<td>❖ Neurological problems</td>
<td>❖ Examine the investigations and read assigned text for both modules</td>
</tr>
<tr>
<td></td>
<td>❖ Emotional and behavior disorders</td>
<td>❖ Review the terms to know for both modules</td>
</tr>
<tr>
<td></td>
<td>❖ Environmental risk factors</td>
<td>❖ Read Teacher talk for both modules</td>
</tr>
<tr>
<td></td>
<td>Protective Factors</td>
<td>❖ Complete the Discussion Board Risk Factors and respond to a minimum of three peers</td>
</tr>
<tr>
<td></td>
<td>❖ First wave – which qualities help a child bounce back</td>
<td>❖ Complete the Resilience paper and submit to the dropbox</td>
</tr>
<tr>
<td></td>
<td>❖ Second wave- How do factors work</td>
<td>❖ Complete the content quiz for both modules</td>
</tr>
<tr>
<td></td>
<td>❖ Third wave - integrating</td>
<td>❖ Read the conclusion for both modules</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week One</th>
<th>Livetext</th>
<th>❖ Read Livetext information</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 7-12</td>
<td></td>
<td>❖ Purchase Livetext if you do not have it</td>
</tr>
</tbody>
</table>

| Week One      | **Module One**                            | ❖ Read the Before Class module                                                     |
| July 7-12     | Before Class Syllabus Timeline             | ❖ Read the Syllabus                                                                |
|               | ❖ Create a Hard Copy of the Timeline       | ❖ Read the APA module                                                              |
|               | ❖ Examine OWL Purdue for APA information   | ❖ Read the Livetext information                                                     |
|               | ❖ Purchase Livetext if you do not have it  | ❖ Complete the content quiz                                                        |

<table>
<thead>
<tr>
<th>Week Two</th>
<th><strong>Module Two and Three</strong></th>
<th>❖ Read the conclusion for both modules</th>
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<tr>
<td>July 13-19</td>
<td>Risk Factors</td>
<td>❖ Peruse the PLO’s and SLO’s for both modules</td>
</tr>
<tr>
<td></td>
<td>❖ Examine the investigations and read assigned text for both modules</td>
<td>❖ Review the terms to know for both modules</td>
</tr>
<tr>
<td></td>
<td>❖ Read Teacher talk for both modules</td>
<td>❖ Complete the Discussion Board Risk Factors and respond to a minimum of three peers</td>
</tr>
<tr>
<td></td>
<td>❖ Complete the Resilience paper and submit to the dropbox</td>
<td>❖ Complete the content quiz for both modules</td>
</tr>
<tr>
<td></td>
<td>❖ Read the conclusion for both modules</td>
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</tr>
</tbody>
</table>
| Week Two | Module Four and Five  
| Behavior and the Brain  
| Early Experience and the brain  
| Parts of the brain in aggression  
| Relationships, Relationships, Relationships  
| Understanding yourself  
| Understanding the child  
| Establishing a relationship with the child  
| Establishing a relationship with the family  |
| Week Three | Module Six and Seven  
| Opening the culture door  
| What is culture  
| When home and school meet  
| Language and culture  
| How can you support language learning  |
| Preventing challenging behaviors: the social context  
| Creating the social context  
| Teaching social and emotional skills  |
| Week Three | Module Eight  
| Preventing challenging behavior: Physical space, routines and transitions, and teaching strategies  |

- Fourth wave – everything fits together
- Examine what is in the next for both modules
- All Assignments are due at 11:59 on Sunday night

- Read the Introduction for both modules
- Peruse the PLO’s and SLO’s for both modules
- Examine the investigations and read assigned text for both modules
- Review the terms to know for both modules
- Read Teacher talk for both modules
- Complete the Stress and Brain development discussion board and respond to a minimum of three peers
- Complete the Fussy Babies paper and submit to dropbox
- Complete the content quizzes for both modules
- Read the conclusion for both modules
- Examine what is in the next for both modules
- All Assignments are due at 11:59 on Sunday night

- Read the Introduction for both modules
- Peruse the PLO’s and SLO’s for both modules
- Examine the investigations and read assigned text for both modules
<table>
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<tr>
<th>Week four</th>
<th>Module Nine and Ten</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Guidance</td>
</tr>
<tr>
<td></td>
<td>Responding to inappropriate behavior</td>
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<tr>
<td></td>
<td>When a child loses control</td>
</tr>
<tr>
<td></td>
<td>Functional assessment and positive behavior support</td>
</tr>
<tr>
<td></td>
<td>Performing a functional assessment</td>
</tr>
<tr>
<td></td>
<td>Creating a positive behavior support plan</td>
</tr>
</tbody>
</table>

| Week Four |
|-----------|---------------------|
|           | Module Eleven and Twelve |
|           | The inclusive classroom |
|           | About inclusion |
|           | Preventing and addressing challenging behavior in children with disabilities |
|           | How can you respond effectively to challenging behavior |

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<td>Preventing and addressing challenging behavior in children with disabilities</td>
</tr>
<tr>
<td></td>
<td>How can you respond effectively to challenging behavior</td>
</tr>
</tbody>
</table>

- The physical space
- Routines and transitions
- Teaching strategies

- Review the terms to know for both modules
- Read Teacher talk for both modules
- Complete the Homework discussion board and respond to a minimum of three peers
- Complete the Floor plan paper and submit to dropbox
- Submit the Floor plan paper to livetext
- Complete the content quizzes for both modules
- Read the conclusion for both modules
- Examine what is in the next for both modules
- All Assignments are due at 11:59 on Sunday night

| Week Four |
|-----------|---------------------|
|           | Module Eleven and Twelve |
|           | The inclusive classroom |
|           | About inclusion |
|           | Preventing and addressing challenging behavior in children with disabilities |
|           | How can you respond effectively to challenging behavior |

- Review the terms to know for both modules
- Peruse the PLO’s and SLO’s for both modules
- Examine the investigations and read assigned text for both modules
- Review the terms to know for both modules
- Read Teacher talk for both modules
- Complete the Positive Behavior Support discussion board and respond to a minimum of three peers
- Complete the Guidance and praise paper and submit to dropbox
- Complete the content quizzes for both modules
- Read the conclusion for both modules
- Examine what is in the next for both modules
- All Assignments are due at 11:59 on Sunday night
<table>
<thead>
<tr>
<th>Week Five</th>
<th>Module Thirteen</th>
<th>Final – The assignment will be due at 5:00 pm on August 7th</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 3-7</td>
<td>Bullying</td>
<td>In the back of the textbook there is an Appendix marked A on pages 283-287. Complete the reflection and then follow the directions found in the final module or dropbox.</td>
</tr>
</tbody>
</table>
VI. Readings:

Required:
1. LiveText account, ISBN 9780979663543
   This may be purchased at the bookstore or purchased online at www.livetext.com Once you have purchased the account, you must activate your account at www.livetext.com If you have purchased LiveText in another course, you will NOT need to buy a second account. NOTE: If you plan to use financial aid to purchase this account, you must make the purchase by the date set by financial aid.

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! You will receive 5 bonus points for participation in the survey.

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.

**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/dis Abilitieservices/.

**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 polity 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.** If you are using someone else’s words they must be in quotation marks with the correct reference and page number information. 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](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.

**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](http://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—. As a general policy I do not accept late work. 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.
• “Redo Work” Policy— Some assignments may be subject to editing and resubmission at the discretion of the instructor of record. The instructor of record will approach you to see if you want to redo an assignment.