Instructor: Dr. Tingting Xu
Office: ECRC 201K
Office Phone: 936-468-1603
Email: Via D2L

Course Time & Location: on D2L
Office Hours: Virtual office hours on Weds from 9-10am or by appointment

Credits: 3 credit hours, Online course

Prerequisites:

I. Course Description:
This course is completed in less than an eight week format depending on the semester it is taken. The course still contains 16 weeks of modules covering all components aligned to the National Association of Early Childhood Education Advanced standards. The course content is held in an online format requiring the students to engage in learning modules, online discussion boards, online written assignments, and online quizzes. Each week numerous assignments are due. There are checklists available to the students to monitor their progress. Primary source readings and textbook examinations are woven into the content modules to support key concepts or provide perspectives on required expectations of the course. Additional scholarly resources are required on multiple assignments and students should engage a minimum of two hours per week in obtaining support through independent investigations of published works. Due to the nature of the reduced class time each student should engage in activities inside the course modules and outside investigations a minimum of 12 hours per week. A thorough examination of the functions and stages of play, indoor and outdoor learning environments, learning styles, classroom organization, and room arrangement in the early childhood setting. Learning theories as a framework for understanding the cognitive, psychosocial, and physical benefits of play and how environments can be effectively used in the early childhood setting. 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;
Life-long learning.

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

ECH 502 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.
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.

This course is grounded in sound pedagogical and clinical practice by meeting national standards. Content is designed to prepare competent, successful, caring, and enthusiastic professionals who are dedicated to continued professional and intellectual development.

NAEYC STANDARD 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.

Key elements of Standard 1, Advanced Programs
1a: Knowing and understanding young children’s characteristics and needs, from birth – age 8.
1b: Knowing and understanding the multiple influences on early development and learning
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

NAEYC STANDARD 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.

Key elements of Standard 2, Advanced Programs
2a: Knowing about and understanding diverse family and community characteristics
2b: Supporting and engaging families and communities through respectful, reciprocal relationships
2c: Demonstrating cultural competence and effective collaboration to involve families and communities in their children’s development and learning

NAEYC STANDARD 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.

Key elements of Standard 3, Advanced Programs
3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
3b: Demonstrating ability to collaborate effectively to build assessment partnerships with families and with professional colleagues to build effective learning environments
3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
3d: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
NAEYC STANDARD 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.

Key elements of Standard 4, Advanced Programs
4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches with a high level of cultural competence, understanding and responding to diversity in culture, language and ethnicity.
4d: Reflecting on own practice to promote positive outcomes for each child

NAEYC STANDARD 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.

Key elements of Standard 5, Advanced Programs
5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

NAEYC STANDARD 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 and policies.

Key elements of Standard 6, Advanced Programs
6a: Demonstrating professional identification with and leadership skills in the early childhood field to think strategically, build consensus, create change, effectively collaborate with and mentor others, and have a positive influence on outcomes for children, families and the profession.
6b: In-depth understanding and thoughtful application of NAEYC Code of Ethical Conduct and other professional
guidelines relevant to their professional role

6c: Using professional resources, inquiry skills and research methods to engage in continuous, collaborative learning and investigation relevant to practice and professional role.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education based upon mastery of relevant theory and research

6e: Engaging in informed advocacy for children and the profession, skillfully articulating and advocating for sound professional practices and public policies.

6f: Demonstrating a high level of oral, written and technological communication skills with specialization for specific professional role(s) emphasized in the program.

NAEYC STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

Key elements of Standard 7, Advanced Programs

7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)

7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

Program Learning Outcomes (PLOs): *PLOs highlighted in this course are in bold text.*

PLO 1: Candidates promote child development and learning. They investigate the historical context of early childhood and disseminate best practices and relevant issues in early childhood education.

PLO 2: Candidates demonstrate professionalism, ethical behavior, and foster positive relationships with families and community partners and advocate for young children and their families.

PLO 3: Candidates observe, document, and assess to support young children and families; they design and select assessment tasks that explore students’ conceptual understandings, use data to inform instructional decisions, and reflect on learning outcomes to guide practice.

PLO 4: Candidates know the aspects of child development and use their understanding to create appropriate environments and implement best practices for children and families.

PLO 5: Candidates use content knowledge and use past and present theories and current issues related to early childhood education to build meaningful and challenging curriculum, to evaluate and inform practices with young children in the context of early childhood education.

PLO 6: Candidates demonstrate professionalism and recognize valid and credible research, evaluate and synthesize it to inform practice.

PLO 7: Candidates develop the knowledge, skills, and professional dispositions necessary to promote development and learning of young children in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8) and in a variety of settings (Head Start, childcare centers and homes, early school grades).

Student Learning Outcomes (SLOs):

SLO 1-502: Candidates identify the functions and various stages of children’s play. (assessment: quiz)

SLO 2-502: Candidates analyze play episodes and discuss the functions and stages of play, the role of the environment, and models of learning. (assessment: Program Models paper)

SLO 3-502: Candidates understand how the classroom environment, including room arrangement, can impact a child’s learning and development. (assessment: Program Models paper)
SLO 4-502: Candidates will be able to make practical application of learning theories. (assessment: Theorists paper)

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

Class articles, resources, quizzes, and exams are located on D2L, and students are expected to use D2L to access these items and to communicate with the instructor.

IV. Evaluation and Assessments (Grading):

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

Assignments 25%
Discussion Boards 25%
Quizzes 25%
Final Exam 25%

In order to receive an “A” in this course, ALL assignments must be completed. Failure to complete any assignment will result in a zero for that particular assignment and an automatic reduction of the course grade earned by one letter grade for each missed assignment, regardless of the total number of points earned!
V. Tentative Course Outline/Calendar:
This is the official timeline for this course. Refer to it frequently to stay current on due dates/deadlines. It is a good idea to print this timeline, have it readily available, and mark your personal calendar with due dates/deadlines. All Initial Discussions are due on Thursdays by 11:59 p.m., Central Standard Time, and all Discussion Replies (to 3 others’ Initial Posts) are due on Sundays by 11:59 p.m., Central Standard Time. All Dropbox assignments and Quizzes are due on Sundays by 11:59 PM, Central Standard Time. Assignments in the last week will be due on June 25th by 5 pm Central Standard Time.

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<tr>
<th>Week &amp; Dates</th>
<th>Modules</th>
<th>Readings</th>
<th>Task</th>
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| Week 1       | (1) Getting Started  
May 17-23     | Book 3 - Ch.1-3  
(2) Play/Intention part 1  
Book 1 - Ch.1 | Getting Acquainted Discussion (DB-10 pts)  
The Importance of Play (DB-10 pts) |
|              | (2) Play/Intention part 1 (continued)  
Book 3 - Ch. 4-6  
Book 1 - Ch. 2-5 | Program Goals PPT (Dropbox-20 pts)  
Program Goals (DB-10 pts)  
Learning Environment (QZ-10 pts) |
| Week 2       | (3) Play/Intention Part 2  
May 24-30      | Book 3 – Ch. 7-10  
Book 1 – Ch. 6-10 | Intentional Content Area Teaching (DB-10 pts)  
Scientific Thinking (DB-10 pts)  
Literacy and Science (QZ-10 pts)  
ITERS / ECERS (Dropbox-25 pts) |
| Week 3       | (4) The Project Approach  
May 31-June 6  | Book 2 – All chapters | The Project Approach (DB-10 pts)  
The Project Approach Quiz (QZ-40 pts) |
| Week 4       | (5) Theories and Theorists  
June 7-13      | Information in Module | Theories and Theorists (Dropbox-50 pts) |
| Week 5       | (6) Reggio Emilia  
June 14-20     | Book 4 – All chapters | Reggio Emilia (DB-10 pts)  
Reggio Emilia Quiz (QZ- 40 pts) |
|              | (7) Program Models  
June 21-25     | No new material – Review previous course material | Program Models Paper (Dropbox-50 pts)  
Course evaluation |
|              | (8) Putting it all Together  
June 21-25     | No new material – Review previous course material | Professionalism (Dropbox-20 pts) @ 5pm  
Final Exam (Dropbox-100 pts) @ 5pm |

DB=Discussion Board; QZ=Quizzes; Dropbox=Assignment found in Dropbox
VI. Readings:

**Required Textbooks:**


**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.

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:

**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, lower on letter grade, 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).

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.

Attendance
University Attendance Policy
Regular and punctual attendance is expected for all classes, laboratories, and other activities for which a student is registered. 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. Students are responsible for providing satisfactory (hard copy) documentation in a timely manner to the instructor for each absence. Whether absences are ultimately excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with acceptable excuses may be permitted to make up work for a maximum of three weeks' worth 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 AND in accordance with the course syllabus. In the case of absences caused by participation in university-sponsored events, announcement via mySFA will constitute official notification, but for this course, students MUST provide the instructor with a HARD COPY for the absence to be considered. http://www.sfasu.edu/policies/class-attendance-and-excused-absence.pdf

NEW POLICY – Attendance Policy for students receiving FINANCIAL AID
In compliance with federal regulations governing financial aid, instructors are required to report students who have never attended or participated in class. Attendance can be defined by physical attendance or participation in an academically related activity such as submission of an assignment, examination, or participation in group or online discussion. Beginning in the Fall 2014, students marked as never attended will be dropped from class if they receive financial aid. Federal laws for Financial Aid have dictated that any student who is not attending class will not receive financial aid. Due to these regulations, stricter deadlines for roster submissions have been created. Faculty will now have five business days in which they can submit online Official Attendance Rosters. All of the above changes have been brought about by stricter adherence by the Department of Education to federal laws and approved by the Provost for implementation in Fall 2014. http://www.sfasu.edu/faid/enrollment.asp Expectations for Academic Progress http://www.sfasu.edu/policies/satisfactory-academic_progress_for_Financial_Aid_Recipients.pdf

While this class meets online and much flexibility is offered, students are expected to check in minimally several times per week. Your progress and visits are tracked and monitored closely. 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. Candidates, who fall behind and complete much of the coursework late, may see their overall grade lowered. Acceptance of late work is to permit flexibility in your busy lives and to absorb some of technology and life’s unanticipated surprises; it is not an invitation to cram learning. Please work ahead to avoid problems and to maximize your potential for learning in this class.

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/disabilitieservices/.

**Withheld Grades Semester Grades Policy: 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.

**IX. Other Important Course Information:**

**Late Work Policy:**
Late work does NOT receive full-credit. Any credit given is at the discretion of the instructor. Furthermore, permission to submit late work must be sought prior to the due date of an assignment or quiz. Absolutely NO late work will be accepted during finals week.

"Redo Work" Policy: Students wishing to re-do work, may do so for up to 80% credit, at the discretion of the instructor. No re-do work will be accepted during finals week.

**Missing Work Policy:** As each assignment is crucial to a student’s understanding of the course, each assignment must be completed to receive the maximum number of points for the course. 100 points (equivalent to 1 letter grade) will be deducted for each missing assignment, quiz, paper, or other work in the course.