HMS 241.001
Introduction to Early Childhood Education
Spring 2016

Instructor: Joanna Jones M.Ed.
Office: ECRC 107A
Front office phone (936) 468-4006

Course Time & Location: Monday 4:00-5:40; College of Education Annex Building, room 126
Office Hours: 12:30-2:00 Tuesday through Friday
Credits: 2
D2L e-mail or jjones@sfasu.edu

Prerequisites:

I. Course Description:
Introduction to the profession of early childhood focusing on developmentally appropriate practices, types of programs, and historical perspectives.

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

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

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

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

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

Family Life Educator Certification
Course content in HMS 241 emphasizes the following four of the ten Family Life Content Areas identified by the National Council of Family Relations (NCFR).
- **Family Life Content Area I**: Families and individuals in societal contexts - an understanding of families and their relationships to other institutions, such as the educational, governmental, religious, and occupational institutions in society.
- **Family Life Content Area V**: Interpersonal relationships - an understanding of the development and maintenance of interpersonal relationships.
- **Family Life Content Area VII**: Parent education and guidance - an understanding of how parents teach, guide, and influence children and adolescents.
- **Family Life Content Area IX**: Professional ethics and practice - an understanding of the character and quality of human social conduct, and the ability to critically examine ethical questions and issues.

_The notes from this class should be retained to use for review purposes for the CFLE exam._
Teacher Certification

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

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

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

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
Use of Technology may include: D2L (My Courses), internet assignments/activities/research, and word processing.

1. HMS 241.001 is a D2L enhanced course. Information notices will be posted on the course home page. The homepage includes icons for class assignments, discussion questions, quizzes, drop box, and grades. Students are strongly encouraged to contact the instructor and/or other students via the homepage mail icon, chats, and/or discussion postings.
2. Course content is delivered but not limited to class lectures and discussions, D2L (My Courses), scheduled assignments with deadlines, offline reading assignments, online readings and participation, utilizing web pages, Power Points, emails, the assignment drop box, and the discussion board. Students should check the homepage on a daily basis for notices, mail, and assignments. Neglecting to check the homepage is NOT a valid excuse for missing an assignment due date.
3. Students should check their grade points at least once a week. Any discrepancies in points must be resolved within one week after assignment grades have been posted otherwise the posted grade points are considered final and will not be reviewed at a later date.
4. Assignments that are posted on the D2L Learning Management System are predominately saved in the Word 2007 format. Students should make arrangements to secure the “patch” that will enable them to open these documents in advance, if they do not currently have or anticipate having access to the Word 2007 software. It would be virtually impossible for the instructor to save work in multiple formats to accommodate for all individual software available.
6. The outline of this course is tentative. The instructor reserves the rights to add, delete, change, or modify any assignment within this course syllabus.
7. The time to worry about your grade in this class is at the BEGINNING of the course, not at the end. If you are as concerned about your grade every day of the semester as most students are on the last couple of days, you will not need to be concerned those last couple of days. The grades you receive throughout the semester will determine your final grade in the course. I will not change the grade you earn. Please do not contact me at the end of the semester with the “story” of why you need me to GIVE you extra points. If you keep up with the work and do your best throughout the semester, you will earn the points you need for the class (Jennings, 2012, para. 4).

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

A = 90 – 100%
B = 80 – 89%
C = 70 – 79%
D = 60 – 69%
F = 59% and below

Exams/Quizzes = 150
Group Presentation Draft=25
Group Presentation over Theorist=100
Comprehensive Final=100
Course Points are earned through:

1. **Chapter Exams: 150 points** 3 Exams = 50 points each. Exams will be Multiple Choice and True/False. Refer to syllabus/timeline for dates.
2. **Group Presentation – (Theorist assignment): 100 points**
   Students enrolled in HMS 241 will explore a specific early childhood theorist. In this assignment, students will work in small groups to research this information. Each group will have fifteen (15) minutes to present this information to the class. (Visual and Quality of Information Presented) Students will be assigned dates to present. **No late submissions or presentations accepted.**
3. Rough draft for group presentation: 25 points
4. Comprehensive Final: 100

V. Tentative Course Timeline

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>January 25th</td>
<td>Course Introduction/Chapters 2 and 15 (small group brainstorming)</td>
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<tr>
<td>February 1st</td>
<td>Chapters 1 and 3</td>
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<td>February 8th</td>
<td>Exam #1 (chapters 1,2,3 and 15)</td>
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<td>February 15th</td>
<td>Chapter 7 (floor plan) (Discuss theorist presentation)</td>
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<td>February 22nd</td>
<td>Chapter 8 (schedule)</td>
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<td>February 29th</td>
<td>Chapters 4 and 14 (Discussion)</td>
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<td>March 7th</td>
<td>Exam #2 (chapters 4,7,8, and 14)</td>
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<td>March 14th</td>
<td>Spring Break</td>
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<td>March 21st</td>
<td>Chapters 10 and 11 (small group brainstorming)</td>
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<td>March 28th</td>
<td>Chapters 12 and 13 (small group brainstorming)</td>
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<td>April 4th</td>
<td>Exam #3 (chapters 10,11,12 and 13)</td>
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<td>April 11th</td>
<td>Chapter 5 (Theorist Presentations)</td>
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<tr>
<td>April 18th</td>
<td>Chapter 5 (Theorist Presentations)</td>
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<td>April 25th</td>
<td>Chapter 9 (Explore with creative art media)</td>
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<td>May 2nd</td>
<td>Review for Final</td>
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<td>May 9th</td>
<td>Final Exam 4-6 P.M.</td>
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VI. Readings (Required and recommended—including texts, websites, articles, etc.):

**Required**

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

In the 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 is vital to success in this course and is expected from all students. Class will begin and end on time. Students are encouraged to be punctual out of courtesy for others, but also to ensure that they will not miss important announcements or be late for a quiz, test, or special activity. In addition, any hard copy assignments and projects due will be due at the beginning of class. The instructor should be notified immediately if an extended illness occurs. Documentation of an extended illness is mandatory. Any student having a PLANNED ABSENCE for an SFA university function MUST NOTIFICATION the professor IN WRITING prior to the
absence. This note should be accompanied by an official, signed SFA memo stating the necessity of the absence. Notes may be verified on the web page for the Registrar's Office that documents the absence of students for University related functions. It is the responsibility of the student to make arrangements for missed time BEFORE the absence occurs.

**Students with Disabilities:**
To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004/(936) 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided.

**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.

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

IX. Other Relevant Course Information:

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

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