Syllabus: ECE 401

History and Foundations of Early Childhood Education

Spring 2014

Instructor: Dr. J. Michelle Huffman
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Cell phone: 903-285-5196
j h u f f m a n @ t a m u t . e d u

Course Description: This course is a study of the history of early childhood educational movements; and the impact of past and present educational philosophies on the development of today's early childhood educational programs and curriculum.

Semester Credit Hours: 3 hours
Prerequisites:
ED 311, PYSC 2308, PSYC 2314, and ED 321 or may be taken concurrently.

Text:

Accomplishing the course objectives will prepare the students, as active adult learners, to understand, apply, and integrate the concepts of Early Childhood Education.

Course Objectives:
1- To understand the role of the professional educator in the area of early childhood education.
2- To become familiar with the issues and public policies that impact the field of early childhood education today.
3- To be knowledgeable of the history and major learning theories that influence early childhood education in the U.S.
4- To exhibit knowledge of the major theories of classroom management and implementation.
5- To be knowledgeable of programs and services available for children with special needs, multicultural backgrounds, and/or economically disadvantaged and their families.
6- To apply instructional methods and assessments effective with young learners.
Course Requirements Include:

DAP Technology Presentation 50 points
Classroom Transition Cards 50 points
Preschool Field Work 150 points (25 each)
Learning Center Exhibit 100 points (group assignment)
Early Childhood Dictionary 50 points
Chapter Quizzes 50 points (10 each)
Final Exam 100 points

Grading Scale:
550 Possible Points
495-550 = A
440-494 = B
385-439 = C
330-384 = D

Student Participation:
Students are expected to attend all face-to-face classes and discussion board meetings, to be on time, and attend for the full class. THERE ARE NO EXCUSED ABSENCES nor does the professor “give permission to miss class”. If a student chooses to miss a class the student is responsible for obtaining course announcements, covering the material addressed in class independently and obtaining notes from a peer.

Course Etiquette:
1. Appropriate attendance and promptness
2. Positive, open attitude towards learning
3. Appropriate collaboration skills with peers
4. Appropriate grammar, articulation and speech patterns
5. No cell phones or beepers in class!
6. Conduct yourself in a manner that is not distracting to your peers.
7. Be respectful of other students and the professor.
8. Recognize that arriving late or leaving class early is a distraction to your peers!
9. Students are responsible for reading, understanding, and following the A&M-Texarkana Code of Conduct.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>January 15</td>
<td>Class Meeting Developmentally Appropriate Practice</td>
<td><strong>Read</strong> Chapter 1 You &amp; Early Childhood Education</td>
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<tr>
<td>January 22</td>
<td>Observation &amp; Assessment (Complete Field Work #1)</td>
<td><strong>Read</strong> Chapter 3 Observation and Assessment For Learning</td>
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<tr>
<td>January 29</td>
<td>Class Meeting Observation &amp; Assessment / Infants &amp; Toddlers</td>
<td><strong>Read</strong> Chapter 9 Field Work #1 <em>Introduction, Program Description &amp; Pictures</em></td>
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<tr>
<td>February 5</td>
<td>Theories and ECH Programs (Complete Field Work #2)</td>
<td><strong>Read</strong> Chapter 5 &amp; 6 Theories and ECH Programs</td>
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<td>February 12</td>
<td>Class Meeting Theory to Practice</td>
<td>Field Work # 2 <em>Assessing the Environment</em> (pages 86-87)</td>
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<td>February 19</td>
<td>(Complete Field Work #3)</td>
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<tr>
<td>February 26</td>
<td>Class Meeting Preschool Learning Centers</td>
<td><strong>Read</strong> Chapter 10 Field Work # 3 <em>Adult / Child Interactions</em></td>
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<td>March 5</td>
<td>Meeting the Needs of Children &amp; Families (Complete Field Work #4)</td>
<td>Chapter 7 Child Care</td>
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<tr>
<td>March 12</td>
<td>Spring Break</td>
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<tr>
<td>March 19</td>
<td>Class Meeting Kindergarten / Primary</td>
<td><strong>Read</strong> Chapters 11 &amp; 12 Kindergarten &amp; Primary Grades Field Work #4 ELLCO</td>
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<td>March 26</td>
<td>Multiculturalism (Complete Field Work #5)</td>
<td>Chapter 16 Children with Diverse Needs</td>
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<td>April 2</td>
<td>Class Meeting Guiding Young Children</td>
<td><strong>Read</strong> Chapter 14 Guiding Children Field Work #5 Child Guidance</td>
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<td>April 9</td>
<td>Learning Centers</td>
<td>Prepare for Learning Center Exhibit</td>
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<td>April 16</td>
<td>Class Meeting</td>
<td>Learning Center Exhibit</td>
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<td>April 23</td>
<td>Family Involvement (Complete Field Work #6)</td>
<td>Chapter 17 Parent, Family &amp; Community Partnerships</td>
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<td>April 30</td>
<td>Class Meeting</td>
<td>ECH Dictionaries Transition Cards Field Work #6 Family Partnerships</td>
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<td>May 7</td>
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<td>Final Exam / DAP Technology Presentation</td>
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University Policies

I. Disability Accommodations: Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

II. Academic Integrity: Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of ‘F’ in the course and/or disciplinary actions. For additional information, see the university catalog.

III. A&M-Texarkana Email Address: Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

IV. Drop Policy: Effective Fall 2013, students who no longer wish to attend their course(s) will be required to submit the necessary paperwork to the Registrar’s Office in order to be officially dropped/withdrawn from their course(s). Those student who do not follow the correct drop/withdraw procedure will remain registered in their course(s) and receive the grade issued by the instructor. Students may find the drop/withdraw form on the “Dropping/Withdraw a Class” page of the Registrar website.

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<tr>
<th>Session</th>
<th>Drop without a grade</th>
<th>Last day drop/withdraw</th>
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<tr>
<td>Spring 2014</td>
<td>January 29</td>
<td>April 11</td>
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V. Class Participation:

Students are expected to attend all classes, to be on time, and attend the entire class. There are not any “EXCUSED ABSENCES” nor does the professor “give permission to miss class”. If a student chooses to miss a class the student is responsible for course announcements, covering material addressed in the class independently and obtaining notes / handouts from a peer.

VI. Student Technical Assistance:

Solutions to common problems and FAQ’s for your web-enhanced and web courses are found at this link: http://www.tamut.edu/Training/Student%20Training/index.html

- If you cannot find your resolution there, you can send in a support request detailing your specific problem here: http://www.tamut.edu/techde/support.htm
- Blackboard Helpdesk contacts (office hours are: Monday - Friday, 8:00a to 5:00p)
  Julia Allen (main contact) 903-223-3154 julia.allen@tamut.edu
  Nikki Thomson (alternate) 903-223-3083 nikki.thomson@tamut.edu
  Jayson Ferguson (alternate) 903-223-3105 jayson.ferguson@tamut.edu
VII. Technical Requirements:

Minimum Windows PC Requirements:

- Pentium IV 1.5GHz+ (preferred: Core Duo)
- 1 GB RAM minimum (preferred: 2 GB)
- 128MB Video Card minimum - Sound Card is required for some courses
- 56K modem minimum (Cable or DSL required for some courses)
- Windows 2000, XP, Vista or 7
- Web browser (Internet Explorer 7.0+; Firefox 3.0+)
- Microsoft Word, minimum Office 97
  Some courses will need plug-ins such as Flash player 10+, QuickTime player 7.0+, Adobe Reader 9.0+, Java Runtime Environment (Java 1.6.0_15), Windows Media Player 10+, RealPlayer, and Macromedia/Adobe Shockwave.
  Some online courses may also require a CD ROM (8x minimum, higher recommended)
  Blackboard has certified the following browsers for computers running Windows Operating Systems:
  - Internet Explorer 8 or 9 (IE is not supported on Windows XP)
  - Mozilla Firefox 3.6+
  - Google Chrome

Minimum Apple Macintosh Requirements:

- Intel Core 2.0GHz+
- 1 GB RAM (preferred: 2 GB)
- 128MB Video Card minimum - Sound Card is required for some courses
- 56K modem minimum (Cable or DSL required for some courses)
- Web browser (Firefox 3.0+ ; Safari 3.0+)
- Microsoft Word, minimum Office 97
  Some courses will need plug-ins such as Flash player 10+, QuickTime player 7.0+, Adobe Reader 9.0+, Java Runtime Environment, RealPlayer, and Macromedia/Adobe Shockwave.
  Some online courses may also require a CD ROM (8x minimum, higher recommended)
  Blackboard has certified the following browsers for computers running Macintosh Operating Systems:
  - Mac OS 10.2 (Jaguar): (Safari 1 is compatible)
  - Mac OS 10.3 (Panther): Safari 1.2 (Firefox 1.5 is compatible)
  - Mac OS 10.4 (Tiger): Safari 2 and Firefox 1.5
  - Mac OS 10.5 (Leopard): (Firefox 2.0 is compatible)

I-O-S and Android Devices

These devices are currently supported using the Blackboard Mobile App, available for free from your App Store or scan the code below:

To access Texas A&M University - Texarkana, there is an individual license fee of $1.99 per year or $5.99 lifetime. This fee gives you access to the university from all your (same platform) devices; it is not necessary to pay the fee for each device you own.
Teacher Preparation Program (TPP) Coursework

I. TPP Professional/Ethical Outcomes
As future educators, students are evaluated on professional/ethical outcomes that meet TEA Code of Ethics and TPP Professional Expectations. TEA Code of Ethics is located at: http://www.tea.state.tx.us/index2.aspx?id=2147501244&menu_id=771&menu_id2=794. Professionalism Expectations are located TPP Handbook: http://tamut.edu/Academics/CELA/Academic-Programs/Teacher%20Preparation%20Program%20Undergraduate/handbooks.html

II. TPP Portfolio:
As prospective education professionals, all students in the Teacher Preparation Program (TPP) are required to submit a portfolio in their last semester documenting their growth throughout the program. In preparation for this requirement, students should keep electronic copies of all coursework completed throughout the program (e.g. papers, discussion posts, etc.). It is recommended that students organize their work, “artifacts”, in electronic folders assigned for each of their education courses (ED, SPED, RDG, ITED). The instructor of this course will identify specific evaluated artifacts that students enrolled in this course will be expected to submit for their TPP Portfolio. Specific portfolio expectations are outlined in TPP Handbook: http://tamut.edu/Academics/CELA/Academic-Programs/Teacher%20Preparation%20Program%20Undergraduate/handbooks.html

III. TPP Training Meeting Senate Bill 460 and 866:
This course meets SB 460 (Effective Sept. 1, 2013) providing introductory training in the detection and education of students at risk for suicide or with other mental or emotional disorders and the inclusion of mental health concerns in coordinated school health efforts. This course meets SB 866 (Effective Sept. 1, 2012) providing introductory training on characteristics and identification of dyslexia and effective, multisensory strategies for teaching students with dyslexia.

IV. TPP Assessment Requirements
This course meets 1) Texas Education Agency (TEA) Content Topics, 2) Texas A&M System Student Learning Outcomes, and 3) InTASC Core Standards. Specific course alignment is presented in the TPP Assessment document located on TPP Website: http://tamut.edu/Academics/CELA/Academic-Programs/Teacher%20Preparation%20Program%20Undergraduate/Faculty.html

V. State Instructional Standards
TPP coursework prepares students to teach content standards in the area seeking certification. These standards include the following: Texas Essential Knowledge and Skills (TEKS), College and Career Readiness Skills (CCRS), Prekindergarten Guidelines and English Language Proficiencies: http://www.tea.state.tx.us/curriculum/teks/.

VI. TExES Standards
TPP coursework meets TExES Teacher Standards including 1) Pedagogy and Professional Responsibility and 2) Content Pedagogy and Content Knowledge. Additionally, EC-6 candidates are prepared to meet standards for English as a Second Language – ESL (EC-12) and Special Education (EC-12). TEA Standards for specific certifications can be located at http://www.tea.state.tx.us/index2.aspx?id=5938&menu_id=5938&menu_id2=794.

VII. English Language Learner Standards
All TPP coursework prepares future educators to teach students from culturally and linguistically diverse backgrounds. This course provides introductory instruction based on the following TEA Standards for teaching English Language Learners: http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4

VIII. Technology Standards
All TPP coursework prepares future educators to utilize technology in the classroom in meaningful ways. This course provides introductory instruction based on the following TEA Technology Standards: http://ritter.tea.state.tx.us/rules/tac/chapter126/index.html.

IX. STAAR Standards
TPP coursework prepares future educators to instruct to meet TEA state assessment standards. This course provides introductory instruction on the following STAAR standards: http://www.tea.state.tx.us/student.assessment/staar/.