Sam Houston
STATE UNIVERSITY

ECHE 5375: Development of the Young Child
Fall, 2017

*ECHE 5375 is a required course for the Early Childhood Certificate Program
and may be taken as an elective course in other programs*

College of Education, Department of Language, Literacy & Special Populations

Instructor: Dr. Rhonda D. Richardson
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Office hours:
Online assistance daily via email
By appointment anytime in Huntsville or The Woodlands

Class Format: Online lecture/Research/Child Study
Class day and time: Online
Class location: Online through Blackboard

Course Description: An examination of theory and current research concerning the growth and development of the individual through the eighth year of life is made. This course relates theory and research to present concerns on individuals in the helping profession through the study of intellectual, psychological, and social interrelationships. Experience in the procedures of child study is provided. Credit 3. **Prerequisite: None.**

Textbook:
Wittmer, D. S., Peterson, S. H. , & Puckett, M. B. (2017). *The young child: Development from Pre-birth through age eight*. Upper Saddle River, NJ: Pearson Education Inc.

Course Objectives: The following objectives will be met during this course. The students will:
1. Discuss the effects and long term consequences of early biological and environmental experiences on brain growth and neurological development
2. Critique the importance and possible impediments to optimal prenatal development
3. Describe the characteristics of mental health of infant and young children
4. Evaluate cultural diversity and various positive developmental pathways
5. Describe supporting the growth and development of children with challenges
6. Evaluate issues of health safety and well-being of children and families
7. Discuss the evolution of childhood social and moral competence
8. Analyze the changing American family and the ecological systems surround and influencing families and children
9. Analyze the changing dynamics and structures in child care and early education and their effects on early childhood and individual child well-being.

A matrix that aligns course objectives, activities, assessments, and standards can be viewed at this link
Course Content Matrix:

Objectives/Learning Outcomes The student will:	Activities/ Assignments	Measurement and Performance Assessment	DDP NAEYC Standards	SHSU College of Education NETS ACEI Standards
The effects and long term consequences of early biological and environmental experiences on brain growth and neurological development	Reading assignments Online discussions Developmental paper Quiz	Blackboard discussions Quizzes Final exam Papers	DDP 1, 9, 1 4b; 4c; 4d, 5 a, 5.b, 5.c	1a 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1
The importance and possible impediments to optimal prenatal development	Reading assignments Online discussions Developmental paper Quiz	Blackboard discussions Quizzes Final exam Papers	DDP 3, 9 1, 3.b, 4 b, 4.c, 5.a, 5.b, 5.c	1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1
The mental health of infant and young children	Reading assignments Developmental paper Quiz	Blackboard discussions Quizzes Final exam Papers	DDP 1, 9, 1, 4b; 4c; 4d, 5.a, 5.b, 5.c	1a 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1
Cultural diversity and various positive developmental pathways	Reading assignments Online discussions Quiz	Blackboard discussions Quizzes Final exam Papers	DDP 1, 5, 9 10 4.b, 4.c, 4.d, 5.a, 5.b, 5.c	1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1
Supporting the growth and development of children with challenges	Reading assignments Online Discussions Developmental paper Quiz	Blackboard discussions Quizzes Final exam Papers	DDP 1, 9 3b, 3c, 4.c, 5.a, 5.c	1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1
Issues of health safety and well-being of children and families	Reading assignments Developmental paper Quiz	Blackboard discussions Quizzes Final exam Papers	DDP 1, 9 3, 4b; 4c; 4d, 5.c,	1a 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1
The evolution of childhood social and moral competence	Reading assignments Quiz	Blackboard discussions Quizzes Final exam Papers	DDP 1, 5, 9 4b; 4c; 4d, 5.a, 5.b, 5.c	1a 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1
The changing American family and the ecological systems surround and influencing families and children	Reading assignments Online discussions Developmental paper Quiz	Blackboard discussions Quizzes Final exam Papers	DDP 1, 5, 9, 10	1a 1.0, 5.1, 5.2
The changing dynamics and structures in child care and early education and their effects on early childhood and individual child well-being.	Reading assignments Online Discussions Developmental paper Quiz	Blackboard discussions Quizzes Final exam Papers	DDP 1, 9, 10	1a 1.0. 3.1, 3.2, 3.3 ,3.4. 3.5, 5.1, 5.2

Standards
  Required Program Standards (SPA – ACEI) http://www.acei.org/programs-events/ncate.html

NAEYC standards:
http://education.uncc.edu/eportfolio/documents/word_files/Standards/naeyc_standards.htm
State Standards/Competencies for certification
http://www.tea.state.tx.us/index2.aspx?id=5938
Diversity and Disposition Proficiencies
Conceptual Framework Alignment CF—Conceptual   Framework Indicator
ISTE NETS*S Technology Standards (for technology integrated curriculum)
NETS*S – ISTE NETS Technology Standards for Students

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Important: Learning to apply course material (to improve thinking, problem solving, and decisions).

Course/Instructor Requirements:

Late assignment policy: Assignments are expected to be submitted at 8:00 pm on Monday due date noted on the course calendar, unless another date is posted. Late assignments will result in point deductions. (One-point deduction after 8:00 pm and an additional point per day if assignment is submitted after the due date).

Time requirement: This is a 3-hour credit course. Each week the student will spend approximately 4-9 hours a week reading, studying, and preparing for the class. Each week students are expected to log on, to review assignments, post information, or review feedback a **minimum of twice a week**.

Assignments and grading: Work is to be submitted electronically to the appropriate drop box. All grading criteria/rubrics will be provided when the assignment is introduced. Attach a grading rubric to each assignment you wish graded. If there is no rubric, a 1-point deduction will result. If you ever have difficulty submitting work to the drop box – Email or call the professor at 979-777-1022.

SHSU Online and Blackboard Information: All assignments, grading rubrics, announcements, quizzes, discussion material, and group participation information will be posted on Blackboard. It is your responsibility to access the class site frequently. Email and group postings can be accessed through the site. **Microsoft Office** is the preferred operating system for opening and creating documents (PowerPoints and Word documents). **Feedback will be provided using "track changes" - all markup.**

Course Outline

Assignments
- Syllabus Quiz- 10 points
- Chapter quizzes 5 at 20 points each – 100 points
- Final Exam – 50 points
- Developmental papers 3 at 20 each – 60 points
- Researched paper on choice topic – draft 40 points, final 50 points.
- Discussion Board – 5 @ 15 points each – 75 points
- Participation, quality, and depth of understanding – 15 points

Grades: The course is based on a 400 point scale.

A=93% and above   B=80-92%   C=70-80%   D=60-70%   F= below 60%

372-400 = A   320 – 371 = B   280-319 = C

240 – 279 = D   Below 240 = F

Extra Credit Points – For this course you may earn **up to 20 extra credit points (maximum).**
1. Attendance in a professional development training (face to face) 1 point per training hour Educational/Teaching/Professionalism Content, 2 points per training hour for ECHE content.
2. Enrollment/verification of ECHE professional organization – 5 points for membership – 10 points for verified active involvement.
3. Additional opportunities may be placed on blackboard throughout the semester.

Schedule for the semester

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Richardson   **Assignment Schedule**   **ECHE 5375**   **Fall 2017**

Corrected Course Schedule due to Hurricane Harvey – Throw Previous Away!

Date	Topic	Text Reading	Assignments Due – Monday 8:00 pm	New Assignment and research paper information
Week of Wednesday, August 23	First Day of Class		Online syllabus quiz - 10 points due prior to Monday, Sept 11th 8:00 pm	Posting of syllabus and assignment schedule, Discussion #1 is up
Holiday – Labor Day – Monday				
Week of Tuesday, September 5	Overview of Early Childhood Child Study Movement	Text Chapter 1 & 2		Quiz # 1 goes up – Chapters 1 & 2
Week of Monday, September 11	**Pre-birth** Family and birth	Text Chapter 3	Online Syllabus Quiz—10 points Quiz # 1 20 points	Quiz #1 closes Monday Sept 11th 8:00 pm Research paper information goes up
Week of Monday, September 18	**Pre-birth and Birth**	Text Chapter 4	Discussion #1 18 points	Quiz #2 opens text chapters 3 & 4.
Week of Monday, September 25	**Infancy** Physical Development Social/Emotional Development	Text Chapter 5 & 6	Quiz #2 20 points	Quiz 2 - text chapters 3 & 4 closes. Developmental Paper #1 goes up Discussion #2 goes up
Week of Monday, October, 2	**Infancy** Cognitive Development	Text Chapter 7	Discussion #2 19 points	Quiz 3 opens Chapters 5-7 Discussion #3 goes up
Week of Monday, October 9	**Young Child 1-3 yrs.** Physical Development Social/Emotional Development	Text Chapter 8 & 9	Developmental Paper #1 20 points Online Quiz #3 20 points	Quiz 3 closes Developmental Paper #2 goes up

Week of Monday, October 16	**Young Child 1-3 yrs.** Cognitive Development	Text Chapter 10	Discussion # 3 19 points	Quiz #4 opens Chapters 8-10
Week of Monday, October 23	**Young Child 3-5 yrs.** Physical Development Social/Emotional Development	Text Chapter 11 & 12	Online Quiz # 4 20 points Research Paper draft 40 points	Quiz # 4 closes 8:00 pm Monday, October 23
Week of Monday, October 30	**Young Child 3-5 yrs.** Cognitive Development	Text Chapter 13	Developmental Paper # 2 20 points	Quiz #5 opens Chapters 11-13 Developmental Paper #3 goes up
Week of Monday, November 6	**Young Child 5-9 Yrs.** Physical Development Social/Emotional Development	Text Chapter 14 & 15	Online Quiz #5 20 points	Discussion # 4 Goes up Quiz #5 closes 8:00 Monday, November 6
Week of Monday, November 13	**Young Child 5-9 yrs.** Cognitive Development	Text Chapter 16	Developmental Paper # 3 20 points Discussion # 4 19 points	Quiz # 6 opens Chapters 14-16
Week of Monday, November 20 **Thanksgiving week**	Tying it all Together	Catching up	Online Quiz # 6 20 points	Quiz #6 closes 8:00 Monday, Nov. 20 **Final Exam goes UP**
Week of Monday, November 27	Research Submissions		Research Paper final copy 50 points	
Throughout the course	**Participation, quality and rigor of work/participation** **15 points**			
Week beginning Monday, December 4	**ALL Work to be graded must be submitted prior to taking the Final Exam.** Final Exam - MUST BE COMPLETED by 8:00 pm THURSDAY, December 7th 50 points			

Student Guidelines

University Policies
- SHSU Academic Policy Manual-Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Disabled Student Policy #811006](#)
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
  - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
  - Technology during instruction: This is an online course. Cell phones and other electronic devices are a necessary component of this class.
  - Technology during exams: Quizzes and exams in this class are through blackboard, with time limitations.
  - Technology in emergencies: It is understandable that all students have lives outside of the classroom. Emergencies do occur when we least expect them. Have a technology option plan. Keep assignments on removable pin drives if you need to use a different computer. Plan ahead for power outages and computer malfunctions. Assignments are accepted late, with point deductions. Keep the instructor informed of any emergencies that you may have as you complete this course.

Visitors in the Classroom: Only registered students may attend class. This includes electronic sharing of course information.

Attendance: Each class session is important to your understanding of the course content. This course is 3 hour online course. Logging in to Blackboard will be your attendance. It is expected that students log in at least twice a week. Students may not miss more than three hours (one week of class) during the semester. **10 points** will be deducted for **each week** that the student does not log on to the blackboard site, beyond the initial 3 hours (week of absence). If you miss any class, it is your responsibility to obtain the needed, information, updates and materials. Excessive absence situations will be addressed on an individual basis.

Course Expectations:

Professionalism must be maintained. This is a professional course of study which prepares students to be responsible, accountable, and successful educators in preparing children of today for their future, as well as the future of our society. As an educator you will additionally be responsible to parents, colleagues, and the community which should not be taken lightly. Enthusiasm, professionalism and dedication to your coursework will better you prepare you in engaging children in the learning process. Behaviors considered unprofessional will be addressed on an individual basis.

Bibliography – additional readings or websites may be placed on Blackboard, as needed to promote student success.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency (TEA). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.