

Faculty Senate Course Form

Effective Date: **Fall 2025**

Submission Date: 3/28/24

Department: Teaching and Leadership

College of: **Education**

Contact Person: Dr. Amber Tankersley

Prefix: **FCS**

Create New, Revise, Inactivate, or Reactivate: **Revision**

Course #: **290**

Course Form:

- Used to create new course numbers or new prefixes.
- Used to change Name, Grading, Hours, Description, Reactivate
- Used to inactivate a course from the current catalog. Courses are never deleted. They are made inactive and can be legislated to become active again.

1. Purpose/Justification for the Changes:

FCS 290 was created to take the place of EDUC 440 Program Organization and Management. When FCS 290 was created, it followed the same sequence of topics which didn't fit the needs of the programs or the students taking the course. Our vision is for FCS 290 to be an introduction to the field of early childhood. With this revision, the course will provide students with a broad overview of the field and prepare them for other courses in their child development or ECU program.

2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *If "Yes", please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*

Yes No

3. Is this course to be considered for General Education?

If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.

Yes No

4. Will this course be required of any education majors?

If "yes," this requirement will need approval of the Council for Teacher Education before upload to "College Curriculum Legislation" in SharePoint.

Yes No

5. Will additional resources or costs be required?

Yes No

If so, what will be needed?

6. Will any additional course fees be required (e.g. equipment, clothing, travel, licensing, etc.)?
 If "yes," complete the Course Fee Form on the Faculty Senate website, it will need to gain approval of the President's Council.

Yes No

7. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:
Attach with upload.

8. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:
Attach with upload.

Course Numbers cannot be changed, only created.

	Existing	New/Proposed
Title:	Intro & Overview of Childhood Prog.	Intro & Overview of Childhood Prog.
Course Number:	FCS 290	FCS 290
Credits:	3	3
Grading System:	A-F, IN	A-F, IN
Pre/Co-Requisite(s):	None	None
Course Description:	An overview of planning for and administering programs serving children from birth to age eight. Topics include: program framework, policies/procedures, licensing/accreditation, staffing, learning environments, finances, marketing, food service/nutrition, child assessment, and family involvement.	An introduction to the early childhood field. The course will include an overview of the following topics: child development, play, learning domains, professionals, types of programs, developmentally appropriate practices, health/safety/nutrition, relationships, learning environments, curriculum, teaching, families, and communities.

Authorization Sign-Off

Checklist: Check once verified.

- | | |
|-------------------------------------|-----------------------------------|
| <input checked="" type="checkbox"/> | Required fields completed. |
| <input checked="" type="checkbox"/> | Syllabus attached for new courses |
| <input checked="" type="checkbox"/> | Assignment Strategies Attached |

-Approved: Department Chair/Director

Date: 4/8/24

Signature, Chair/Director: _____

Clara Hise

-Approved: College Curriculum Committee

Date: 9/3/24

Signature, Committee Chair: _____

John Appliger

-Approved: Dean of College

Date: 9/3/24

Signature, Dean: _____

John Appliger

-Approved: Council for Teacher Education (if applicable)

Date: 9/4/24

Signature, Council Chair: _____

John Appliger

-Approved: University Undergraduate Curriculum Committee

Date: _____

Signature, Committee Chair: _____

-Approved: Faculty Senate

Date: _____

Signature, Recorder Faculty Senate: _____

Originating Departments(s): After completing this form, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

Spring 2025	
FCS 290 Introduction and Overview of Childhood Programs	
Pittsburg State University	Family & Consumer Sciences
Instructor:	Day/Time/Location: Online
Office Location:	Office Hours:
Office Phone:	Email:

COURSE DESCRIPTION

An introduction to the early childhood profession. The course will include an overview of the following topics: child development, play, learning domains, professionals, types of programs, developmentally appropriate practices, health/safety/nutrition, relationships, learning environments, curriculum, teaching, families, and communities.

PREREQUISITES

None

SYLLABUS SUPPLEMENT

The PSU Syllabus Supplement is available within the “*Important Course Resources*” module or through the “*PSU Student Resources*” link on our course Canvas homepage. This document contains important campus dates, resources, and information for students.

REQUIRED TEXT

Carter, H. & Tankersley, A. (2024). *Introduction to early childhood programs*. LibreTexts. Retrieved (date and link to be shared once book is made public).

STUDENT RESPONSIBILITY

It is a student’s responsibility to seek out the course instructor for information regarding the course. Do not depend on your classmates to clarify course content or requirements. Students with issues in a course typically wait too long to have a conversation with their instructor, please schedule an appointment or drop by during office hours rather than solely reaching out via e-mail.

STUDENT ASSISTANCE

Coordinator, Center for Student Accommodations

113 Axe Library, 620-235-6578

<https://www.pittstate.edu/office/center-for-student-accommodations/index.html>

Please inform the instructor if you have a disability that requires accommodation.

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COURSE OUTCOMES

1. Explain fundamental child development characteristics.
2. Identify how children learn within the following learning domains: social/emotional, cognitive, creative, communication/language, and physical.
3. Contrast and analyze the roles and responsibilities undertaken by diverse early childhood professionals.
4. Investigate the different programs serving children from birth to age eight.
5. Describe and identify characteristics of high-quality programs for young children.
6. Evaluate developmentally appropriate practices following the guidelines outlined by the National Association for the Education of Young Children (NAEYC).
7. Outline strategies for safeguarding and promoting the health and wellness of children.
8. Identify preventive measures to mitigate the risk of injuries and ensure the safety of children.
9. Recognize the essential components of basic nutrition tailored for young children.
10. Articulate effective strategies for cultivating and sustaining trusting relationships with children and their families.
11. Define the characteristics of high-quality learning environments that meet the needs of children, families, and professionals.
12. Investigate the impact of curriculum on a young child's learning experiences.
13. Examine the multifaceted aspects of teaching in the context of early childhood education.
14. Investigate the interplay between families, communities, and early childhood education.

ASSIGNMENTS & EVALUATION

The final grade is based on the following assignment categories:

- | | |
|--|---------------------------|
| 1. Reflections & Discussion Boards | <i>40% of total grade</i> |
| <i>Specific assignments are currently being created.</i> | |
| 2. Assignments & Projects | <i>40% of total grade</i> |
| <i>Specific assignments are currently being created.</i> | |
| 3. Weekly Quizzes & Final Exam | <i>20% of total grade</i> |

WEEKLY ACTIVITIES

During most weeks there will be a graded activity related to the week's topic. Weekly activities may not be made up if missed. A limited number of extra credit opportunities will be offered throughout the semester as a way for students to earn back points from missed weekly activities.

ASSIGNMENT GUIDELINES & DUE DATES

Each assignment will include guidelines and a rubric when assigned. You will find due dates for assignments/projects/quizzes in the tentative class schedule at the end of the syllabus, in the guidelines for each assignment in our Canvas course site. Actual assignments/projects and their point values may change during the course of the semester. Additional graded activities may be added at the discretion of the instructor. Students will be notified of any such changes in advance.

LATE WORK

The instructor will accept assignments listed under “assignments and projects” up to one week past the original due date. Work submitted late will not earn full credit. The grade on a late assignment will be dropped by a minimum of 20% of the total point value (for example a 100-point assignment would equal a 20-point deduction). Assignments more than one week late will not be accepted. Weekly activities, observation tasks, and tests will not be accepted late.

FEEDBACK ON ASSIGNMENTS

After an assignment is graded, the instructor will provide general comments about the assignment to the class as a whole. Students will also receive individual feedback from the instructor for their individual written assignments through the rubric and through comments from the instructor within the returned graded assignment. Students should expect to receive feedback on their assignments within two weeks of submission, the instructor will update the class if the grading process is delayed. It is hoped that students will use feedback from the instructor to improve their work on future assignment submissions.

INFORMATION ABOUT GRADES

If you have a question or concern about the grade you received on an assignment, please make an appointment with your instructor to review the assignment. Any questions about individual assignments should occur within a week of receiving feedback on the assignment. Students may access their course grades in Canvas at any time. Grades will be submitted to the registrar at midterm and the end of the semester. The grading scale used for this class is as follows: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=below 59%. Grades will not be rounded for this course.

ACADEMIC HONESTY

Each student is expected to do their original work. Any student who cheats or plagiarizes may receive a failing grade for the particular project or assignment, in the course, and possibly dismissal from the university. See the Pittsburg State University Catalog for further explanation of the university policy.

<https://www.pittstate.edu/registrar/catalog/current/student-rights-and-responsibilities.html>

COURSE EXPECTATIONS

CLASS PREPARATION

I have found it a good practice to “schedule” time to work on your online class materials throughout the week—it helps some people to view it at “class time”. It is expected that students will do the assigned readings and weekly activities. Tests will cover information from the assigned reading, weekly activities, discussions, videos, etc. Within each week’s module, you will find an overview that outlines the tasks and activities for the week. Slides and videos related to the week’s topic will be posted to help focus your reading but are not a substitute for reading the assigned material.

ATTENDANCE

Regular attendance is essential for obtaining course information and input in class discussions. Attendance in an online course means that you log on and actively participate in the discussions and activities within the time frame allowed. The weekly discussion forums and activities help clarify your understanding of the concepts and make connections with your classmates.

NAVIGATING CANVAS

For this course, course information and materials will be posted in weekly modules. All materials related to the week's topic will be located in the week's module. Some material within each module may have requirements for viewing or completing before you will be allowed to progress through the module or move on to the next module. It is the student's responsibility to view the weekly modules in our course Canvas site frequently. Do not rely on the navigation pane ("To Do" and "Coming Up") on the right side of your Canvas homepage to guide your participation in the class, some class activities that may not show up in that navigation pane.

CANVAS ASSISTANCE

For this course, it is expected that you can successfully navigate the Canvas learning management system. Assistance can be found by clicking on the "Help" tab on the left-hand menu and choosing "Student Support" or "Search Canvas Guides". A student may also contact Gorilla Geeks for Canvas assistance at <http://www.pittstate.edu/office/gorilla-geeks/>.

GENERAL INFORMATION ABOUT ASSIGNMENT SUBMISSION

Be sure to thoroughly read the guidelines for each assignment as well as look over the rubric for each assignment before beginning the work and again before submitting it.

- Assignments will be submitted through the course Canvas site. Assignments should be submitted using the "Submit Assignment" button.
- Do not enter or attach an assignment in the comment box of an assignment as it will not show up as a submitted assignment to the instructor.
- Please do not email assignments without instruction to do so.
- Students are strongly advised to save a copy of all work prior to submitting it. In the unlikely event that an assignment is misplaced, the student will be able to furnish a copy to the instructor upon request.
- If the instructor is unable to open an uploaded assignment in Canvas, the student will be notified to upload the assignment in a format that can be opened. An assignment will be considered late if the instructor has to request a file that can be opened. Typically, there should be no problems with your instructor opening documents created in programs through Microsoft Office or saved as a PDF.
- It is advised to submit online assignments prior to the precise deadline in the event that a technology failure, such as an internet outage, occurs and prevents you from submitting an assignment on time. If there is a widespread issue with our Canvas network, I am notified as an instructor and will make accommodations as necessary. I cannot verify individual technological glitches.

TECHNOLOGY REQUIREMENTS

To be able to fully participate in this course you will need to have the ability to search/open web pages, view/listen to videos, submit assignments (with attachments) via Canvas, and open/submit documents in Word, PowerPoint, PDF, and similar formats.

MICROSOFT OFFICE

PSU and Microsoft offer all active students FREE Microsoft Office (client download for home) and Office 365 (cloud service that can be used anytime). If you are an active student, you can proceed to <https://www.pittstate.edu/it/pitt-start/ms-office.html> to get started.

CLASSROOM ENVIRONMENT

It is expected that the learning environment in the classroom accommodates the needs and viewpoints of students and the instructor. The expectation is that respect will be accorded to everyone in the course.

NETIQUETTE

Netiquette, or Internet etiquette, are guidelines for maintaining civilized, professional, and effective communication in an online environment and email exchanges. Instructors and students will demonstrate appropriate netiquette when interacting with each other. Written communication will be conducted using standard business English. Here are some basic rules:

- Keep your questions and comments relevant to the discussion topic. If another student posts a comment or question that is off-topic, do NOT reply. The instructor will reply in private to the student.
- Treat the other participants in the forum politely and respectfully. Model the same standards of behavior online you would follow in a face-to-face discussion.
- Do not use ALL CAPS when posting as this is considered, "shouting." Do not "flame" others in the forums. Flaming is the "act of responding in a highly critical, sarcastic, or ridiculing manner."
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example Frequently Asked Questions (FAQs). After that, you can use the acronym freely throughout your message.
- The instructor reserves the right to remove posts that are not collegial and/or do not meet netiquette guidelines.

TENTATIVE COURSE SCHEDULE

Week #	Weekly Topic	Evaluation
1	Orientation/Course Introduction	<i>Introduction DB Syllabus Quiz</i>
2	Who is the young child?	<i>Weekly Discussion/Reflection Weekly quiz</i>
3	When children play, they're learning.	<i>Weekly Discussion/Reflection Weekly quiz</i>
4	Who are the professionals?	<i>Weekly Discussion/Reflection Weekly quiz</i>
5	What types of programs are there?	<i>Weekly Discussion/Reflection Weekly quiz</i>
6	How is quality defined?	<i>Weekly Discussion/Reflection Weekly quiz</i>
7	What are developmentally appropriate practices?	<i>Weekly Discussion/Reflection Weekly quiz</i>
8	What does a quality program look like? Health	<i>Weekly Discussion/Reflection Weekly quiz</i>
9	What does a quality program look like? Safety	<i>Weekly Discussion/Reflection Weekly quiz</i>
10	What does a quality program look like? Nutrition	<i>Weekly Discussion/Reflection Weekly quiz</i>
11	What does a quality program look like? Relationships	<i>Weekly Discussion/Reflection Weekly quiz</i>
12	What does a quality program look like? Learning Environments	<i>Weekly Discussion/Reflection Weekly quiz</i>
13	What does a quality program look like? Creating Learning Environments	<i>Weekly Discussion/Reflection Weekly quiz</i>
14	What does a quality program look like? Curriculum	<i>Weekly Discussion/Reflection Weekly quiz</i>
15	What does a quality program look like? Teaching	<i>Weekly Discussion/Reflection Weekly quiz</i>
16	How do families, communities, and programs work together?	<i>Weekly Discussion/Reflection Weekly quiz</i>
Finals Week		<i>Final Exam</i>