COVID-19 MASK POLICY Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions. 

Prerequisites:

I. Course Description:
Examines past/present theorist influencing early childhood education, the constructivist approach, professionalism and ethical conduct. Your final will be presented to livetext in addition to the dropbox.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
This course supports the 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 most importantly integrity (through your demonstration of ethical and professional dispositions). Though this course does not address the COE’s Vision, Mission, Goals, and Core Values of service, you will participate in a community service project if you are an ECH MEd candidate. To help you learn the Core Values, the acronym is S-O-C-I- A-L (see above).

Program Learning Outcomes:
NAEYC Standard 1 and PLO 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. Covered in this course

NAEYC Standard 2 and PLO 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.

NAEYC Standard 3 and PLO 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.

NAEYC Standard 4 and PLO 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.

NAEYC Standard 5 and PLO 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.

NAEYC Standard 6 and PLO 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. **Covered in this course**

Student Learning Outcomes:
- SLO 1.1 Candidates demonstrate understanding of past and present theories.
- SLO 1.2 Candidates examine issues related to early childhood education
- SLO 6.1 Candidates demonstrate professional demeanor and behaviors.
- SLO 6.2 Candidates demonstrate professional reflection of own work and work of others.
- SLO 6.3 Candidates actively participate in class discussions, contributing to the greater knowledge and understanding of course content

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
- Set up Profile or Update in D2L
- Join NAEYC Student Membership
- Submit Screen Shot of NAEYC Membership to Drobox
- Take APA General Format Quiz
- Take APA Style Workshop Quiz
- Take APA Avoiding Bias Quiz
- Take APA In-text Citations Quiz
- Take APA Reference Quiz
- Read Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8 Position Statement
- Read all the information on NAEYC and Standards Module
- Read NAEYC's Code of Ethical Conduct and Statement of Commitment
- Participate in Standards and Me Discussion Board – Write and Create a NAEYC Code of Conduct Powerpoint and submit to dropbox.
- Complete Module Seven Check
- Read all the information on Influential Educators Module
- Participate in the Influential Educators Discussion Board
- Complete the Personal Philosophy Paper and submit to the dropbox.
- Complete the Module Eight Checklist
- Read all the information in The Early Childhood Profession Module Under Teacher Talk standard one through two. Go back to the standards found in module seven and completely reread the NAEYC standards one through two.
- Participate in the Standards One Discussion Board
- Submit your Building Family and Relationships Paper to the Dropbox
- Read all the information in The Early Childhood Profession Module under Teacher Talk Standards three through six. Go back to the standards found in module seven and completely reread the NAEYC standards three through six.
- Submit your standard three article reviews to the Dropbox
- Write a one page parent letter addressed in standard four. Submit to the dropbox.
- Participate in the Content Knowledge and Meaningful Curriculum in Early Childhood Discussion Board Address all five areas in the prompt.
- Complete you standard six youtube video paper and submit to the dropbox.
- Complete the Module Nine Checklist
- Read all the information in the Current Issues Module
- Complete your Essay Paper on Diverse Families and submit to Dropbox-
- Complete the Module Ten Checklist
- Read all the information in the Real Word Current Issue Module
- Participate in the Bilingual Education Discussion Board
- Complete your Paper on Public Policy English Learners and submit to Dropbox
- Complete your Module Eleven Checklist
- Read all the information in the Wrapping it Up Module
- Complete your APA final exam
- Complete your Final Assignment paper and submit it to the dropbox and also to Livetext. Be sure to double check the time and date this assignment is due.
- Complete the Module Twelve Checklist

IV. Evaluation and Assessments (Grading):

Please note All assignments are due at Sunday at 11:59 on the date closing out the module with the following exceptions – Finals and initial post of discussion boards

NAEYC Membership – 5 points
APA quizzes – 45 points
Standards and Me Discussion Board- 25 points
NAEYC Code of Conduct Powerpoint – 25 points
Influential Educator Discussion Board – 25 points
Complete Personal Philosophy Paper- 25 points
Standard One Discussion Board – 25 points
Building Family and Relationships Paper – 25 points
Standard Three article reviews – 25 points
Standard Four Parent letter – 25 points
Meaningful Curriculum and Content Knowledge Discussion Board – 25 points
Standard Six Youtube paper – 25 points
Diverse families – 25 points
Bilingual Education discussion board – 25 points
Public Policy paper – 25 points
Final APA quiz – 10 points
Final Assignment – 100 points

**Total points = 485**

Bonus points – points set by professor for completing teacher evaluation survey through MySFA

| 90-100 % | A |
| 80-89% | B |
| 70-79% | C |
| < 70% | F |

V. Tentative Course Outline/Calendar:

**Course Timeline for ECH 500 –**

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Module</th>
<th>Actions to be Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td>Module One – Before Class Begins</td>
<td>✗ Set up Profile or Update in D2L</td>
</tr>
<tr>
<td>August 24- 30</td>
<td>Module Two - Textbooks</td>
<td>✗ <em>Join NAEYC Student Membership</em></td>
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<td>Module Three - LiveText</td>
<td>✗ <em>Submit Screen Shot of NAEYC Membership to Drobox</em></td>
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<td>Module Four – Syllabus and Timeline</td>
<td>✗ <em>Take APA General Format Quiz</em></td>
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<td>Module Five - Writing Tips</td>
<td>✗ <em>Take APA Style Workshop Quiz</em></td>
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<td>Module Six – APA Format and Style</td>
<td>✗ <em>Take APA Avoiding Bias Quiz</em></td>
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<td>✗ <em>Take APA In-text Citations Quiz</em></td>
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<td>✗ <em>Take APA Reference Quiz</em></td>
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<tr>
<td>Week Two</td>
<td>Module Seven – Exploring Professional roles</td>
<td>✗ Read <a href="https://www.naeyc.org/home.aspx">Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8 Position Statement</a></td>
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<tr>
<td>August 31 – Sept. 6th</td>
<td>roles and responsibilities within NAEYC</td>
<td>✗ Read all the information on NAEYC and Standards Module</td>
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<td>✗ Read NAEYC's <a href="https://www.naeyc.org/home.aspx">Code of Ethical Conduct and Statement of Commitment</a></td>
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<td>✗ <em>Participate in Standards and Me Discussion Board – Write and Create a NAEYC Code of Conduct Powerpoint and submit to dropbox.</em></td>
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<tr>
<td>Week Three  Sept 7-13</td>
<td>Module Eight – Influential Educators and Programs</td>
<td>Complete Module Seven Checklist</td>
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<td>Read all the information on Influential Educators Module</td>
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<td>Complete the Personal Philosophy Paper and submit to the dropbox.</td>
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<td>Complete the Module Eight Checklist</td>
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<tr>
<td>Week Four  Sept 14–20</td>
<td>Module Nine – The Early Childhood Profession. Standards One through Three</td>
<td>Read all the information in The Early Childhood Profession Module Under Teacher Talk standard one through three. Go back to the standards found in module seven and completely reread the NAEYC standards one through three.</td>
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<td>Participate in the Standards One Discussion Board</td>
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<td>Submit your Building Family and Relationships Paper to the Dropbox</td>
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<td>Complete the Module Nine Checklist</td>
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<tr>
<td>Week Five  Sept. 21-27</td>
<td>Module Nine Continued– The Early Childhood Profession. Standards Four through Six</td>
<td>Read all the information in The Early Childhood Profession Module under Teacher Talk Standards four through six. Go back to the standards found in module seven and completely reread the NAEYC standards four through six.</td>
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<td>Write a one page parent letter addressed in standard four. Submit to the dropbox.</td>
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<td>Participate in the Content Knowledge and Meaningful Curriculum in Early Childhood Discussion Board</td>
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<td>Address all five areas in the prompt.</td>
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<td>Complete you standard six youtube video paper and submit to the dropbox.</td>
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<td>Complete the Module Nine Checklist</td>
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<tr>
<td>Week Six  Sept. 28-Oct 4</td>
<td>Module Ten – Current Issues</td>
<td>Read all the information in the Current Issues Module</td>
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<td>Complete your Essay Paper on Diverse Families and submit to Dropbox-</td>
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<td>Complete the Module Ten Checklist</td>
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<tr>
<td>Week Seven  Oct. 4-11</td>
<td>Module Eleven – Real World Current Issues</td>
<td>Read all the information in the Real Word Current Issue Module</td>
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<td>Participate in the Bilingual Education Discussion Board</td>
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<td>Complete your Paper on Public Policy English Learners and submit to Dropbox</td>
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<td>Complete your Module Eleven Checklist</td>
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<tr>
<td>Week Eight  Oct. 12-14</td>
<td>Module 12- Wrapping up</td>
<td>Read all the information in the Wrapping it Up Module</td>
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<td>Complete your APA final exam</td>
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<td>Complete your Final Assignment paper and submit it to the dropbox and also to Livetext. Be sure to double check the time and date this assignment is due.</td>
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<td>Complete the Module Twelve Checklist</td>
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VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Required:
APA Manual 7th edition
NAEYC Student Membership.
LiveText account, This is purchased through the school and your technology use funds.

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! – 7 Bonus Points

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:

Attendance
This course meets in cyberspace. There are no face-to-face meetings. Students will login to Desire to Learn (D2L) EACH day. 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.

A student tracking system monitors courses in D2L. Evidence of daily participation, discussion postings, viewing and submitting assignments, and viewing and taking quizzes is available to the instructor of record and the instructional assistant. Learn more in D2L.

This is a web-enhanced class. You will need to visit BRIGHTSPACE by D2L regularly to keep up with assignments, contact the instructor, and receive supplemental information for your success in the course. Classroom activities, homework assignments, other instructional materials, and grades will all be posted in BRIGHTSPACE. All homework will be posted in BRIGHTSPACE. In the case of an absence from class, it is the student’s responsibility to check BRIGHTSPACE for any homework assigned, and the assignment will still be due on the same due date as the rest of the class. Missing class is not an excuse for not completing an assignment.

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/disabilityservices/.

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, 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).

**Withheld Grades: 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.

**Student Code of Conduct: Policy 10.4**
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. 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 policy 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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**Additional Information:**
**Life Happens**
In the event “life” happens to you and you see it will impact your work, it is your responsibility to contact your professors at the earliest moment possible. Often times we can provide assistance and help you handle the stresses of graduate school while dealing with your crisis or extenuating circumstance(s). To better enable me to help you, contact me immediately; do not wait until your situation is almost resolved.

**Work Policies**
- Late Work—. As a general policy I do not accept late work. The dropbox and discussion board close at 11:59 pm. Do not wait until the last minute to post. **If you have an issue you MUST contact me prior to the assignment being due.** My contact information and cell phone are listed above. Contacting me after the window has closed will not allow me to assist you.
- “Redo Work” Policy— Some assignments may be subject to editing and resubmission at the discretion of the instructor of record. The instructor of record will approach you to see if you want to redo an assignment.