I. Course Description:
Developmental study of the child from conception through age six. Content includes an overview of the grand theories of development, parenting styles and discipline methods, and sequences of physical, intellectual, social and emotional development. Environmental and social factors that influence development in all domains including conception and prenatal development, birth, and physical growth and development through age six are addressed. Prerequisites: None

Course Justification:
Child Development (3 credits). Students in this course receive an understanding of child development, which prepares them for careers advocating for and helping children and their family members. Students in this course typically seek employment in settings where they work with children, along with their family members. To gain an understanding of children by using a bio-psycho-social framework to examine the historical, cultural, biological, physiological, psychological, and social aspects of child development. Emphasis is given to the changes that are associated with children and the resulting dynamic interactions between parents and their environment. Students in the course will engage in a variety of assignments which can include, but are not limited to, course content exams, in-class or online discussions, academic papers, and quizzes.

II. Intended Learning Outcomes/Goals/Objectives:
This course supports the vision, mission, and core values of the College of Education which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The 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 Department of Human Sciences, and 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
1. Learners will identify social & cultural influences affecting family life.
2. Learners will recognize healthy and unhealthy characteristics pertaining to family relationships.
3. Learners will apply appropriate practices based on theories of human growth and development to individuals and families.
4. Learners will apply strategies based on the child’s age/stage of development to promote effective developmental outcomes.
5. Learners will develop culturally-competent educational materials and learning experiences.
6. Learners will demonstrate professional behaviors that are reflective of ethical standards and practice.

**Student Learning Outcomes**

Upon successful completion of the course, the student will:
1. Be able to describe the sequence of development in infants, toddlers, and pre-schoolers in the major domains of development: physical, cognitive, emotional, and social.
2. Be able to identify the major genetic and environmental factors that influence the course of development from conception through age six
3. Be able to describe the attitudes and behaviors of parents that directly influence the development of the young child.
4. Be able to identify the diversity of family forms in contemporary society and stages of the family life cycle.
5. Be able to identify parenting strategies that modify children's behaviors so they can adapt to family and social standards.
6. Be able to identify and evaluate theories of human development.
7. Be able to describe attitudes and behaviors of parents and individuals that directly influence the course of development. The course prepares students seeking certification in Family & Consumer Sciences to meet TeXeS Standard III: The family and consumer sciences teacher understands human growth and development, parent/guardian/educator roles and responsibilities, and career opportunities in human development, education, and service.

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:**

1. HMS 236 is a D2L Enhanced course. Information notices will be posted on the course home page. Home page includes tools for class assignments, discussion board questions, and grades.
   Students may contact the instructor and/or other students by clicking in the mail tool and selecting individual's name or click on class instructor's name or all instructors to send e-mail.
2. Course content is delivered via class lectures and discussions, assigned textbook readings, assignments and discussion board questions directly relevant to the course content. Students should check the homepage on a daily basis for notices, mail, and assignments.
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.

**IV. Evaluation and Assessments (Grading):**

The course is graded on a letter grade basis (A-F). Final grade will be determined by a percentage of total required points for the course. There are tentatively 640 required points for the course.


Course Points are earned through:
1. There will be three exams during the semester: Midterm Exam, Exam II, and Final Exam. Each exam = 130 points. **Total: 390 points.** All exams will be taken online via D2L during
regularly scheduled class time. Students must have computer access and need to log in promptly in order to take the exam. Please call Student Help Line at 468-1919 for technical assistance. Assistance is available M-F, 8:00-5:00 p.m.

**Midterm Exam (Ch. 1-4), Exam II (Ch. 5-7), and Final Exam (Ch. 8-10).**
Students must contact the instructor prior to the exam date if rescheduling is necessary for a compelling reason. All exams must be made up within 3 class days or a grade of zero will be recorded.

2. Assignments: There are five assignments. All Assignments should be typed in APA Style and uploaded on D2L Drop Box. Each Assignment has 30 points. **Total: 150 points.** All assignments and discussion must be typed in 12 fonts, Double space, Times New Roman and page numbers in the upper right corner if there are 2 or more pages (if it is not typed in 12 fonts, Double Space, Times New Roman, you will earn zero points). Handwritten assignments in any part are non-acceptable. Having problems with the computer and/or failing to view the assignment are unacceptable reasons for failing to complete an assignment on the due date. You need to use wired computer for exams and discussions. I will not open your zip file and you will earn zero for zip file (Your file should be word file). Do not request to turn in an assignment late for any of these reasons. I will not accept any assignment under my office door and through e-mail.

3. Observation (6 hours): 100 points
Students must conduct observations at their pre-scheduled times each week (2 hrs/week) at Nacogdoches Head Start. The times and days you sign up for are when you are expected to be in the Head Start classroom throughout the semester. Since HMS 236-501 is for students who will have their observation only in Nacogdoches Head Start, students who do not have their transportation or any other reason for working schedule, you need to switch your section 503 which is outside OB class. Please contact me as early as possible.

**Background Check Statement**
For careers working with children and families, you are almost always required to pass a criminal background check in order to be employed. In our degree, you are required to participate in service learning and a practicum that will likely require you to pass a criminal background check. It is the student’s responsibility to pass any required background checks. If you cannot pass a background check for a school related activity that is required for the course, you will not receive any credit for that assignment. In the case of a practicum, you will not be able to pass the course without securing a practicum related to the field of human development and family studies. If you cannot pass a criminal background check (and don’t anticipate your record to be cleared/expunged in the foreseeable future), you should seriously consider if enrollment in this degree program will lead to your career goals.

**Make Up Schedule:**
I expect that students will take exams on the day that they are given. All students who missed any exam before the final will be required to take the makeup exam for that particular exam on assigned date by the faculty during class time. Any absence on an exam day requires written
documentation (doctor’s note, sanctioned school function, etc) and I reserve the right not to permit you to take a makeup. If an exam is missed, you must contact the instructor within three days. It is your responsibility to provide me with documentation noting your absence and to notify me that you need to take a makeup exam on the day reserved (assigned date). If you have an excuse that is documented and have been verified by me and do miss the exam, all make up exams will be held on the last day of class assigned date in this classroom during the scheduled class time. In addition, students will not be permitted to make up more than one exam on this day. If you fail to make up a missed exam after assigned date you will receive a zero on the exam. No makeup exam will be given for the final.

V. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Class meeting schedule</th>
<th>To Do</th>
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| **Week 1:** Jan. 15-19 | Getting Started:  
  * Syllabus, Observation Orientation  
  * Room assignment, Paper Work |
| **Week 2:** Jan. 20-26 | Ch.1: History, Theory, and Research Strategies |
| **Week 3:** Jan. 27-Feb. 2 | Ch. 2: Genetic and Environmental Foundations  
  Paper work due: Feb. 2 9pm  
  (Upload all on D2L Dropbox) |
| **Week 4:** Feb. 3-Feb.9 | Ch.3: Prenatal Development  
  * Observation time report due:Feb.9th 9pm |
| **Week 5:** Feb.10-Feb.16 | CH. 4: BIRTH AND NEW BORN BABY  
  ASSIGNMENT 1 DUE: FEB. 16 |
| **Week 6:** Feb. 17-Feb.23 | Exam 1 Due: Feb. 23, 9PM  
  Chapters 1-4, Online via D2L, 65 questions, 130points, three hours, open book. |
| Week 7: | Ch. 5: Physical development in Infancy and Toddlerhood  
Head Start Observation start, Feb.24th |
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<tbody>
<tr>
<td>Feb.24-Mar. 1</td>
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<tr>
<td>Week 8:</td>
<td>Spring Break</td>
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<tr>
<td>Until Mar. 15:</td>
<td></td>
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</tbody>
</table>
| Week 9: | Ch. 6: Cognitive Development in Infancy and Toddlerhood  
Assignment 2 Due: Mar. 22, 9pm |
| Mar. 16-Mar.22 |  |
| Week 10: | Ch. 7: Emotional and Social Development in Infancy and Toddlerhood  
Assignment 3 Due: Mar. 29, 9pm |
| Mar. 23-Mar.29 |  |
| Week 11: | Exam 2 Due: Apr. 5, 9pm  
Chapters 5-7, Online via D2L, 65 questions, 130 points, three hours |
| Mar. 30-Apr. 5 |  |
| Week 12: | Easter Break |
| Apr. 6-Apr.12 |  |
| Week 13: | Ch. 8: Physical Development in Early Childhood  
Ch. 9: Cognitive Development in Early Childhood  
Assignment 4 Due: Apr. 19, 9pm |
| Apr. 13- Apr.19 |  |
| Week 14: | Ch. 10: Emotional and Social Development in Early Childhood |
| Apr. 20-Apr. 26 |  |
| Week 15: | Head Start Observation Due: May 1st, 3pm.  
Assignment 5 Due: May 3, 9pm |
| Apr. 27-May 3 |  |
VI. Readings

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 including: Course and program improvement, planning, and accreditation, and instruction evaluation purposes. As you evaluate this course, please be thoughtful and accurate in completing the evaluation. 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:
Students with Disabilities: 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, 468-3004/468-1004 (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. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices. Location: Human Services Building, room 325. Phone: (936) 468-3004.

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

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 and 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.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:
Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due _________________. 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.

Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/ <http://www.texes.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. 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.

IX. Other Relevant Course Information
Attendance Policy:
On-line Attendance in class is expected. You are expected to check D2L every day for the entire period. If you need to be absent, please notify the instructor in advance. You are responsible for course information whether you are in attendance or not. Missed exams, assignment, discussion, grade can only be made up if your absence is excused. Absences are excused only when documentation of illness, loss of family member, significant family emergence, athletic involvement, or religious holiday is presented to the instructor within 1 week of the absence. Please let me know immediately if chronic health problems (mental or physical) or a personal emergency threaten to interfere with your regular attendance and required work for this class.

Zero-tolerance attendance policy:
Students must check course schedule thoroughly, unless excused at the discretion of the professor. It is your responsibility to make sure every assignment, discussion, and exams. Cuts, work conflicts, vacations, and appointments that can be rescheduled are examples of unacceptable excuses. Documentation is recommended even for too numerous excused absences or for persistent tardiness.

Forms of Academic Misconduct:
1. Cheating: Using unauthorized noted or study aids, allowing another party to do one's work exam and turning in that work exam as one's own; submitting the same or similar work in more than one course without permission from the course instructors; deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on the assignments or examinations.
2. Aid of academic dishonesty: Intentionally facilitating any act of academic dishonesty.
Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: Falsification of creation of data, research, or resources, or altering a graded work without the prior consent of the course instructor.

4. Plagiarism: Portrayal of another’s work or ideas as one's own. Examples include unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or from the Internet and submitting them as one's own work also constitutes essays plagiarism. You will earn Zero for each assignment, discussion, any other materials for grade if it is considered as Plagiarism.

5. Lying: Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.

6. Bribery: Providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.

7. Threat: An attempt to intimidate a student, staff, or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code Violation.

Non-academic Misconduct:
The university respects the rights of instructors to teach and of students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with these rights will not be tolerated; examples include

- interfering with the instructor's ability to conduct the class
- causing inability of other students to profit from the instructional program, or
- any interference with the rights of others. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures.

Ongoing behaviors or single behaviors considered distracting (e.g., coming late to class performing a repetitive act that is annoying, sleeping or reading a newspaper in class, etc.) will be addressed by the faculty member initially either generally or individually. Cases in which such annoying behavior becomes excessive and the student refuses to respond to the faculty member's efforts can be referred to the Dean of Students. In the case of serious disruptive behavior in a classroom the instructor may first request compliance from the student and if it is not received, an instructor has the authority to ask the student to leave the classroom. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including University Police Department. An individual engaging in such disruptive behavior is subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures to determine if the student should be allowed to return to the classroom.

Assignment Rubric

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Poor</th>
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<tr>
<th>Substantial and specific content addressing questions demonstrating strong development in a well organized format.</th>
<th>Sufficiently developed content addressing questions with adequate explanation or development.</th>
<th>Limited content addressing questions with inadequate explanation or development.</th>
<th>Inconsistent application of APA format in reference list, with many errors.</th>
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<tbody>
<tr>
<td>28-30</td>
<td>27-20</td>
<td>19-15</td>
<td>Under 14</td>
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Important Course Information

Communication guidelines

- Please keep the content of your emails appropriate for a business/professional environment and be courteous and respectful in the tone and content of your emails. I will not respond to emails that are rude, abusive, haughty, demanding, or threatening. Below are best practices that will help you get started on the right foot in school and employment communication: Before you are familiar with an individual (and unless they tell you otherwise), it is always wise to address them formally and appropriately (Dr., Ms., Mr.). Take time to determine whether someone has a PhD before addressing him/her as Mr. or Ms. – if someone holds a PhD, Dr. is used rather than Mr. or Ms.
- Compose your messages with complete sentences and proper spelling (do NOT use text-messaging language, e.g., “u” for “you”). Always present your best self through writing.
- Make sure the subject line of your email reflects the content of the email. Emails with subject lines such as “hello” will likely remain unopened or deleted. See the note above on how to compose a subject line for emails in this course. Emails without subject lines are often routed to junk mail folders!
- The more detail you can include in your initial email, the more likely it is that I will be able to help you quickly and efficiently! This includes a clear description of the issue or question, what you have done to try to address it already, etc.

Netiquette

Netiquette refers to “Network Etiquette”. It is the way one should behave when sending email, posting to threaded discussions, or chatting online.

Here are some basic rules to help you get the most out of your online learning:

- ALL CAPS IMPLIES THAT YOU ARE SHOUTING - Please do not do this!
- Watch your “tone” - it’s written, not verbal communication. It can be very easy to misinterpret someone’s meaning online.
- Check your spelling - Always!
- Make your messages easier to read by making your paragraphs short and to the point.
- Never “say” anything that you would not want posted on the wall of a face to face classroom, because it could be!
- Behave as you would in a face-to-face classroom.
- Remember there is a real live person at the other end reading your posts and email. Treat them with respect.
- Foul language, insults and harassment are not tolerated (just as it would not be tolerated in a face to face classroom).
- Think about what you have written before you submit it.

IMPORTANT NOTES ABOUT D2L EMAIL:

- D2L Email is an internal (closed) system which means that you must log in to D2L to read AND reply to messages, and, you can only send email to other D2L users (email cannot go out to a non-D2L address). Likewise, if you set your D2L email to go out to a forwarding address, you cannot reply from outside the system. To respond to another user who uses
D2L to email you, for instance, it’s necessary to respond from inside D2L, rather than from a forwarded copy. Ex: kangeh@d2l.sfasu.edu can only be emailed from within D2L; do NOT use this email address to email from outside of D2L (such as a gmail address); it will bounce

- Users have a "forward" option which will forward copies of messages to an external email account such as Gmail, Yahoo, mySFA, and others. HOWEVER, be aware that . . .
- Users may NOT reply to a message from an external account. An example would be that Amy has her D2L Email forwarded to her Gmail account. She reads her messages from her Gmail account, and if she wishes to reply, she MUST enter D2L to reply to the message. If she attempts to reply to the D2L message from inside her Gmail account, the message will fail to send.
- D2L limits attachment size to 15MB, due to server size limitations.
- A big advantage to D2L Email is that you may filter by class. This is a huge time-saver.

Use of Technology for Exams: Taking the exams on a computer with reliable hard-wired, high-speed internet is critical. You are required to have reliable high-speed internet and I strongly recommend against using Wi-Fi/wireless connections during exams. Students who try to use Wi-Fi/wireless or dial-up service invariably experience difficulties taking exams online. Instead, use hard-wired internet (with an Ethernet cable that connects your computer/laptop to your internet router). If you do not have access to reliable hard-wired, high-speed internet at home, I urge you to take the exams at one of the campus computing sites. Regardless of where you take the exam and what type of internet you use, you must have a back-up plan in case something should occur with your computer/internet. Technical issues that are not system wide events are not valid reasons for a make-up or extension, thus none will be provided.

4. Observation Hours at Head Start (preschool classroom):

You will complete preschool classroom observation hours at GETCAP Head Start (1902 Old Tyler Road, Nacogdoches). You are required to complete 6 observation hours (1 hr = 50 minutes) in this course. This will be worth 100 points. You will begin your hours the week of Feb 24th and complete them the very latest by May 1st. You are required to spread out your observation hours throughout 6 weeks (1hr/week) as your observations are tied to the textbook content. Only 1 hr/week will count! Once you’ve completed 6 hours, you can stop attending Head Start. Since you have plenty of time to complete your observation hours (9 weeks), you are responsible for managing your time throughout the semester and completing your 6 hours. No make-up hours will be permitted. You are also responsible for stamping your time card and properly filling it out according to the example time card/instructions that will be provided in D2L. Finally, to earn credit, you will need 6 IN and 6 OUT stamps, each pair of stamps for each observation hour (in other words, 6, 50-minute observation chunks with corresponding stamps).

Students will sign up for their weekly observation times (1hr/week for 6 weeks) in at the beginning of the semester (instructor will email about this). You can only observe at GETCAP Head Start between 8am-12pm Monday-Friday and 2-3pm M-Th. However, you are not permitted to schedule observation hours during class time that conflicts with your SFA courses. Rescheduling of observation hours will be limited to special circumstances and is at the discretion of the instructor.
Students must conduct observations at their pre-scheduled times each week. The times and days you sign up for are when you are expected to be in the Head Start classroom throughout the semester. You also have to observe in your assigned classroom, and cannot switch to another classroom. Schedule changes are absolutely limited to emergency circumstances. There are other sections of the course being taught, so you cannot arbitrarily change the time/date of your observations or schedule make-up sessions. We are not allowed to have more than 2 people observing in each Head Start classroom per time slot.

Make-up hours are solely up to the instructor’s discretion. Any schedule changes must be approved by the instructor in writing, and after instructor approval, Ms. LaShundra Vinson at GETCAP Head Start has to be notified at lvinson@get-cap.org.

Your role in the classroom is that of an observer, and with the permission of the classroom teachers, you may also interact with the children. Interactions with children should consist of activities that support the classroom environment, and do not detract from activities or curricula that the staff are directing. For example, reading a book during free play is OK. However, allowing children to play with you or talk to you during center time when the lead teacher is directing an activity is NOT OK.

Use your professional judgement in combination with the teachers’ instructions in guiding your interactions with children. If at any point you are a) being asked to perform staff duties in the classroom or are left alone with children, you are to notify Ms. LaShundra Vinson (GETCAP head Start) in person AND in writing at lvinson@get-cap.org within 24 hours of the incident and copy your professor on the email. If at any point you witness an incident that puts a child’s safety at risk or gives you grave concern about a child’s well-being, you are to report the incident to the teacher AND to Ms. LaShundra Vinson in person and in writing at lvinson@get-cap.org within 24 hours of the incident and copy your professor on the email. As a reminder, in Texas you are a mandated reporter - Texas law requires anyone who has reason to believe that a child has been abused or neglected to report the suspected abuse or neglect to a law enforcement agency or an agency that protects children, for example the Texas Department of Family and Protection Services.

Observation classrooms are located at the GETCAP Head Start Child Development Center, 1902 Old Tyler Road, Nacogdoches. Phone: 936-564-1142. Observations must be completed at this location.

There will be a mandatory, GETCAP Head Start online/video orientation and a related questionnaire. You will only be permitted to begin observations after participating in orientation and earning 100% on the orientation questionnaire.

Observation Policies:
You are required to follow all GTECAP Head Start policies (e.g., Dress Code, sign-in protocol) and wear your name badge at all times. If policies are not followed, and you are sent home, you will be asked to re-schedule your observation and/or may receive a zero for the observation. Remember, you are representing You and SFA!

Dress Code:
Dress and act professionally at all times. Please Review the Dress Code Policy in the Getting Started Content Link. **Failure to follow the Dress Policy will result in being sent home and needing to re-do observations.**

Do NOT wear:
- Hats
- Work-out clothes
- Open-toed shoes
- Tank tops
- Shorts

DO wear:
- Your name badge at all times with your SFA ID in it

**Name badges:**
Students will be given a name badge holder at the beginning of the semester or need to use their own badge holders (lanyard etc.). Name badges (SFA IDs) must be worn in Head Start at all times.

**Time Cards:**
Students must use a lab observation time-card to clock-in and -out for each hour on a separate line (time cards will be provided by the professor). One hour = 50 minutes. Number each hour of observation. You will need 6 hours; each hour = 2 stamps (1 in/1 out stamp). All lab cards must remain in the designated card holder next to the time clock in Building 4. **Do not remove cards from the holder.** Class instructor will review and collect the cards.

Below is the information that your time card should have at Head Start:
1. You need to sign your name/initials next to each stamp.
2. **You need to write the number of minutes** (e.g., 50 min., 52 min.) next to each pair of stamps. You must clock-in and clock-out for each observation hour. **You need at least 50 minutes for each hour for it to count.**
3. Don’t circle or put squares around your hours.
4. Number each hour and clock in vertically—all going in the same direction.
5. You need to write your observation day and time at the top of your card.

You will see an example punch card in class and will need to structure your punch card accordingly. You are responsible for stamping your time card and properly filling it out according to the example time card/instructions that will be provided in class and on D2L.

Stamping someone else’s time-card, signing in then leaving (or texting, getting back in your car, etc.) are considered to be academic dishonesty. **It is assumed that you were present for the entirety of the observation period, including at the stamped times and dates, that is reflected on your time-card.** See pg. 11-12 for academic dishonesty policies.

**Clocking-in on the Head Start computer:**
You are required to clock in and out on the GETCAP Head Start computer in addition to stamping your time card. Instructions will be provided at orientation.
Background check & Other Forms:
Students must complete the permission form for criminal background check by GETCAP Head Start. Lab observations may not begin until background check has been cleared. Students must have a social security number to complete the form. A Texas State I.D. card/Driver’s License is optional. Students must also sign the Confidentiality Agreement, the Dress Code Policy, and Volunteer TB Questionnaire. These four forms (provided in D2L) must be filled out and uploaded in D2L (Dropbox). Observations cannot begin until all forms have been received.

Observation Notes: You will be required to take notes each time you observe in Head Start. You need to write the time and date for each observation and have a minimum of 2 paragraphs of notes for each hour of observation. *Your observation notes should be related to the content we are covering in the course (cognitive development, motor development, etc.). You need to cite pages from the textbook for each paragraph and explicitly state how your observation for each day relates to the current course content.* Notes need to be legible in order to get credit. **You will scan and submit your observation notes by in D2L by the designated due date.**

6. Additional Information:

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at [https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y).

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or
planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

· You enrolled or planning to enroll in an educator preparation program or
· You are planning to take a certification exam for initial educator certification, and
· You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense. In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.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.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

Appendix B: Reminders about GETCAP observations:
-Sign up for observations using the sign-up sheet provided by the professor; you need to sign up by XXX; what you sign up for will be your observation slot for the rest of the semester; write down the classroom and building number for your records. Any changes made after XXX need to be approved by Dr. XXX

-The hours you sign up for are to be strictly abided by -- please note that going early or staying late are not options due to children napping, other students observing and due to other logistical challenges. You can go a few minutes early to sign in and that's it. Congregating in the hallway by children's classrooms is not permitted.

-Watch the Orientation Video

-Take the Orientation Questionnaire (available today; mandatory, however, not for a grade)

-Sign in happens in Building 4. You will pick up your time card and your name badge holder (unless you have your own) at the sign in desk, and sign in right there on the computer/time card. Please your name and class information on your time card, and leave your time card at Head Start when you sign out. In other words, time-cards do not ever leave with you. You have to sign in and sign out via BOTH the computer and timecard to get credit. On your first day, go a few minutes early to familiarize yourself with the sign-in procedures. Ms. LaShundra's office is to the left of the sign-in table as you walk in.

-Follow all sign-in procedures (computer & time-card) to get credit. Fill out the time card as instructed - should look like the sample card posted in Head Start. This will be part of your grade (filling it out properly).

-You have to be in the classroom, observing for at least 50 min per session. You will observe on 6 separate occasions, for 6 weeks. You can not complete all your observations in one week, two weeks etc. -- you have to go on 6 separate weeks. Please do not ask!

-Please review the Guidelines for Working with Children document in D2L before observing.

-Please introduce yourself to the teachers and wear your badge at all times.

-Follow all dress code policies. As a reminder, jeans & a t-shirt are OK to wear as long as the jeans are NOT ripped/don't have holes. However, no leggings, shorts, short skirts, open-toed shoes/flip-flops, hats, and spaghetti straps/tank tops. T-shirts advertising alcohol and tobacco products are not allowed. Backpacks and purses need to stay in your vehicle and should not be brought into the classroom.

-Wash your hands (in the classroom) any time you enter the classroom

-Do not pick up the children or put them on your lap

-Take notes each time you observe. This will be part of your grade. Check the Syllabus for instructions.
There can only be 2 SFA students in a classroom at one time - please arrive on time and leave on time to prevent overcrowding.

If the children are not in the classroom, they are outside or in the skills center. Do not leave, find them!

**Your role in the classroom** is that of an observer, and with the permission of the classroom teachers, you may also interact with the children. Interactions with children should consist of activities that support the classroom environment and do not detract from activities or curricula that the staff are directing. For example, reading a book during free play is OK. However, allowing children to play with you or talk to you during center time when the lead teacher is directing an activity is NOT OK.

Use your professional judgment in combination with the teachers’ instructions in guiding your interactions with children. If at any point you are a) being asked to perform staff duties in the classroom or are left alone with children, you are to notify Ms. LaShundra Vinson in person AND in writing at lvinson@get-cap.org within 24 hours of the incident and copy your professor via email (faragof@sfasu.edu). If at any point you witness an incident that puts a child’s safety at risk or gives you grave concern about a child’s well-being, you are to report the incident to the teacher AND to Ms. LaShundra Vinson in person and in writing at lvinson@get-cap.org within 24 hours of the incident and copy your professor on the email.

As a reminder, in Texas you are a mandated reporter - Texas law requires anyone who has reason to believe that a child has been abused or neglected to report the suspected abuse or neglect to a law enforcement agency or an agency that protects children, for example the Texas Department of Family and Protection Services.

**Appendix C: Guidelines for Working with Young Children (& Teachers)**

**Your presence in the classroom:**
- Remember that we are guests in the classroom, therefore always be courteous and polite to all children and child care staff
- We will be as unobtrusive in the classrooms as possible and only interact with children in ways that support educational activities
- Under no circumstances are we to interrupt or disrupt classroom activities or happenings
- Please keep a positive attitude at all times, even when you may be irritated by the noise level in the classroom, don’t let your body language give this away
- Please follow all Head Start policies, including dress code, no phones, no backpacks/large purses and check with the teachers which restrooms are ok to use for adults. If in doubt, ask HS staff!

If a child initiates contact with you, follow these guidelines:
- SMILE!
- Use understandable, child-friendly language.
- Do not engage in unnecessary conversation or offer personal information
If a child approaches you and asks you questions, redirect them kindly by smiling and telling them “Wish I could play with you but I am here for work”

Dress appropriately. Your appearance represents SFA, the Human Sciences department, and You:
- Yes, it is hot in TX! However, make sure that your attire is professional at all times. Refrain from wearing thin-strapped or low-cut shirts, low-rise, torn, or short jeans/shorts/skirts, graphic-printed shirts, etc. Make sure that your “undergarments”—whatever they may be—are concealed at all times.
- Remember that working with children often involves sitting on the floor, squatting down, bending over, etc—make sure that your clothes move (and cover you) when you move!
- No open-toed shoes, hats/head covering, shorts, gym clothes, tights/leggings, short skirts
- Wear your badge and SFA ID at all times

Unfortunately, child abuse is a reality. It is important for all students to refrain from unnecessary touching or physical affection with children.
- Do not initiate any physical contact with children.
- Keep physical contact at a minimum. If a child wants a hug, respond by saying, “Let’s do a high-five!” If a child still insists, a “side-hug” (one arm around the child’s shoulder) may be acceptable.

Always remember children’s rights…
- The right to be treated with respect
- The right to feel safe and comfortable
- The right to be fully informed in an understandable way
- The right to choose
- The right to refuse to participate at any time

Interactions with teachers, parents, and child care staff
- The first time you are in a classroom, introduce yourself to all staff
- You can always say something along the lines of “We are just here to observe classroom interactions and learn from you”
- Remember to follow sign-in procedures
- Wave “Hello” and “Goodbye” when you enter or exit a classroom

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, 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; YOU are responsible for completing the information form requesting 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/). 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.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.