TECA 1303-504
Educating Young Children
Fall 2021-A

Instructor: Emily Tacquard
D2L e-mail or tacquardee@sfasu.edu

Course Time: Asynchronous
Office Hours: TR 5:00-6:00pm

Office: Online
Class Location: Online

Credits: 3 hours

Zoom Office Hours:
The professor offers zoom office hours. The times that are posted are guaranteed times I (Ms. Emily) will be available. If you need a time outside of these hours, please send an email and we will work to find a time for both of us. If you are planning on needing a time during office hours, please send an email so I can send you a link for Zoom.

Email:
I will be checking email from Monday at 4:00 p.m. through Friday at 5:00 p.m. I also periodically check emails on the weekend. Please look ahead in the course modules and email with questions prior to the weekend.

Text: If you have an emergency and need help with an assignment, I am also available until 8:00 p.m. through text as well. Please try to email first, as this is my personal phone. My phone number is 713-504-2643.

I. Course Description:
This course examines the inter-relationships among the young child, the home, the school, and the community, with a particular emphasis on parent involvement in schools.

Course Justification: Students will receive extensive course content information via online content modules equivalent to 300 minutes per week for 8 weeks. Students in the course will have weekly readings from the course textbook and content modules. In addition to weekly readings, students will participate in a variety of activities which may include: discussions, assignments, and exams. For every hour a student spends engaging with the course content, they spend at least two hours completing associated activities and assessments.

Course Delivery Modality: The course is offered completely online in an asynchronous form. The course information opens on Monday at 12:01 am and weekly assignments are due Sunday at 11:59 pm unless otherwise stated within the course. An exception is the last week of the course which ends on Friday.
Diversity Statement: James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us/

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
The mission of the Perkins College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development. In the Perkins College of Education, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior

This 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 School of Human Sciences. It also 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 and children.

2. Learners will recognize healthy and unhealthy characteristics pertaining to family relationships and children.

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, students will:

1. Be able to articulate the role of parent involvement in schools and the community.

2. Be able to define family and explain the diversity of family forms as related to the school and community environment.

3. Be able to develop resources for working with families in school and community settings.

4. Be able to discuss research issues related to parenting and/or parent education.

5. Be able to articulate strategies for involving parents in their child's education.

6. Have gained experience in participating in a volunteer capacity related to family, school, and community involvement.

Family Life Educator Certification:

Information from this class should be retained to use for review purposes for the National Council on Family Relations (NCFR) exam. Please visit the NCFR website for more information. The course content in this course (TECA 1303) emphasizes these specific areas associated with the NCFR Family Life Education Content (#s 1, 5, 7, and 9). There are a total of ten content areas in all—but primarily only four are covered in this course:

- **Area I**: Families and individuals in societal contexts - an understanding of families and their relationships to other institutions, such as the educational, governmental, religious, and occupational institutions in society.
- **Area V**: Interpersonal relationships - an understanding of the development and maintenance of interpersonal relationships.
- **Area VII**: Parent education and guidance - an understanding of how parents teach, guide, and influence children and adolescents.
- **Area IX**: Professional ethics and practice - an understanding of the character and quality of human social conduct, and the ability to critically examine ethical questions and issues.

The notes from this class should be retained to use for review purposes for the CFLE exam.

Teacher Certification

Course content in TECA 1311 provides information related to the following standards for the professional qualifying exam (TExES) for students certifying to teach EC-6.
NAEYC Standard II: Candidates know about, understand, and value the importance and complex characteristics of children, 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.

III. Course Assignments, Activities, Instructional Strategies:
Use of technology may include: D2L (My Courses), internet assignment/activities/research, and word processing.

1. TECA 1303 is a D2L enhanced course. Information notices will be posted on the course homepage. The homepage includes icons for class assignments, discussion questions, pop quizzes, exams, and Dropbox assignments. Students are strongly encouraged to contact the instructor and/or other students via the homepage mail icon.

2. Course content is delivered but not limited to class lectures and discussions, D2L (My Courses), scheduled assignments with deadlines, offline reading assignments, online readings and participation, utilizing web pages, Power Points, emails, the Dropbox assignments. Students should check the homepage on a daily basis for notices, mail, and assignments. Neglecting to check the homepage is NOT a valid excuse for missing an assignment due date.

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.

4. Course Points are earned through:

Course Assignments & Activities:
Note: For specific & detailed assignment instructions please check the D2L Course Site. Turnitin will be used to monitor writing originality and plagiarism for written assignments.

1. Syllabus Quiz: A quiz will be given during the first week of class over the syllabus (available online in D2L “Quizzes” module). Please review the syllabus and take the quiz. Not completing the quiz by the due date may result in being dropped from financial aid. The Syllabus Quiz will be worth 25 points.

2. Service-learning Research Paper: This reflection paper is a two part paper designed to get you more familiar with the concept of service-learning and provide some context for why you are asked to do such a project in the course. You will be asked to read several articles (provided to you in Dropbox) and answer questions
about the readings. It should also help you understand what service-learning is in a more full way. Your assignment should be a minimum of 4 pages typed, double spaced, and be turned into Dropbox. The assignment will be run through plagiarism software. Please make sure to paraphrase and use APA citations & formatting. Use your OWN words, do not copy and paste from the articles directly. Read what's written, re-word in your own words, then cite.

This paper is worth **240 points**.

**3. Exams:** There will be 3 multiple-choice exams on information relevant to our textbook and lectures. Exams will cover material from the textbook and D2L Modules. Each exam will have 30-40 multiple-choice questions and will be worth **100 points each**, for a total of **300 points**. Please check the course schedule for due dates and exam availability. Students must have a working computer and internet access, and need to log in promptly to take the exam. Please call the D2L help line at 936-468-1919 for technical assistance M-F 8:00-5:00. Outside of these hours, contact a D2L technician (non-SFA staff) via the home-page “LiveChat” feature. Technical difficulties will not be valid excuses for missing/not finishing exams/quizzes. Avoid waiting until the last moment to take the exam/quiz.

**4. Discussion Board Assignments:**
There will be 3 required discussion board assignments, worth **40 points each**. The purpose of Discussion Board assignments is to reflect thoughtfully and exchange ideas of the academic topics covered in the course. You will benefit from discussions only as much as you put into your posts. Last minute posts that are inaccurate, sloppy, and unclear help no one. You will be required to make Initial Posts and a Response Post for each Discussion Board assignment. You will be placed in groups of 5-10 people to facilitate discussion and will be expected to be discussing topics throughout the week (not just on Sundays!).

**5. Extra Credit:** There will be opportunities to earn Extra Credit in the course. Some of these opportunities are listed on the course calendar while others will be spontaneously announced. These opportunities will be announced to ALL students and no special EC assignments will be offered to individual students.

5. **The time to worry about your grade in this class is at the BEGINNING of the course, not at the end.** If you are as concerned about your grade every day of the semester as most students are on the last couple of days, you will not need to be concerned those last couple of days. The grades you receive throughout the semester will determine your final grade in the course. I will not change the grade you earn. Please do not contact me at the end of the semester with the “story” of why you need me to GIVE you extra points. If you keep up with the work and do your best throughout the semester, you will earn the points you need for the class.
**IV. Evaluation and Assessment:**
The course is graded on a letter grade basis (A-F). The final grade will be determined by a percentage of required points earned. A tentative grading scale is listed below. (The grading scale is subject to change to reflect additional points earned through participation in various in-class activities as assigned by the professor).
Grades are based on the following:

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<thead>
<tr>
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<th>Points</th>
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<tbody>
<tr>
<td>Part 1</td>
<td>120</td>
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<tr>
<td>Part 2</td>
<td>120</td>
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<tr>
<td><em>Service-Learning Research Paper</em></td>
<td><strong>Total: 240 points</strong></td>
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<tr>
<td>Discussion #1</td>
<td>40</td>
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<td>Discussion #2</td>
<td>40</td>
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<tr>
<td>Discussion #3</td>
<td>40</td>
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<td><em>Discussion Boards</em></td>
<td><strong>Total: 120 points</strong></td>
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<tr>
<td>Syllabus Quiz</td>
<td>25</td>
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<tr>
<td>Exam 1</td>
<td>100</td>
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<tr>
<td>Exam 2</td>
<td>100</td>
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<td>Exam 3</td>
<td>100</td>
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<tr>
<td><em>Quiz/Exams</em></td>
<td><strong>Total: 325</strong></td>
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<tr>
<td>Extra Credit</td>
<td>Varies</td>
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<td><strong>Class Total</strong></td>
<td>685</td>
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*A = 89.5-100% B = 79.5-89.4%, C = 69.5-79.4%, D = 59.5-69.4%, F = 0-59.4%*
V. Tentative Course Outline/Calendar:

Dates may change at the discretion of the instructor. Should a date change be required, it will be announced in the course news or on the discussion board. All times listed are Central Standard Time.

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<thead>
<tr>
<th>WEEK</th>
<th>MODULE</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Week of August 23</td>
<td>Welcome to TECA 1303 Theory &amp; Partnerships</td>
<td>● Read Week 1 Module in D2L From textbook: Introduction, &amp; Ch 2.1 and 2.2</td>
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<td></td>
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<td>● Syllabus Quiz due August 29</td>
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<td>● Extra Credit: Intro Discussion due August 29</td>
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<td>Week of August 30</td>
<td>Reading Academic Research &amp; APA Teacher Thoughts and Behaviors Parent Reactions &amp; Attitudes</td>
<td>● Read Week 2 Module in D2L from textbook: Ch 3.1- 3.3</td>
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<td>● APA Handbook: Ch. 2, 6, 7, 8, 9 (optional)</td>
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<td>● Extra Credit: APA Quiz #1 due September 5</td>
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<td></td>
<td></td>
<td>● Read in D2L from textbook: Ch:3.4-3.6</td>
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<td>● Discussion 1 due Thur &amp; Sun</td>
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<td>Week of September 6</td>
<td>Student Thoughts on Parental Involvement</td>
<td>● Exam 1 due September 12</td>
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<td>● Read Week 3 Module in D2L From textbook: Ch. 3.7-3.9</td>
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<td>Week of September 13</td>
<td>Homework Homework Debate Policy</td>
<td>● Read Week 4 Module and in APA Handbook: Ch. 2, 6, 7, 8, 9 (optional)</td>
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<td>● Extra Credit: APA Quiz #2 due Sept. 19</td>
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<td>● Discussion 2 due Thr &amp; Sun</td>
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<td>Week of September 20</td>
<td>Exam</td>
<td>● Read Week 5 Module in D2L From textbook: Ch 4-4.3</td>
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<td>● Exam 2 due September 26</td>
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<td>● Discussion 3 due Thr &amp; Sun</td>
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<tr>
<td>Week of September 27</td>
<td>Creating Partnerships TIPS</td>
<td>● Read Week 6 Module in D2L From textbook: Ch 5-5.1; Ch 6-6.3</td>
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<td></td>
<td>● APA Handbook: Ch. 2, 6, 7, 8, 9 (optional)</td>
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<td></td>
<td>● Extra Credit: APA Quiz #3 due October 3</td>
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<td>● Service-Learning Research Paper due Oct. 3</td>
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<tr>
<td>Week of October 4</td>
<td>Review Exam</td>
<td>● Read Week 7 Module &amp; from textbook: Ch 7</td>
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<td>● Exam 3 (Final) due by Thursday October 7</td>
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All dropbox items are due at 11:59pm on the due date- No late work is accepted.

VI. Readings (Required and recommended- including texts, websites, articles, etc.)

Required:
The ebook/book is available for rent ($6.05) via vitalsource.com

The 4th edition of the textbook is currently available via the SFA library, however, access to the book can change throughout the semester and may become unavailable

**Recommended:**


**NOTE:** Some lectures require online readings. Online links to articles are provided to you in D2L in these cases.

**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: 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 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:**
**Class Attendance and Excused Absence: Policy 6.7**
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one
week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Professionalism Work Policies:  
**Late Work receives no points.** Under extenuating circumstances such as health reasons, family emergencies, or student participation in approved university-sponsored events are always considered.

- Late work that is approved by the instructor must be turned in no later than one week after the due date.
- Complete all assignments independently unless otherwise stated by the instructor.
- Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**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. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**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;
- 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;
- 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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**Student Code of Conduct: Policy 10.4**
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm. 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 Early Alert Program at SFA.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential.
**On-campus Resources:**
SFASU Counseling Services  
www.sfasu.edu/counselingservices  
3rd Floor Rusk Building  
936-468-2401  

SFASU Human Services Counseling Clinic  
www.sfasu.edu/humanservices/139.asp  
Human Services Room 202  
936-468-1041  

**Crisis Resources:**  
Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline  1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741

**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/ <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.

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.

IX. Other Relevant Course Information:

Students experiencing food insecurity and student-parents in need of baby- and toddler-related items:

The Pantry is a food pantry at SFA on the 3rd floor of the Student Center (3.201) that works to help alleviate hunger among students. Thanks to OWLE (Organization for Women’s Leadership and Equity), the newly formed professional women’s organization on campus, baby- and toddler-related items are also now available for distribution. The pantry currently has diapers, formula, pacifiers, and other miscellaneous items.

If you have need, fill out the form on the linked website and someone from OWLE will contact you about how to pick up items.

**Please note, if you are unable to come during the regularly scheduled distribution time, anyone in the 3rd floor Student Affairs office can unlock the pantry for you at any time!

Details about SFA's Organization for Women's Leadership and Equity can be found here: [https://owle12.wixsite.com/owle](https://owle12.wixsite.com/owle)