## INSTRUCTOR INFORMATION

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Tracey Covington Hasbun, Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>ECRC 209G</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:tlcovington@sfasu.edu">tlcovington@sfasu.edu</a></td>
</tr>
<tr>
<td>Office Phone</td>
<td>(936) 468-2904</td>
</tr>
<tr>
<td>Office Hours</td>
<td>M 10:00-1:00 T-10:00-11:00 W-10:00-11:00 *All office hours are virtual</td>
</tr>
<tr>
<td>Office Hour Links</td>
<td>N/A</td>
</tr>
<tr>
<td>Other Contact Info:</td>
<td>Please always contact me through email within the course in D2L.</td>
</tr>
</tbody>
</table>

## SECTION 1: COURSE INFORMATION

<table>
<thead>
<tr>
<th>COURSE TIME AND LOCATION:</th>
<th>TR, 2:00-3:15, ECRC 205</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE MODALITY:</td>
<td>F2F</td>
</tr>
<tr>
<td>CREDIT HOURS:</td>
<td>3</td>
</tr>
</tbody>
</table>

### COURSE BULLETIN DESCRIPTION

A comprehensive introduction to the fundamental principles, theories, and practices that underpin the field of early childhood education with a focus on equipping teacher candidates’ deep understanding of the developmental knowledge, pedagogical approaches, and standards relevant to working with young children from birth to eight years old. This is a 3-credit-hour lecture and field course.

### COURSE JUSTIFICATION

ECED 3300, “Foundations of Early Childhood” (3 credit hours) spans 16 weeks in a face-to-face lecture with field experience course, requiring students to engage the D2L modules for at least three hours per week. Students will have weekly reading assignments and are expected to participate in in-class Discussions, Dropbox assignments, and Quizzes. Additionally, students will have six hours of Lab observations throughout 16 weeks. All course activities will require a minimum of two hours of work each week to complete course activities and written assignments.

### CO-REQUISITES (Courses taken with this course.)

None

### PRE-REQUISITES (Courses that must be completed before taking this course.)

TECA 1311

### PCOE DIVERSITY STATEMENT

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect and shared responsibility, faculty, staff and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion and spiritual values in order to enhance the quality of life in a diverse, global community.
## Section II: Intended Learning Outcomes/Goals/Objectives

<table>
<thead>
<tr>
<th>Perkins College of Education Vision, Mission, Goals, and Core Values (VMGV) General Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each assignment in ECED 3300 is designed to reinforce the shared vision and purpose of the SFASU College of Education. It is this philosophy and vision that helps distinguish our graduates from those of other institutions. Please review the Perkins College of Education Vision, Mission, Goals and Core Values (VMGV) below.</td>
</tr>
</tbody>
</table>

### Vision of the College of Education

The Department of Education Studies will be a leader in preparing professionals to have a positive impact on advocacy, teaching and learning in a diverse and evolving world.

### Mission Statement of the College of Education

The Department of Education Studies prepares professionals to become reflective and informed practitioners, social justice advocates, and transformational leaders in their professional fields and in the larger society. To that end, we demonstrate and foster in one another creativity, critical insight, empathy, intellectual courage, and civic engagement, everlasting grounds for lifelong inquiry and the foundations for democratic citizenship.

### Values of the College of Education

**Integrity:** We follow moral and ethical principles in all aspects of life, including professional areas at work such as decision making, interacting honestly with colleagues, and serving students and the community in general.

**Diversity and Inclusion:** We honor, respect, and affirm difference. We thrive in democratic engagement and perform based on the quality and strength of our inclusive social connections, openness to learning from and with others and the depth of the decision-making mindset that it generates.

**Reflective Informed Practice:** We critically reflect on our actions, creatively engage in a process of life-long continuous learning, and are committed to collaborative pedagogical relationships based in sound theory, consistent praxis and academic excellence in benefit of our students.

**Equity and Social Justice:** We believe that each person should have equal access to well-being, health, education, wealth, opportunity and justice. We believe that resources should be distributed equitably. We nurture empathy and a spirit of service in our students, equip them with critical frames of understanding and prepare them to become agents of social change.

**Democratic Citizenship:** We believe that, as a community of learners, faculty, students, and staff have an active investment in true voice expression and active participation in decision making.
### PROGRAM LEARNING OUTCOME (PLO) 1: Understanding and Addressing Each Child’s Developmental

Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning. (CAEP 1: AMLE 1)

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENTS/ASSIGNMENT DESCRIPTION</th>
<th>ASSOCIATED STANDARDS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1a Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children.</td>
<td>SLO 1a.1 Assessment – Theory/theorist research for Final Exam</td>
<td>TSI2.13K; Technology 2.8s, 3.1k, 3.1s, 3.2s, 6.29s, 6.1k; PE3.7k; PPR2.13k; InTASC1d, 2g,7i</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SLO 1a. 2 Assessment – History and Educational Models quiz</td>
<td>PPR1.11k; TS3Aiii; InTASC 4o</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SLO 1a. 3 Assessment – Field of Early Childhood Education quiz</td>
<td>PPR1.11k; TS3Aiii; InTASC 4o</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SLO 1a. 4. Assessment – What is Play? assignment</td>
<td>Technology 3.3k, 3.1s, 3.3s, 5.6s, 6.5s; PE1.4k; InTASC5e</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SLO 1a. 5 Assessment – Understanding and Supporting Play quiz</td>
<td>PE1.9k</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SLO 1a.6. Assessment - Child Development Quiz</td>
<td>PPR1.1k,1.2k; PE1.5k, 2.2k, 4.1k, 4.2k, 4.3k, 5.2k, 5.3k; InTASC8j</td>
<td></td>
</tr>
</tbody>
</table>

### PROGRAM LEARNING OUTCOME (PLO) 2: Understanding and Applying Content and Curricular Knowledge for Teaching

Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies. (CAEP 2; AMLE 2)

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENTS/ASSIGNMENT DESCRIPTION</th>
<th>ASSOCIATED STANDARDS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 2a Candidates apply their understanding of major concepts, skills, and practices in the curriculum.</td>
<td>SLO 2a.1 Assessment – Curriculum quiz</td>
<td>PPR1.19k,1.23s; InTASC 4j,5i,5j,5q,9a; TS1Bi; InTASC5j,7a,7h,8k</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SLO 2a. 2 Assessment - Curriculum Planning assignment</td>
<td>PPR2.21k, 2.22k, 2.23k; InTASC4j,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SLO 2a.3 Assessment – Childcare visit 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners’ diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation and promote students social and emotional development. (CAEP 3; AMLE 2)

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENTS/ASSIGNMENT DESCRIPTION</th>
<th>ASSOCIATED STANDARDS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 3.a – Candidates plan instruction including goals, materials, learning activities and assessments.</td>
<td>SLO 3a.1 Assessment – Modification vs. Accommodation</td>
<td>PPR1.3k; TS1Ci,2Ci,2Bii, 2Biia, 5Aii; InTASC 1h,2f,2g,2m,3i,8a,8p,10j</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SLO 3a.2 Assessment – Learning Environment quiz</td>
<td>PPR2.1k,2.2k,2.6k,2.8k,2.19k,2.20k,2.3s,2.18s,4.12k; TS4Ai,4Aiii,4Bi,1Di,4Bii,6Ai; PPR11.2K,II2.2K,II2.3K; InTASC 2n,3c,3d,3j,3k,4q,5c,5s,8h,9e,9g,9l,9m,10o;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SLO 3a.3 Assessment – Curriculum quiz</td>
<td>PPR1.19k,1.23s; InTASC 4j,5i,5j,5q,9a;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SLO 3a.4 Assessment - Curriculum Planning assignment</td>
<td>TS1Bi; InTASC3b,7a,7h</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SLO 3b.1 Assessment – Modification vs. Accommodation</td>
<td>PPR 1.3k; TS2Ci; InTASC 1h,2f,2g,2m,8a,8p,10j</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SLO 3b.2 Assessment – Including All Children quiz</td>
<td>PPR 2.21k, 2.22k, 2.20s; TS4Bii,2Aii,2Bii,2Biii; InTASC 2h,3c,3d,3j,8h; SS9.19k, 9.20k;</td>
<td></td>
</tr>
</tbody>
</table>

**PROGRAM LEARNING OUTCOME (PLO) 4: Supporting Each Child’s Learning Using Effective Instruction:** Candidates make informed decisions about instruction guided by knowledge of children and assessment of children’s learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate and use whole class discussions to support and enhance children’s learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child. (CAEP 4; AMLE 4)

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENTS/ASSIGNMENT DESCRIPTION</th>
<th>ASSOCIATED STANDARDS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 4.a Candidates learn to make informed decisions about instruction guided by knowledge of children and assessment of</td>
<td>SLO 4a.1 Assessment – Childcare visit 1</td>
<td>PPR11.2k,II2.2k,II2.3k; 2.22k, 2.23k; InTASC3l,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SLO 4a.2 Assessment – Childcare visit 2</td>
<td>PPR11.2k,II2.2k,II2.3k; II2.13k.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SLO 4a.3 Assessment – Childcare Visit 4</td>
<td>PPR11.25k,II1.26k; InTASC6j,6l,9h</td>
<td></td>
</tr>
</tbody>
</table>
children’s learning that result in the use of a variety of effective instructional practices.

| SLO 4a.4 Assessment – Heath, Safety, & Well-being Quiz | PPR II2.21k,II2.22k,II2.23k; InTASC6j,6k |
| SLO 4a.5 Assessment – Observing & Assessing Young Children Quiz | PPRI1.25k,1.26k; |

**PROGRAM LEARNING OUTCOME (PLO) 5: Developing as a Professional:** Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community. (CAEP 5; AMLE 5)

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENTS/ASSIGNMENT DESCRIPTION</th>
<th>ASSOCIATED STANDARDS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 5.a - Candidates participate in peer and professional learning communities to enhance student learning.</td>
<td>SLO 5a.1 Assessment – Interview a Teacher Discussion Board</td>
<td>PPRII2.1k,II2.2k,II2.3k; 2.22k, 2.23k, II2.13k.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SLO 5a.2 Assessment – Childcare visits 1, 2, 3, 4, 5, &amp; 6</td>
<td>PPR4.9k,4.12s,TS6Aiii; InTASC 9b,9h,9n,10r; ISTE 2c,3b,5b; 4.9k, 4.12s, 4.13s</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SLO 5a.3 Assessment – The Teacher quiz</td>
<td>PPRII2.1k,II2.2k,II2.3k; 2.22k, 2.23k, II2.13k; InTASC7g,9i,9j</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SLO 5a.4 Assessment - Partnerships with Families Quiz</td>
<td>PPR IV4.1k,IV4.2k; InTASC 2k,10m</td>
<td></td>
</tr>
</tbody>
</table>
The following assignments must be completed and submitted according to the directions in the course modules:

<table>
<thead>
<tr>
<th>ECED 3300 Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who Am I in the Lives of Children Chapter Quizzes (12 @ 10 pts. each)</td>
<td>120</td>
</tr>
<tr>
<td>POW Discussion</td>
<td>10</td>
</tr>
<tr>
<td>Interview a Teacher Discussion</td>
<td>10</td>
</tr>
<tr>
<td>What is Play? Assignment</td>
<td>20</td>
</tr>
<tr>
<td>Modification vs. Accommodation</td>
<td>20</td>
</tr>
<tr>
<td>Curriculum Planning Assignment</td>
<td>25</td>
</tr>
<tr>
<td>6 Childcare Visits (6 @ 20 pts. each)</td>
<td>120</td>
</tr>
<tr>
<td>Theory/Theorists Assessment (Final Exam)</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>425</strong></td>
</tr>
</tbody>
</table>

**SECTION III: COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY**

**LOCATION OF ASSIGNMENTS**
Assignments, assessments, and discussion links are presented in D2L. It is your responsibility to complete work ONLY AFTER you have read the assigned information in the text and modules. Going straight to the assignments IS NOT considered responsible and may show in your work. This course may be accessed through MySFA or directly at https://d2l.sfasu.edu/

**ACCESSING ASSIGNMENTS ON D2L**
You must have a browser that supports D2L at SFA. All necessary software information is available from SFAOnline.

Know that if you intend to use a "dial-up" connection to access the Internet and this course that you may experience long wait times for files to download and you MAY NOT be able to view all pages in the course. Not being able to view all information is NOT a valid reason to miss requirements. Please make arrangements ahead of time to ensure that you are able to access all components of this online course and are able to log in to the course daily.

Some files, at first appearance, may be distorted; however, all word and PDF files can be opened by downloading the document. All videos and links can be accessed by opening the document in a new tab.

If you encounter issues with D2L, please contact the Office of Instructional Technology (OIT) at 936-468-1919.

**FORMATTING REQUIREMENTS OF ASSIGNMENTS**
All assignments must be submitted as required (word, PDF, PPT, video). HEIC files are not compatible with the d2L system. Unless noted otherwise written assignments must be typed and submitted as a Microsoft Word document online through D2L. You are responsible for checking your attachments to ensure it is in the correct format. Assignments submitted in an incorrect file type may earn a grade of zero.

**ASSIGNMENT DEADLINES**
All assignments are due according to the dates listed on the course timeline. Late work receives no credit unless there is prior approval from the Instructor.

If you experience extenuating circumstances, contact the instructor via D2L email prior to missing the due date. In the event of a truly extenuating circumstance (e.g., you are in the hospital for several days) that prevents you from contacting the instructor ahead of time, you must contact the instructor via D2L email within 24 hours of missing an assignment to make arrangements for making it up. Please be aware that you may be asked to provide documentation of the extenuating circumstance and that the instructor reserves the right to not grant an opportunity to submit a missed assignment, in which case a grade of zero will be earned. A broken computer or no internet is not an acceptable excuse for not completing work by the required deadlines.

**QCLASSROOM REQUIREMENTS**
This course uses the QClassroom data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking
educator certification through the Perkins College of Education. Support emails will come from qclassroom@sfasu.edu

This course requires that you submit designated assignments to Q Classroom by submitting required documents to the assigned Dropbox in the d2L course connected to Q Classroom. Assignments submitted to d2L/Q Classroom are related to accountability and accreditation measures for Education Studies. Scoring guides for these assignments are located in the d2L course and Q Classroom.

This course requires that you submit designated assignments to Q Classroom.
the Placement Verification documentation
Early Childhood Facility Observation Time log

Failure to upload the required documents into d2L/Q Classroom will result in zero credit being received for those assignments.

ASSIGNMENTS/ASSOCIATED STANDARDS/POINTS
Assignments will be given to enhance the teacher candidate’s understanding of content, pedagogy, and professional standards. Assignments will be submitted via D2L, unless otherwise specified by your instructor.

To enhance learning in this course, assignments may be altered, or additional assignments may be added as the need arises.

A list of assignments can be found in the PLO/SLO/Assessment Chart located above in Section II.

Assignment Policy — Students must complete all assignments including documentation when required. Students are expected to complete assignments on the due date shown in the course timeline. Failure to complete course work will result in a grade of zero, or “Fail”, for the assignment. Repeated failure to complete course work may result in an automatic reduction of the final course grade earned. Of course, extenuating circumstances are always considered, but communication with the instructor is essential. Communicate with your instructor BEFORE, not after, problems occur with course requirements.

SECTION IV: EVALUATION OF ASSESSMENTS (GRADING)

GRADING SCALE FOR PREFIX/COURSE NUMBER
Descriptions and point values of assignments/assessments are listed in the chart located in Section II. All rubrics used for scoring assignments are located in the d2L course.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Value</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>90%-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>80%-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>70%-79%</td>
</tr>
<tr>
<td>F</td>
<td>69 or fewer</td>
<td>0%-69%</td>
</tr>
</tbody>
</table>

You must earn a “C” or better in the course. Anything below a “C” is an “F”, no “D” will be awarded.

PROFESSIONALISM
Professionalism is expected for all students in all courses whether fully online, hybrid or face-to-face.

Candidates are expected to be professional at all times. Behaving unprofessionally can adversely affect the candidate’s grade. Candidates are subject to loss of points and/or a course letter grade for behavior unbecoming a professional teacher candidate as determined by instructor discretion. Each teacher candidate exhibits professionalism by:

- attending/participating in all class meetings in accordance with the policies of the university; [http://www.sfasu.edu/policies/class_attendance_excused_abs.asp](http://www.sfasu.edu/policies/class_attendance_excused_abs.asp)
- becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism; [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)
- contacting the professor prior to missing a class assignment;
- reading course outline/syllabus and following directions for assignments;
- reading each assigned reading by the stated due date;
- completing ALL ASSIGNMENTS/QUIZZES independently unless otherwise stated by the instructor;
- completing ALL ASSIGNMENTS/QUIZZES on or before the due date;
• submitting ALL WORK in order to complete this course;
• being prepared for quizzes and exams;
• participating intelligently in all class discussions;
• completing the end-of-course online evaluation;
• being professional in demeanor, attitude; and
• maintaining confidentiality at all times.

Professionalism is also considered when teacher candidates take time to help fellow peers who have difficulty reading/finding specifics in the course. Teacher candidates who help fellow peers remain positive and promote change for efficiency in teaching will also be considered to promote professionalism. Being negative is not considered professional.

WORK POLICY EXPECTATIONS

• Late Work— Late work receives no credit unless there is prior approval from the instructor.
• Make-up Work Policy— The decision whether to accept make-up work is at the discretion of the instructor.
• “Redo Work” Policy— Some assignments may be subject to editing and resubmission at the discretion of the instructor. In this event, the resubmitted work is due no later than one week, or the deadline specified by the instructor. Edited work resubmitted without the original work will not be accepted.

Students must submit all assignments in the requested format found in the assignments.

TEACHER CANDIDATE PROFESSIONALISM EXPECTATIONS

**Academic Honesty:** Teacher candidates must complete original assignments and/or give credit to individuals if using resources to prepare assignments. The teacher candidate understands that original material not created by the teacher candidate is the intellectual property of another (plagiarism) and may not be published in any format or third-party site without written permission from the owner (collusion).

• **Self-plagiarism** is reusing your own specific wording and ideas from work that you have previously submitted.
• **Collusion** is a form of cheating which occurs when a submission restricted to individual effort is shared with another individual through direct contact or third-party resources allowing another individual to use and submit the copied work as their own.

*Please see section on Academic Dishonesty. Please also note that the Instructor of this course does not permit Artificial Intelligence (AI), in any form, and does not permit collusion.

**Appearance:** Teacher candidates must be appropriately dressed for the required setting. When engaging with students, whether in person or in virtual formats, candidates dress according to the campus dress code.

**Assigned Responsibilities:** While in field placements, teacher candidates must follow the lead of the mentor teacher to carry out all responsibilities with enthusiasm while demonstrating initiative. Candidates are encouraged to focus on their own personal experience rather than the experiences of other teacher candidates.

**Attendance:** Teacher candidates must follow all policies and procedures as outlined in this syllabus. **REGULAR ATTENDANCE IS MANDATORY.** Absences must be made up hour-for-hour for field experiences.

**Interpersonal Communication:** Teacher candidates must demonstrate collaborative efforts with mentor teachers, other teacher candidates, and instructors/professors. Candidates are expected to respond professionally to peers, mentors, the site coordinator, and others on the campus. The candidate will maintain professional communication about individuals and groups associated with SFASU and partnering facilities on all social and print media published and/or shared with others.

• When you email any representative from the Education Studies department, remember that you are emailing a professional. Look at what you have typed before you send the email. Remember to begin the email with an appropriate salutation and to end by signing your name. Make sure that the email includes a specific question and/or provides clear information. Make sure to proofread for typos prior to sending. You should expect a response within 48 hours of sending your email. If you do not receive an answer in 48 hours (during the week), please re-send the email. The weekend is not a time when emails are checked regularly and instructors may not check email outside of normal working hours. If you email Friday night, you may not receive a response until Monday. Check your email daily so you do not miss course information and announcements.

**Professionalism and Commitment:** Teacher candidates are expected to employ effective teaching strategies. Candidates must demonstrate a commitment to the teaching profession by being punctual, attending ALL lab and university classes, attending all stated meetings, exhibiting enthusiasm and initiative, and maintaining confidentiality at all times (inside and outside of school).

**Professional Demeanor:** Teacher candidates must maintain a high level of professionalism, including a professional demeanor which includes presenting ones’ self in a professional manner, refraining from activities that may interfere with your professionalism the next day, maintaining a drug free and alcohol-free body, practicing appropriate language, and
maintaining confidentiality at all times, including the use of social media. Teacher candidates are expected to communicate professionally in verbal and written communication (including electronic communication) when communicating with students, peers, mentor teachers, and site supervisors. Electronic devices, including cell phones, are not allowed in any mentors’ classrooms without prior approval from the site supervisor.

**Punctuality:** Teacher candidates should arrive to class and field experience locations ten (10) minutes prior to the report time. **To be “on time” is to be late.** Teacher candidates are expected to remain in class setting requirements for the expected time. Candidates may be required to document. Punctuality expectations also apply to virtual observations.

### CONSEQUENCES OF UNPROFESSIONALISM

A combination of any three behaviors that display a lack of professionalism will result in a 10-point reduction in your overall course grade. The candidate will also be referred to the Program Review Panel, which may result in failure.

- 1st Professionalism Behavior Concern – Email from course instructor
- 2nd Professionalism Behavior Concern – Meeting with course instructor
- 3rd Professionalism Behavior Concern – Referral to Program Review Panel

Examples of behaviors that signify lack of professionalism include but are not limited to the following: inappropriate dress, tardiness, unexcused absences, late assignments, academic dishonesty, and ongoing submission of incorrect assignments.

Note, a combination of three behaviors can come from one professionalism component (i.e., being absent 3 times). The professor has discretion as to what is considered professional behavior in the lecture classroom and in the childcare visits (field experiences).

### TEXAS EDUCATORS’ CODE OF ETHICS

In addition to the Professionalism expectations provided above, all teacher candidates are expected to adhere to the Texas Educators’ Code of Ethics. Any violation of the Texas Educators’ Code of Ethics will be reviewed by a Program Review Panel and may result in failure of the course and/or dismissal from the program.

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.

Additional information can be found in the Texas Administrative Code, Chapter 247: Educators’ Code of Ethics via the website below. [https://tea.texas.gov/index2.aspx?id=2147501244](https://tea.texas.gov/index2.aspx?id=2147501244)

### ATTENDANCE AND PARTICIPATION REQUIREMENTS

At the beginning of the semester, candidates must complete an assignment that signifies their reading of the course syllabus and participation in the class. For reporting purposes, a student who does not attend class and/or shows participation will be dropped from financial aid for the course. Regular attendance and participation may affect your final grade in the course.

### CERTIFICATION/LICENSING REQUIREMENTS

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/.

1. 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.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.

2. 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.

SECTION V: TENTATIVE COURSE TIMELINE

The tentative course overview calendar is located below and a more detailed timeline included as a separate document in D2L. Although all sections of this course may follow a uniform course calendar, individual course instructors may adjust the course outline and calendar when special circumstances require adjustments to the timeline.

Unless noted differently, all assignments listed under the TASKS TO COMPLETE column are due by Sunday at 11:59 p.m. Central Standard Time (CST). Initial Discussion posts are due on Thursday at 11:59 p.m. CST and replies to classmates’ Initial posts are due on Sunday at 11:59 p.m. CST.

<table>
<thead>
<tr>
<th>Week and Date</th>
<th>Module(s)</th>
<th>Actions to be Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Let’s Begin, Syllabus &amp; Timeline, Q Classroom, APA</td>
<td>In Class-Course Overview and Getting to Know You Activities. Complete the Background check form.</td>
</tr>
<tr>
<td>(8/28-9/03)</td>
<td>Let’s Begin</td>
<td>• Read all information prior to Let’s Begin, Syllabus &amp; Timeline, Q Classroom, APA</td>
</tr>
<tr>
<td></td>
<td>Module 1 - Power of Our Words</td>
<td>In Class-Activities Related to Power of Our Words and Teacher’s Language (Discussion Assignment PART ONE &amp; PART TWO)</td>
</tr>
<tr>
<td>Week 2</td>
<td>Module 2 - The Teacher</td>
<td>• Read all Module information + assigned textbook pages; view all videos</td>
</tr>
<tr>
<td>(9/4-9/10)</td>
<td>Module 2 - The Teacher</td>
<td>In Class-Activities Related to The Teacher-Interview a Teacher, Lab Visits...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Read all Module information + assigned textbook pages</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete The Teacher Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Submit Childcare Visit 1 to the dropbox</td>
</tr>
</tbody>
</table>
| Week 4  
| (9/18-9/24) | - Module 3 - Child Guidance | - In Class-Activities Related to Relationships and Guidance  
| | | - Read all Module information + assigned textbook pages  
| | | - Complete Relationships and Guidance Quiz  
| | | - Gather information on Theories/Theorists for Final Exam – Skinner, Kohn, Behaviorism [keep for your own notes, see module page for more information]  
| Week 5  
| (9/25-10/1) | - Module 4 - The Field of Early Childhood Education | - In Class-Activities Related to The Field Of Early Childhood Education-Program Goals, DAP, Guidelines, Lab Visits…  
| | | - Read all Module information + assigned textbook pages  
| | | - Complete Field of Early Childhood Education Quiz  
| | | - Submit Childcare Visit 2 to the dropbox  
| Week 6  
| (10/2-10/8) | - Module 5 - History of Early Childhood Education | - In Class-Activities Related to History of Early Childhood Education-Education Models Discussion & Activity.  
| | | - Read all Module information + assigned textbook pages  
| | | - Complete History of Early Childhood Education Quiz  
| | | - Gather information on the Theories/Theorists for Final Exam – Erickson, Maslow, Darwin, Pavlov  
| Week 7  
| (10/9-10/15) | - Module 6 - The Learning Environment | - In Class-Activities Related to The Learning Environment-…  
| | | - Read all Module information + assigned textbook pages  
| | | - Complete The Learning Environment Quiz  
| Week 8  
| (10/16-10/22) | - Module 7 - Understanding and Supporting Play | - In Class-Activities Related to Understanding and Supporting Play-What is Play Activity?, Lab Visits…  
| | | - Read all Module information + assigned textbook pages  
| | | - Complete Understanding and Supporting Play Quiz  
| | | - Submit Childcare Visit 3 Activity to Dropbox  
| Week 9  
| (10/23-10/29) | - Module 8 - Child Development | - In Class-Activities Related to Child Development-  
| | | - Read all Module information + assigned textbook pages; view all videos  
| | | - Complete Child Development Quiz  
| | | - Submit What is Play Activity/ to Dropbox AFTER In-Class Discussion  
| Week 10  
| (10/30-11/5) | - Module 9 - Observing and Assessing Children | - In Class-Activities Related to Observing and Assessing Children, Lab Visits…  
| | | - Read all Module information + assigned textbook pages  
| | | - Complete Observing & Assessing Young Children Quiz  
| | | - Submit Childcare Visit 4 Activity to Dropbox  
| Week 11  
| (11/6-11/12) | - Module 10 - Partnerships and Families | - In Class-Activities Related to Partnerships and Families.  
| | | - Read all Module information + assigned textbook pages  
| | | - Complete Partnerships with Families Quiz  
| | | - Gather information on the Theories/Theorists for Final Exam – Dewey, Gesell, Hall, Maturationism  
| Week 12  
| (11/13-11/19) | - Module 11 - The Curriculum | - In Class-Activities Related to The Curriculum, Blooms Taxonomy & Planning.  
| | | - Read all Module information + assigned textbook pages  
| | | - Complete The Curriculum Quiz  

### Week 13 (11/20-11/26)
- **Module 12 - Including All Children**
- **In Class-Activities Related to Including All Children Modification vs. Accommodation Assignment**
  - Read all Module information + assigned textbook pages
  - Complete the Including All Learners Quiz
  - Submit Modification vs. Accommodation to Dropbox

### Week 14 (11/27-12/3)
- **Module 13 - Health, Safety, & Well-Being**
- **In Class-Activities Related to Health, Safety, & Well-Being, Lab Visit…:**
  - Read all Module information
  - Complete the Heath, Safety, & Well-being Quiz
  - Submit Childcare Visit 5 Activity to Dropbox

### Weeks 15 (12/4-12/10)
- **Module 14 - Humane Education**
- **In Class-Activities Related to Humane Education**
  - Read all Module information
  - Gather information on Theories/Theorists for Final Exam – Thorndike, Watson, Montessori, Bruner
  - No Quiz – Begin preparing for the final exam.
  - Submit Childcare Visit 6 Activity to Dropbox

### Weeks 16 (12/11-12/15)
- **Module 15 - Final Thoughts**
- **Final Thoughts & Final Examinations**
  - Read all Module information
  - Complete Final Exam in Quizzes tool (According to University Finals Schedule).

### SECTION VI: ADDITIONAL RESOURCES TO SUPPORT LEARNING

#### READINGS

**REQUIRED READING:**


This book will guide our learning throughout the course and enable us to enhance our knowledge base. *This is a good book to rent, you will only need it for this course.*

#### COURSE REFERENCES


#### Q CLASSROOM STATEMENT

This course requires that you submit designated assignments to Q Classroom by submitting required documents to the assigned Dropbox in the d2L course connected to Q Classroom. Assignments submitted to d2L/Q Classroom are related to accountability and accreditation measures for Education Studies. Scoring guides for these assignments are located in the d2L course and Q Classroom.
Failure to upload the required documents into d2L/Q Classroom will result in zero credit being received for those assignments.

SECTION 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!

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.

SECTION VIII: OTHER RELEVANT COURSE INFORMATION

REPEATING THIS COURSE POLICY

If you are repeating this course for a second time, then ALL of your work must be original to the repeated course. That means work from a previous semester of this course may not be resubmitted in the repeated course. Work of any kind submitted from a prior semester will receive a score of “0” with no redo available. Work of any kind submitted by another student who completed this course is grounds for academic dishonesty/plagiarism review.

NONDISCRIMINATION

“No person shall, on the basis of race, color, religion sex, age, national origin, handicap, or veteran status, be subjected to discrimination or be excluded from participation in or be denied the benefits of employment or any educational program or activity operated by Stephen F. Austin State University.” (Reference: SFASU General Bulletin 2004-2005) (see Discrimination Complaints/Sexual Harassment E-46: http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf)

FIELD OBSERVATION HOUR REQUIREMENTS

This course requires observation and/or participation in a classroom. If you are a face-to-face candidate, you will be placed in a classroom by your instructor. If you are enrolled in the online Link-ED program, you provided the school information where you will complete your observations/participation when you completed the partnership agreement for the Link-ED application. If your placement has changed, a new partnership agreement is required. For this course you will complete a total of 6 hours across 16 weeks. You will complete an attendance form that must be signed by the classroom teacher at the end of the semester. Any absences must be made up hour for hour no later than the Friday before finals week.

FIELD ATTENDANCE AND ENGAGEMENT REQUIREMENTS

This course requires specific requirements when you engage in the PK-8 classroom and weekly class/lab. The course syllabus will provide specific requirements for engagement for this course. For attendance, it is the responsibility of the candidate to contact the mentor teacher and/or instructor when absent from a scheduled time. Your time attendance will be monitored using your time log and you may be required to submit periodically to d2L.

Field Attendance Time Requirement:
Weekly Class Time Requirement:
SECTION IX: UNIVERSITY POLICIES

STUDENT ETHICS AND OTHER POLICY INFORMATION (WWW.SFASU.EDU/POLICIES)

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.

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;
- 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.

*Please note that the Instructor of this course does not permit Artificial Intelligence (AI), in any form, and does not permit collusion.

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.
- 1st Time – Conference with course instructor and zero for assignment
- 2nd Time – Conference with course instructor and chair of department (failure of course discussion)
- 3rd Time – Conference with course instructor, chair of department and dean of college

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

Upon the request from student to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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

Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with university resources without prior approval from university officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct.

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.

STUDENT SUPPORT

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](http://www.sfasu.edu/counselingservices), Health and Wellness Hub (corner of E. College and Raguet), 936-468-2401
- SFASU Human Services Counseling Clinic, [www.sfasu.edu/humanservices/139.asp](http://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