## ECED 5300, Foundations of Early Childhood

### COURSE SYLLABUS

**Fall 2023**

### INSTRUCTOR INFORMATION

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Dr. Yuan He</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Office Location</strong></td>
<td>ECRC 201L</td>
</tr>
<tr>
<td><strong>Email</strong></td>
<td><a href="mailto:Hey2@sfasu.edu">Hey2@sfasu.edu</a></td>
</tr>
<tr>
<td><strong>Office Phone</strong></td>
<td>936-468-4098</td>
</tr>
<tr>
<td><strong>Office Hours</strong></td>
<td>TR 9:30 am – 12:00 pm</td>
</tr>
<tr>
<td><strong>Office Hour Links</strong></td>
<td><a href="https://sfasu.zoom.us/j/99251897106?pwd=K044YVVhdzN3NWdWa1VVb0dYNkd3Z09">https://sfasu.zoom.us/j/99251897106?pwd=K044YVVhdzN3NWdWa1VVb0dYNkd3Z09</a></td>
</tr>
<tr>
<td><strong>Other Contact Info:</strong></td>
<td>410-831-9162</td>
</tr>
</tbody>
</table>

### SECTION 1: COURSE INFORMATION

<table>
<thead>
<tr>
<th>COURSE TIME AND LOCATION:</th>
<th>Online, D2L</th>
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</thead>
<tbody>
<tr>
<td>COURSE MODALITY</td>
<td>FULLY ONLINE</td>
</tr>
<tr>
<td>CREDIT HOURS:</td>
<td>3</td>
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### COURSE BULLETIN DESCRIPTION

This course is an investigation of APA format and style, theories, NAEYC standards, and current issues. The topics include APA general format, in-text citations, references, professional roles and responsibilities within NAEYC, influential educators and programs, the early childhood profession standards one through six, diverse families, bilingual education, public policy English learners, and social justice standards. The topics will be presented in materials reading, quizzes, interviews, field experiences, reflective writings, and discussions.

### COURSE JUSTIFICATION

ECED 5300, “Foundations of Early Childhood” (3 credit hours) spans 16 weeks with online delivery. Students will have weekly reading assignments and are expected to participate in Discussion boards, Dropbox assignments, and Quizzes. All course activities will require a minimum of 7 hours of work each week to prepare and engage in this course.

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

| NA |

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

| Acceptance to Graduate School |

### 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.
Each assignment in ECED 5300 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.

**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 lifelong 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.
<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><strong>PROGRAM LEARNING OUTCOME (PLO) 1: Child Development and Learning in Context:</strong> Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities. (NAEYC 1)</td>
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<tr>
<td>SLO 1.a Candidates demonstrate an understanding of past and present theories.</td>
<td>SLO 1.a.1 Participate in the Influential Educators Discussion Board</td>
<td>1a, 1b, 1c, 1d</td>
<td></td>
</tr>
<tr>
<td>SLO 1.b Candidates examine issues related to early childhood education.</td>
<td>SLO 1.b.1 Participate in the Bilingual Education Discussion Board</td>
<td>4a, 4b, 4c</td>
<td></td>
</tr>
<tr>
<td>SLO 1.c Candidates demonstrate understanding of national standards, position statements, and code of ethical conduct.</td>
<td>SLO 1.c.1 Participate in the Standards One Discussion</td>
<td>1a, 1b, 1c, 1d</td>
<td></td>
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<tr>
<td></td>
<td>SLO 1.c.2 Standards and Me Discussion Board</td>
<td>1a, 1b, 1c, 1d, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 5a, 5b, 5c, 6a, 6b, 6c, 6d, 6e</td>
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<tr>
<td></td>
<td>SLO 1.c.3 Create a NAEYC Code of Conduct Powerpoint</td>
<td>6a, 6b, 6c, 6d, 6e</td>
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<td></td>
<td>SLO 1.c.4 Final Assignment paper</td>
<td>1a, 1b, 1c, 1d, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 5a, 5b, 5c, 6a, 6b, 6c, 6d, 6e</td>
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<tr>
<td><strong>PROGRAM LEARNING OUTCOME (PLO) 2: Family-Teacher Partnerships and Community Connections:</strong> Early childhood educators understand that successful early childhood education depends upon educators’ partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children’s development and learning. They (c) use community resources to support young children’s learning and development and to support children’s families, and they build connections between early learning settings, schools, and community organizations and agencies. (NAEYC 2)</td>
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<tr>
<td>SLO 2.a Candidates examine issues related to early childhood education.</td>
<td>SLO 2.a.1 Complete Standard Two Paper</td>
<td>2a, 2b, 2c</td>
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<tr>
<td></td>
<td>SLO 2.a.2 Final Assignment paper</td>
<td>1a, 1b, 1c, 1d, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 5a, 5b, 5c, 6a, 6b, 6c, 6d, 6e</td>
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**PROGRAM LEARNING OUTCOME (PLO) 3: Child Observation, Documentation, and Assessment:** Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. Early childhood educators (d) build assessment partnerships with families and professional colleagues. (NAEYC 3)

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<tr>
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</table>
| SLO 3.a Candidates demonstrate understanding of purpose and approaches of assessments. | SLO 3.a.1 Standard Three article reviews  
SLO 3.a.2 Final Assignment paper | 3a,3b,3c,3d  
1a,1b,1c,1d,2a,2b,2c,3a,3b,3c,3d,4a,4b,4c,5a,5b,5c,  
6a,6b,6c,6d,6e | |

**PROGRAM LEARNING OUTCOME (PLO) 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices:** Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning. (NAEYC 4)

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</table>
| SLO 4.a Candidates actively participate in class discussions, contributing to the greater knowledge and understanding of course content. | SLO 4.a.1 Write a one-page parent letter addressed in standard four  
SLO 4.a.2 Final Assignment paper | 4a,4b,4c  
1a,1b,1c,1d,2a,2b,2c,3a,3b,3c,3d,4a,4b,4c,5a,5b,5c,  
6a,6b,6c,6d,6e | |
| SLO 4.b Candidates examine issues related to early childhood education. | SLO 4.b.1 Complete Essay Paper on Diverse Families | 2a,2b,2c,4c | |

**PROGRAM LEARNING OUTCOME (PLO) 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum:** Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice. They (c) apply this knowledge using early learning standards and other resources to make decisions about.
spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child. (NAEYC 5)

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<tr>
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<tbody>
<tr>
<td>SLO 5.a Candidates actively participate in class discussions, contributing to the greater knowledge and understanding of course content.</td>
<td>SLO 5.a.1 Participate in Standard Five Discussion Board</td>
<td>5a,5b,5c, 1a,1b,1c,1d,2a,2b,2c,3a,3b,3c,3d,4a,4b,4c,5a,5b,5c, 6a,6b,6c,6d,6e</td>
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<td></td>
<td>SLO 5.a.2 Final Assignment paper</td>
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PROGRAM LEARNING OUTCOME (PLO) 6: Professionalism as an Early Childhood Educator: Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession. (NAEYC 6)

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<tbody>
<tr>
<td>SLO 6.a Candidates demonstrate professional reflection of own work and work of others.</td>
<td>SLO 6.a.1 Complete the Personal Philosophy Paper</td>
<td>1a,1b,1c,2a,4a,4b,5a,5b,6a,6b,6c,6d,6e</td>
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<tr>
<td></td>
<td>SLO 6.a.2 Participate in Standards and Me Discussion</td>
<td>1a,1b,1c,1d,2a,2b,2c,3a,3b,3c,3d,4a,4b,4c,5a,5b,5c, 6a,6b,6c,6d,6e</td>
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<td></td>
<td>SLO 6.b.1 Write and Create a NAEYC Code of Conduct Powerpoint</td>
<td>6a,6b,6c,6d,6e</td>
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<td></td>
<td>SLO 6.b.2 Complete Standard Six youtube video paper</td>
<td>6a,6b,6c,6d,6e</td>
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<td></td>
<td>SLO 6.b.3 Final Assignment paper</td>
<td>1a,1b,1c,1d,2a,2b,2c,3a,3b,3c,3d,4a,4b,4c,5a,5b,5c, 6a,6b,6c,6d,6e</td>
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<td>SLO 6.b.4 Take APA General Format Quiz</td>
<td>6a,6b,6c,6d,6e</td>
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<td></td>
<td>SLO 6.b.5 Take APA Style Workshop Quiz</td>
<td>6a,6b,6c,6d,6e</td>
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<td>SLO 6.b.6 Take APA Avoiding Bias Quiz</td>
<td>6a,6b,6c,6d,6e</td>
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<td>SLO 6.b.7 Take APA In-text Citations Quiz</td>
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<td>SLO 6.b.8 Take APA Reference Quiz</td>
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<tr>
<td></td>
<td>SLO 6.b.9 Complete APA final exam</td>
<td>6a,6b,6c,6d,6e</td>
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</table>
The assignments in the course are associated with discussions, dropbox activities, and quizzes. The following point values are associated with each assignment.

**Discussion Board Assignments**
- Standards and Me Discussion Board - 25 points
- Influential Educator Discussion Board – 25 points
- Standard One Discussion Board – 25 points
- Meaningful Curriculum and Content Knowledge Discussion Board – 25 points
- Bilingual Education discussion board – 25 points

**Dropbox Assignments**
- NAEYC Membership – 5 points
- NAEYC Code of Conduct Powerpoint – 25 points
- Complete Personal Philosophy Paper- 25 points
- Building Family and Relationships Paper – 25 points
- Standard Three article reviews – 25 points
- Standard Four Parent letter – 25 points
- Standard Six Youtube paper – 25 points
- Diverse families – 25 points
- Public Policy paper – 25 points
- Final Assignment – 100 points

**Quizzes**
- APA quizzes – 35 points
- Final APA quiz – 10 points

_**Total points = 475**_

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

<table>
<thead>
<tr>
<th>LOCATION OF ASSIGNMENTS</th>
</tr>
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</table>
| 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/](https://d2l.sfasu.edu/).

<table>
<thead>
<tr>
<th>ACCESSING ASSIGNMENTS ON D2L</th>
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</thead>
<tbody>
<tr>
<td>You must have a browser that supports D2L at SFA. All necessary software information is available from SFAOnline.</td>
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<tr>
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<tr>
<td>Know that if you intend to use a &quot;dial-up&quot; 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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>If you encounter issues with D2L, please contact the Office of Instructional Technology (OIT) at 936-468-1919.</td>
</tr>
</tbody>
</table>

**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.
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.

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 does NOT require 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.

**ASSIGNMENTS/ASSOCIATED STANDARDS/POINTS**

Assignments will be given to enhance the 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**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Value</th>
<th>Percentage</th>
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<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>
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Please note that final grades may be rounded up. (For example, a final score of 89.5 to 89.9 out of 100 points may be entered as an A).

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. You may be subject to loss of points and/or a course letter grade for behavior unbecoming a professional as determined by instructor discretion. Each candidate exhibits professionalism by:

- Attending/participating in all course requirements 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

- 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.

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.

PROFESSIONALISM EXPECTATIONS

**Academic Honesty:** Candidates complete original assignments and/or give credit to candidates if using resources to prepare assignments. Professionals understand that original material not created by the 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 candidate effort is shared with another candidate through direct contact or third-party resources allowing another candidate to use and submit the copied work as their own.

**Appearance:** Candidates must be appropriately dressed for the required setting. When engaging with students, whether in person or in virtual formats.

**Assigned Responsibilities:** Professionals are encouraged to focus on their own personal experience rather than the experiences of other candidates.

**Attendance:** Candidates must follow all policies and procedures as outlined in this syllabus. REGULAR ATTENDANCE IN THE COURSE IS MANDATORY.

**Interpersonal Communication:** Candidates must demonstrate collaborative efforts with others. Candidates are expected to respond professionally to others. The candidate will maintain professional communication about other candidates 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:** Candidates are expected to employ effective teaching strategies, demonstrate a commitment to the teaching profession exhibiting enthusiasm and initiative, and maintaining confidentiality at all times (inside and outside of school).

**Professional Demeanor:** 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. Candidates are expected to communicate professionally in verbal and written communication (including electronic communication) when communicating with others.

**QCLASSROOM REQUIREMENTS**

This course does not require that you submit designated assignments to Q Classroom.
**ATTENDANCE AND PARTICIPATION REQUIREMENTS**

Your attendance and participation may affect your final grade in the course. This course meets in cyberspace. There are no face-to-face meetings. Students will login to Desire to Learn (D2L) EACH day. It is imperative that students stay abreast of all assessments, assignments, chats, discussions, postings, and communications. The only way to do this is to CHECK THE COURSE at least once daily. A student tracking system monitors courses in D2L. Evidence of daily participation, discussion postings, viewing and submitting assignments, and viewing and taking quizzes is available to the instructor of record and the instructional assistant. Learn more in D2L.

**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 midnight of Sundays.

<table>
<thead>
<tr>
<th>WEEK/CLASS</th>
<th>TOPIC/ASSIGNMENTS</th>
<th>TASKS TO COMPLETE</th>
</tr>
</thead>
</table>
| Week 1 (8/28-9/03) | Module One – Before Class Begins  
Module Two - Textbooks  
Module Three – Q Classroom  
Module Four – Syllabus and Timeline  
Module Five- Writing Tips | ❖ Set up Profile or Update in D2L  
❖ Join NAESP Entry Level Membership  
❖ Submit Screen Shot of NAESP Membership to Dropbox |
| Week 2 (9/4-9/10) | Module Six – APA Format and Style | ❖ Take APA General Format Quiz  
❖ Take APA Style Workshop Quiz  
❖ Take APA Avoiding Bias Quiz  
❖ Take APA In-text Citations Quiz  
❖ Take APA Reference Quiz |
| Week 3 (9/11-9/17) | Module Seven – Exploring Professional roles and responsibilities within NAESP | ❖ Read all the information on NAESP and Standards Module  
❖ Read NAESP Developmentally Appropriate Practice (Position Statement)  
❖ Participate in Standards and Me Discussion Board |
| Week 4 (9/18-9/24) | Module Seven – Exploring Professional roles and responsibilities within NAESP | ❖ Read NAESP’s Code of Ethical Conduct and Statement of Commitment  
❖ Write and Create a NAESP Code of Conduct Powerpoint and submit to the dropbox  
❖ Complete Module Seven Checklist |
| Week 5 (9/25-10/1) | Module Eight – Influential Educators and Programs | ❖ Read all the information on Influential Educators Module  
❖ Participate in the Influential Educators Discussion Board |
| Week 6 (10/2-10/8) | Module Eight – Influential Educators and Programs | ❖ Complete the Personal Philosophy Paper and submit to the dropbox.  
❖ Complete the Module Eight Checklist |
| Week 7 (10/9-10/15) | Module Nine – The Early Childhood Profession. Standards One and Two | ❖ Participate in the Standards One Discussion Board  
❖ Submit Standard Two Paper to the Dropbox |
| Week 8 (10/16-10/22) | Module Nine Continued – The Early Childhood Profession. Standards Three and Four | ❖ Submit Standard Three article reviews to the Dropbox  
❖ Write a one-page parent letter addressed in standard four, Submit to the dropbox |
<table>
<thead>
<tr>
<th>Week 9</th>
<th>Module Nine Continued – The Early Childhood Profession. Standards five and Six</th>
<th>✤ Participate in Standard Five Discussion Board Address all five areas in the prompt. ✤ Complete Standard Six youtube video paper and submit to the dropbox.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 10</td>
<td>Module Ten – Current Issue</td>
<td>✤ Complete Essay Paper on Diverse Families and submit to Dropbox</td>
</tr>
<tr>
<td>Week 11</td>
<td>Module Eleven - Real World Current Issue</td>
<td>✤ Participate in the Bilingual Education Discussion Board</td>
</tr>
<tr>
<td>Week 12</td>
<td>Module Eleven Continued - Real World Current Issue</td>
<td>✤ Complete Paper on Public Policy English Learners and submit to Dropbox</td>
</tr>
<tr>
<td>Week 13</td>
<td>Module Twelve – Wrapping up the Course</td>
<td>✤ Prepare for final paper and final exam</td>
</tr>
<tr>
<td>Week 14</td>
<td>Module Twelve – Wrapping up the Course</td>
<td>✤ Complete Final Assignment paper and submit it to the dropbox</td>
</tr>
<tr>
<td>Week 15</td>
<td>Module Twelve Continued - Wrapping up the Course</td>
<td>✤ Complete APA final exam</td>
</tr>
</tbody>
</table>

SECTION VI: ADDITIONAL RESOURCES TO SUPPORT LEARNING

REQUIRED READING:


NAEYC Entry Membership: Register online at NAEYC Join/Renew

Some other required readings (websites and articles) are in the D2L of the course.

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 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

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.

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, Health and Wellness Hub (corner of E. College and Raguet), 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