Instructor: Karen Briley Bethel          D2L e-mail          D2L e-mail / karen_farris@d2l.sfasu.edu
Course Time: Asynchronous          Class Location: Online
Virtual Office / In Person Office Hours
Wednesdays 11=12
Credits: 3 hours

Zoom Office Hours/ In Person Office Hours:
The professor offers zoom or in person office hours. The times that are posted are hours I will be available. Please e-mail me and I will send you a Zoom link or you may come to the office if you request a face to face meeting. 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.

Email:
I will be checking emails on Monday, Wednesday, Friday 8-12:00 pm. Tuesday and Thursday my office times will be 5-6. I do occasionally check emails on the weekend but do not guarantee this. Please look ahead in the course modules and email with questions prior to the weekend.

I. Course Description:
- An introduction of the importance and need for early childhood education; birth to age 8.
- This course focuses on developmentally appropriate practice and gives an overview of observing and assessing young children.
- Other topics to be discussed include historical perspectives and the development of young children through the classroom curriculum.

Course Justification: Students in this course receive extensive course content information either in-class or via online content modules equivalent to 300 minutes per week for 16 weeks. Over the course students will learn about the need for early childhood education, age-related commonalities among children, the influence of family and teachers, developmental theorist, standards and assessments, indoor and outdoor environments, social, cognitive, and physical development of children from birth to 8.

Course Delivery Modality: The course is offered complete 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.
Diversity Statement: James I. Perkins College of Education 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.

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 develop 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 develops and family relationships.

Program Learning Outcomes

- Learners will identify social and cultural influences affecting family life (CFLE content area #1)
- Learners will recognize healthy and unhealthy characteristics pertaining to family relationships (CFLE content area #2)
- Learners will apply appropriate practices based on theories of human growth and development to individuals and families (CFLE content area #3)
- Learners will apply strategies based on child’s age/stage of development to promote effective developmental outcomes.
- Learners will develop culturally-competent educational materials and learning experiences (CFLE content area #10)
- Learners will demonstrate professional behaviors that are reflective of ethical standards & practice (CFLE content area #9)
Learners will apply strategies based on the child's age/stage of development to promote effective developmental outcomes (CFLE content area #7)

**Student Learning Outcomes:**
Upon successful completion of the course, the student will know:

- The purpose of Developmentally Appropriate Practices (DAP)
- Diverse methods of play for children within different cultures
- Theoretical frameworks in early childhood education and the importance of theory and research
- How to promote independence and exploration for children
- How to create a developmental/age-appropriate curriculum based on the cognitive, social, emotional, and physical domains of early childhood
- How to help children develop coping skills and resiliency.

**Family Life Educator Certification**
Course content in TECA 1311 emphasizes the following four of the ten Family Life Content Areas identified by the National Council of Family Relations (NCFR).

- **Family Life Content 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.
- **Family Life Content Area V:** Interpersonal relationships - an understanding of the development and maintenance of interpersonal relationships.
- **Family Life Content Area VII:** Parent education and guidance - an understanding of how parents teach, guide, and influence children and adolescents.
- **Family Life Content 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.

**NCATE Objective Standard I- Promoting Child Development and Learning**

1a. The candidate knows and understand young children’s characteristics and needs
1b. The candidate knows and understands the multiple influences on development and learning
1c. The candidate uses developmental knowledge to create healthy, respectful supportive and challenging learning environments.

*The notes from this class should be retained to use for review purposes for the TExES*
III. Course Assignments, Activities, Instructional Strategies:
Use of technology may include: D2L (My Courses), internet assignment/activities/research, and word processing.

1. TECA 1311 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:**
   - **Syllabus Quiz:** 5 pts
     This is a quiz to show that you understand and agree to the syllabus.
   - **Introduce Yourself Discussion:** 10 pts
     This is a discussion to introduce yourself to online peers.
   - **Discussions:** 100 pts
     There are two (2) discussions assignments throughout the course, each is worth 50 points. Students are to post by 11:59 pm on Thursday and respond by 11:59 pm on Sunday.
   - **Dropbox Assignments:** 75 pts.
     There are two(2) dropbox assignments throughout the course, Chapter 4 Dropbox is worth 25 points and Chapter 5 Dropbox is worth 50 points.
   - **Developmentally Appropriate Practice (DAP) Assignment:** 10 pts.
     Students are responsible to for completing the DAP assignment in D2L to show their understanding of DAP. (SLO 7)
   - **Art Sample:** 10 pts.
Students will collect an art sample from a toddler and discuss what stage of art the child is in, and what type of pencil grip the child is holding. (SLO 1)

**Discovery Activity: 10 pts.**

Students will select a discovery activity to create. Students will then submit a Flipgrid discussing what recipe was made, what they liked about the project, what did or did not work, and would they try with children. The discovery item is then to be shown in the Flipgrid. (SLO 1)

**Cooking Activity: 10 pts.**

Students will select a cooking activity to create. Students will then submit Flipgrid of themselves discussing what three cooking activities were found, what activity they chose to conduct, what they learned from the activity, would they do the activity with children, and what was learned. The cooking item is then to be shown in the Flipgrid. (SLO 1)

**Song Card File: 20 pts.**

Students will construct two (2) song cards to begin their song card file. Both song cards will be used with the Group Time Video. One song card will be an action song and the other song card will be movable parts. (SLO 6) Students are to create two (2) song cards.

**Case Study: 100 pts.**

Students will be responsible for completing the online case study. Students will be able to identify skills and behaviors that are characteristics of toddlers which include physical development, cognitive development, language development, and social/emotional development. (SLO 3)

**Group Time Video 60 pts.**

Students will be responsible for conducting a small developmentally appropriate group experience for toddler aged children. The video will then be submitted via Flipgrid.

**Chapter Quizzes: 320 pts.**

16 Quizzes at 20 points each = 320 points. Quizzes will be Multiple Choice and True/False. Each chapter quiz can be taken twice and the higher of the two scores will be recorded. There are 10 questions on each quiz and the student will have 20 minutes to complete. Refer to the syllabus timeline for dates.

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. 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:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>5 Points</td>
</tr>
<tr>
<td>Introduce Yourself</td>
<td>10 points</td>
</tr>
<tr>
<td>Developmentally Appropriate Practices</td>
<td>10 points</td>
</tr>
<tr>
<td>Observation Location</td>
<td>10 points</td>
</tr>
<tr>
<td>Dropbox Chapter 4</td>
<td>25 points</td>
</tr>
<tr>
<td>Dropbox Chapter 5</td>
<td>50 points</td>
</tr>
<tr>
<td>Chapter 8 Discussion</td>
<td>50 points</td>
</tr>
<tr>
<td>Case Study</td>
<td>100 points</td>
</tr>
<tr>
<td>Discovery Activity</td>
<td>10 points</td>
</tr>
<tr>
<td>Cooking Activity</td>
<td>10 points</td>
</tr>
<tr>
<td>Chapter 14 Discussion</td>
<td>50 points</td>
</tr>
<tr>
<td>Group Times</td>
<td>60 points</td>
</tr>
<tr>
<td>Art Activity</td>
<td>10 points</td>
</tr>
<tr>
<td>Chapter Quizzes (16 quizzes at 20 points each)</td>
<td>320 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>720 points</strong></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>MODULE</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of August 22nd</td>
<td>Getting Started Chapter 1</td>
<td>• Read Getting Started module content, notably syllabus and semester calendar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete DAP Assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Submit Introduce Yourself Assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Solidify Observation Location: <strong>September 9th</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete Quiz 1</td>
</tr>
<tr>
<td>Week of August 29th</td>
<td>Chapter 2</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete Quiz 2</td>
</tr>
<tr>
<td>Week of September 5th</td>
<td>Chapters 3</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete Quiz 3</td>
</tr>
<tr>
<td>Week of September 12th</td>
<td>Chapter 4</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete Quiz 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete Dropbox Chapter 4</td>
</tr>
<tr>
<td>Week of September 19th</td>
<td>Chapter 5</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete Dropbox Chapter 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete Quiz 5</td>
</tr>
<tr>
<td>Week of September 26th</td>
<td>Chapter 6</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete Quiz 6</td>
</tr>
<tr>
<td>Week of October 3rd</td>
<td>Chapter 7</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete Quiz 7</td>
</tr>
<tr>
<td>Week of October 10</td>
<td>Chapter 8 Song Card Module</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
</tr>
</tbody>
</table>
| Week of October 17th | Chapter 9 | • Complete Chapter 8 Discussion: Initial posting and 2 responses due Sunday by 11:59 p.m.  
• Complete Song Cards by Sunday 11:59  
• Complete Quiz 8 |
|---------------------|-----------|---|
| Week of October 24th | Chapter 15 Case Study | • Read module content, assigned readings, and watch all associated videos.  
• Complete Case Study  
• Complete Quiz 15 |
| Week of October 31st | Chapter 11 | • Read module content, assigned readings, and watch all associated videos.  
• Complete Chapter 11 Quiz |
| Week of November 7th | Chapter 12 | • Read module content, assigned readings, and watch all associated videos.  
• Start Group times (upload via Flipgrid)  
• Complete Discovery Activity  
• Complete Cooking Activity  
• Complete Chapter 12 Quiz |
| Week of November 14th | Chapter 14 | • Read module content, assigned readings, and watch all associated videos.  
• Complete Chapter 14 Discussion: Initial posting and 2 responses due Sunday by 11:59 pm.  
• Complete Quiz 1  
• November 17th Location Hour Submission  
• Finish Group times (upload via Flipgrid) |
| Week of November 21st Thanksgiving week | | |
| Week of November 28th | Chapter 16  
Chapter 10 | • Read module content, assigned readings, and watch all associated videos.  
• Complete Quiz 16  
• Read module content, assigned readings, and watch all associated videos.  
• Complete Art assignment due at Sunday 4th by 11:59 pm  
• Complete Quiz 10 |
| Week of December 5th | Chapter 13 | • Complete Quiz 13 by Friday the 9TH at 11:59 PM |
All drop box 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.)

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.

Student Code of Conduct Link:
https://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf
On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic
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.


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/](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.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)).

YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 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