I am so excited to welcome you to this online course on early childhood education. Thank you for your interest in this course and for your passion for serving families and/or children in your future career.

QUESTIONS: Please first check this syllabus. Then check the Announcements and the Course Questions in D2L. If you ask a question that can be answered through one of these sources, you will be re-directed to them. If you can't find answers to your questions, then email me via D2L. Thank you! ☺

* You are responsible for knowing and abiding by all information in this syllabus. The content and dates may be modified at the instructor’s discretion. Any changes will be noted via course announcements in D2L.*

WARNING! This course is taught entirely online via D2L in a compressed 5 week format. Because this is an accelerated course requiring the same amount of information to be covered as a full-length semester course, it is crucial that you stay focused, organized, and diligent in keeping up with the readings and assignments. Since many of you are juggling school, work, family and other obligations, I highly recommend that you list all of the assignment and exam due dates in your personal calendar.

Instructor Information:
Instructor: Dr. Flora Farago (she/her/hers)
College: James I. Perkins College of Education (PCOE)
Department: Human Sciences
Program: Human Development and Family Studies (HDFS)
**Office Hours:** Wed 10-12 via Zoom (check D2L for link/meeting ID/password) or by appointment

**Office Phone:** 936.468.2192

**E-mail:** Message me via D2L by using the “envelope icon”

**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 Modality and Length:**
Please be aware that this is a fully online, 5 week course. That is, this course does not meet in a physical classroom, nor does it meet online on designated dates and at specific times. **Because this is an accelerated course requiring the same amount of information to be covered as in a full-length semester, it is crucial that you stay focused, organized, and diligent in keeping up with the readings and assignments.** There are deadlines for assignments outlined on the Course Calendar. I strongly encourage you to log into the course every day. Even though we won’t have routine meetings, you must discipline yourself to a) devote the time you normally would spend in the classroom (five hours each week) to being logged in to this online class and digesting the material, and b) engage in individual learning time (referred to by some as “study time”). Most universities recommend that for every hour a student spends learning in the classroom, they spend two to three hours studying outside of class. Thus, as this is a three-hour course, you should expect to spend 15 to 20 hours a week reading, analyzing, synthesizing, studying, and completing assignments.

**Credit Hour Justification (3 credit hours)**
Students in this course receive extensive course content information either in-class or via online content modules equivalent to 480 minutes per week for 5 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 Format/Instructional Strategies:** This course is fully delivered online using the D2L/Brightspace course management system.

**Course Information:**
**Times:** There are no specific class times as the course is fully delivered online via D2L, however each “week” starts on Monday between 8:00-10:00 am and ends on Sunday at 11:59pm. **An**
exception is the last week of the course which ends on Thursday. All due dates reflect CDT/CST (Texas) time zones.

Attendance: You must have participated in at least one assignment to be counted as having attended this online class by the 12th class day. Students who have not attended class by this time (i.e., students who have not participated in any assignments) may be dropped from the course and/or lose financial aid per Registrar policies.

Prerequisites: None.

COVID 19 Statement: As of August 1, 2021, campus has returned to normal operations; however, SFA strongly encourages all students, faculty, and staff to get vaccinated, wear a mask in public indoor settings, and maintain physical distance when possible (CDC recommends at least 6 feet or two arm lengths away). For more information you can visit https://www.sfasu.edu/covid19

COVID-19 Note
I recognize this is an extraordinarily difficult time for many of you. Please stay in communication with me if you need accommodations to due dates or course policies due to illness, stress, and due to the general circumstance of living in a global pandemic. I am here to support your success 😊 Clearly communicating with me is key!

Pandemic Principles – adopted from Dr. Bayne (UNC Chapel Hill)

1. Nobody signed up for this.
   - Not for the sickness, not for the social distancing, not for the sudden end of our collective lives together on campus
   - Not for teaching remotely, not for learning from home, not for mastering new technologies, not for varied access to learning materials

2. The humane option is the best option.
   - We are going to prioritize supporting each other as humans
   - We are going to prioritize simple solutions that make sense for the most
   - We are going to prioritize sharing resources and communicating clearly

4. We will foster intellectual nourishment, social connection, and personal accommodation.
   - Accessible asynchronous content for diverse access, time zones, and contexts
   - Optional synchronous discussion to learn together and combat isolation

5. We will remain flexible and adjust to the situation.
   - Nobody knows where this is going and what we’ll need to adapt
   - Everybody needs support and understanding in this unprecedented moment
SFA COVID Information – please check for updates
https://www.sfasu.edu/life-at-sfa/health-safety/health-clinic/coronavirus

Required Textbook:

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

**To be successful in this course you should do the following:**
- Have a positive attitude and begin the course with a desire to learn! 😊
- Be ready on the first day of the session with your textbook, syllabus, and computer/internet ready.
- Read the syllabus and make a note of course policies and due dates; follow all course and assignment directions and deadlines.
- Review the D2L tutorial guides and familiarize yourself with D2L usage.
- Please call the D2L help line at 936-468-1919 for technical assistance, or email them at d2l@sfasu.edu. They also have walk-in help available in Steen Library Room 208 M-F 8:00-5:00 by SFA staff. Outside of these hours, you can visit the “Live Chat” support widget in D2L where you may submit your questions to a D2L technician. Technical difficulties will not be valid excuses for missing/not finishing exams/ quizzes. Avoid waiting until the last moment to take the exam/quiz.
- Check your D2L email, course site, and announcements **daily** for updates in course information, schedule changes, etc.
- Sign up for D2L notifications so you get messages via email, phone, text etc. about due dates, announcements, grades, and more. Log into D2L, click on the arrow by your profile (upper right-hand corner), and click on Notifications to manage these settings.
- Although the D2L Notifications and the Course Calendar within D2L are helpful tools, they do not serve as excuses for missing assignments. All due dates and assignments are listed in the Syllabus and will also be announced weekly via course announcements on the D2L
course home page. Please rely on the Syllabus and Course Announcements, above all else, to meet course expectations.

- Take responsibility for managing your time throughout the week to complete readings and assignments – leaving assignments to be completed on Sunday will not be an effective strategy for succeeding in the course. Due dates reflect the absolute latest time by which assignments need to be completed – however, I urge you to work on the course readings and assignments DAILY.

- Read assignment instructions at the beginning of the week and make sure you ask questions M-F. It is tempting to wait until the weekend to open an assignment — however, this does not give you enough time to ask questions and alert me regarding any issues with accessing an assignment.

- Take notes while reading book chapters and watching/listening to any course materials. While you may use your book for the quizzes/exams, you have a limited amount of time to take each quiz. You will not have time to look up each answer. However, well-organized notes will help you do well. All material, including videos etc., as well as assigned reading, is fair game for quizzes. In general, study as if you were taking a closed-book quiz. Quizes are designed with the general rule in mind: 1-2 min to answer each question.

- Submit any assignments at least a few hours early and double-check the submission to ensure what you turned is the correct version and in the correct format. If I can’t open your assignment, you will not receive credit for it. Whatever you have turned in by the deadline is what will be graded.

- Take a screenshot of all submitted coursework and save them. The date of submission needs to be on the screenshot.

- Save D2L submission receipts of Dropbox assignments.

- Be a problem-solver when issues arise (call tech support, use your back-up computer etc.)

- Ask questions and assert yourself. If you need assistance with something in the course, PLEASE CONTACT ME and do so right when issues arise. Students sometimes make the assumption that I should know they are having difficulty because they are doing poorly in the course. Though this is an obvious indicator that a student is not performing well, I cannot make assumptions about why, nor do I intrude into students’ personal lives and make inquiries. Getting the most out of this course will involve your effort and assertion. I am very willing to help students if they initiate contact with me!

- Use office hours to discuss your performance in the class, career goals, or any other course or professional development related topic. Take advantage of office hours to build professional relationships with your professors. You never know when you’ll need a recommendation letter from them — it is a lot easier to write a letter for a student who has done well AND we know well😊

- Take responsibility for your actions pertaining to this course and the consequences that ensue from them. Ask for help early on! I’m rooting for your success.

- Re-taking this course? Please reach out to me and let me know if you have tried taking this course before so I can support your success. Also, please note that all work turned in
must be new and original for this course (you can’t submit an assignment you’ve submitted the first time you’ve attempted this course).

- If you add the course late (after 1st week of classes), it is your responsibility to reach out about missed assignments within a week of adding the course.

Office Hours: Please visit with me during office hours if you have any questions or just want to chat about career goals, your grade, study tips, or more. My office hours are on Wed 10-12 via Zoom (check D2L for the link) or by appointment. In the rare case that any office hours need to be rescheduled or canceled, this will be announced via D2L.

Please note that when you log in to meet with me via Zoom, you will be put into a "waiting room." You'll see a message that I will let you in after I am finished meeting with another student. If there is no student there already, I will immediately let you in. If you have to wait for a few minutes, that means I'm with someone. So if you have to wait, please be patient and know that I haven't forgotten you are there.

Support for Students who are Caregivers (adopted from Dr. Olson-Beal)
Parents and caregivers deserve access to education. Especially now, in our virtual learning space, with many children learning from home and schools facing sudden closures, I expect children to be present in class from time to time.

1) Babies and children of all ages are welcome and may be visible on screen during class sessions. Alternatively, caregivers may turn the camera off when more privacy is required.
2) Stepping away momentarily for childcare reasons is completely understandable. Simply mute and/or turn off your camera as necessary and rejoin us when you are able.
3) Do not take any photos, audio, or video of any children on screen.
4) All students are encouraged to support and respect caregivers as they mute and/or turn off their video and use the chat function as needed.
5) Please consider disclosing your student-caregiver status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all students in my classes, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-caregiver balance.

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

The Pantry is a food pantry at SFA 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. For more information, contact the wellness hub at 936.468.4008 or email thepantry@sfasu.edu.
NOTE ABOUT EMAIL: Please message me via D2L mail: Log into D2L, click on the e-mail icon (upper right-hand corner) on the Home Page Toolbar (If D2L is down, use my mySFA email: faragof@sfasu.edu). Please indicate which class you are emailing about & the issue of concern in the title of your message (ex: HDFS 3350: Assignment 4). Doing this will facilitate the promptness of my response. Emails will be answered within 24-48 hours during the week (M-F). If you email me on Friday afternoon, during weekends, or holidays, you may not receive a response until the next business day. If you email me outside of business hours (8pm-5pm) you may not receive a response until the following business day. If you don’t get a response from me within 48-72 hours during regular work days, assume that I did not receive your message and please re-send.

IMPORTANT NOTES ABOUT D2L EMAIL:

- D2L Email is an internal (closed) system which means that you must log in to D2L to read AND reply to messages, and, you can only send email to other D2L users (email cannot go out to a non-D2L address). Likewise, if you set your D2L email to go out to a forwarding address, you cannot reply from outside the system. To respond to another user who uses D2L to email you, for instance, it’s necessary to respond from inside D2L, rather than from a forwarded copy. Ex: faragof@d2l.sfasu.edu can only be emailed from within D2L; do NOT use this email address to email from outside of D2L (such as a gmail address); it will bounce
- Users have a "forward" option which will forward copies of messages to an external email account such as Gmail, Yahoo, mySFA, and others. HOWEVER, be aware that . . .
- Users may NOT reply to a message from an external account. An example would be that Amy has her D2L Email forwarded to her Gmail account. She reads her messages from her Gmail account, and if she wishes to reply, she MUST enter D2L to reply to the message. If she attempts to reply to the D2L message from inside her Gmail account, the message will fail to send.
- A big advantage to D2L Email is that you may filter by class. This is a huge time-saver.
- To easily SEND a message to your instructor or classmate, from your course, click Communication Tools and Classlist. To quickly locate your instructor’s name, click the Instructors and TAs tab, then, click on their name to compose a message. To email a student in your class, click the Students tab, locate the student’s name that you wish to email and click on their name to compose a message

Important notes about D2L:
1. Course notices will be posted on the course homepage and it is the responsibility of each student to review D2L daily.
2. Students should check their grades at least once a week. Any discrepancies in grades must be resolved within one week after assignment grades have been posted. Otherwise, the posted grade is considered final and will not be changed at a later date.
3. Most assignments that you will upload to D2L should be done using a Word document, PDF, or PowerPoint. If you do not currently have, or anticipate having, access to Microsoft Office, then please make the appropriate arrangements to secure the appropriate software for use in this course.

4. The most appropriate browsers to use with D2L are either Google Chrome or Firefox

**Communication guidelines**

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

**Netiquette**

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

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

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

**Grade notifications via JackText:**
JackText Grade Notification is available to students who sign up for it. This service sends a text to the student each time a grade is posted to their account. This should eliminate some anxiety when awaiting grades posting, as you will be notified the moment the grade is rolled into your academic history. Instructions for signing up for JackText can be accessed at [http://www.sfasu.edu/5418.asp](http://www.sfasu.edu/5418.asp).

**Course Questions Discussion Forum:**
- This forum is to answer course-based questions throughout the semester
- Please post any general questions about the course, the course content, or learning activities, to this discussion. This forum is a way for us to make sure we are connecting and that we are all understanding important course concepts together.
- You are encouraged to answer other students’ questions posted under Course Questions. If everyone is stuck, then your instructor will answer your question
- I also encourage you to post articles, news clips, or current events related to the course material
- If your question is of a more personal nature, or is not necessarily course-related, please email your instructor directly
- You **may not** post questions about tests or test questions on this forum. These questions need to be emailed directly to your instructor

**Diversity, Inclusion, and Representation**
As part of this course, we will frequently discuss how children’s and adults’ identities around race, gender, culture, sexual orientation, socio-economic background, immigration status, and other demographic variables shape children’s well-being, development, as well as disparities that exist in our world (and what we can do to alleviate these). I will ask you to reflect on your own identity and beliefs around these issues, and you may be asked to share your thoughts with your classmates. While diverse, even opposing opinions, are very welcome, under no circumstances will discrimination or harassment be tolerated on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, genetic information, or disability.

Furthermore, I intend to foster a learning environment that supports and honors diverse identities (e.g., gender, race, sexual orientation, cultural background, ability), experiences, and viewpoints. To help accomplish this, please do the following:

- Let me know if you have a name/preferred gender pronoun that differs from what’s listed on your SFA records.
-Please contact me if you feel like your performance in the course is being impacted by your experiences outside of class.

-Your suggestions about how to improve the value of diversity in this course are appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

-If something was said in class that made you feel uncomfortable, please let me know. You can also submit anonymous feedback/comments as part of the Course Evaluation survey at the end of the semester.

If you experience any form of harassment, discrimination, or unfair treatment by faculty, staff, or students at SFA, you can contact the Dean of Student Affairs (DSA) at dos@sfasu.edu. You can learn specifics about discrimination complaints in this SFA policy: [https://www.sfasu.edu/policies/nondiscrimination-2.11.pdf](https://www.sfasu.edu/policies/nondiscrimination-2.11.pdf). Also, the DSA office maintains a program called, “Ask Jack, Tell Jack.” Students can send in any question or concern they have. It is not anonymous, but they do respond to each one. To learn more, visit: [https://www.sfasu.edu/vpsa/391.asp](https://www.sfasu.edu/vpsa/391.asp).

**James I. Perkins College of Education 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.

**Self-care statement:** As family science professionals, we recognize that reactions to trauma come in many forms. The content of this course may bring about unexpected and unsettling reactions. Responses to trauma are often strategies that survivors have developed to keep themselves safe, and therefore really reflect strength and resiliency. Recognizing how trauma impacts anyone is an important part of skill building for creating trauma-informed services and systems. Please do not hesitate to contact the instructor at any time during the course if you would like to discuss, privately, your reactions to the content we are reviewing and/or the discussions we are having.

**II. Intended Learning Outcomes:**
This course supports the vision, mission, and core values of the Perkins College of Education (PCOE) to prepare competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. Additionally,
reflecting the core values of PCOE, the course encourages critical thinking, collaboration, openness to new ideas and to culturally diverse people, and service that enriches the community.

This course enhances student learning in the area of child development and serves as one of the foundation courses in the Child and Family Development Program in the School of Human Sciences. It also aligns with the standards of the national Council on Family Relations and the National Association for the Education of Young Children to promote learning and understanding of child development and family relationships.

**Program Learning Outcomes – Specific to Human Development and Family Studies:**
- 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 – Specific to this Course:**
Upon successful completion of the course, students will:
- 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.

For additional information on meaningful and measurable learning outcomes see the assessment resource page [https://www.sfasu.edu/oie](https://www.sfasu.edu/oie).

**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 understands 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

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.

CFLE approved program statement for HDFS majors:
SFASU’s undergraduate degree in human sciences with a concentration in human development and family studies is a Certified Family Life Educator program (https://www.ncfr.org/cfle-certification/cfle-approved-programs). This means that if you take all the courses offered through our program that are found on the CFLE-Approved Program Checklist, you can apply for your CFLE certification without taking the exam. However, it is important to note that it is the responsibility of the student to ensure that you have taken all the necessary coursework. You will not be eligible for the CFLE certificate without testing if:

i. If you transfer hours toward your major at SFA or if you substitute any major coursework.

ii. If you are not an HDFS concentration student. For example, students getting a BIS degree or minoring in HDFS are not eligible for the certification without testing.

If you have questions, please review the CFLE Credential page of NCFR.org or talk with one of the HDFS faculty members.

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

III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

Course Assignments & Activities:

Note: For specific & detailed assignment instructions please check the D2L Course Site.

**Introduce Yourself Discussion: 10 pts**
This is a discussion to introduce yourself to online peers.

**Not completing this assignment by the due date may result in your financial aid being withdrawn and/or you being dropped from the course.**

**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)

**Discussion Assignment: 50 pts**
There is one discussion assignment, for Ch 14. Students are to post by 11:59 pm on Thursday and respond by 11:59 pm on Sunday.

**Room Arrangement: 50 pts.**
Students will create a classroom floor plan for EC-3rd grade addressing each of the TExES PPR Learning Environment Standards.

**Case Study: Up to 40 pts. EXTRA CREDIT**
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)

**Discovery Activity: 10 pts.**
Students will select a discovery activity to create. Students will then submit a Flipgrid to 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)

**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.

Students must have a working computer and internet access, and need to log in promptly to take quizzes. Please call the D2L help line at 936-468-1919 for technical assistance M-F 8:00-5:00. Outside of these hours, contact a D2L technician (non-SFA staff) via the homepage “LiveChat” feature. Technical difficulties will not be valid excuses for missing/not finishing exams/ quizzes. Avoid waiting until the last moment to take the exam/quiz.

**Missed Quizzes:** Unless here is a system-wide outage at SFA, technological difficulties, lack of internet or computer access, failing to check D2L reminders and announcements, inability to access or use D2L, misremembering or mishearing exam deadlines will NOT be considered as valid excuses for missing an exam. Make-up exams are very rarely given, and require proper documentation (e.g., note of hospitalization) before the quiz deadline has passed (in very rare cases, notification within 24 hrs of the missed quiz may be accepted). It is up to the instructor to determine whether the documentation warrants a make-up exam. If you forget to take an exam, oversleep, or do not have a documented “excuse” for missing an exam, you need to schedule an appointment with me to discuss the matter and your ability to pass the course. In the absence of proper documentation, IF a make-up exam is given (not guaranteed & rarely offered), 30-50% will be deducted from the exam grade.

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

**Using Textbooks/Notes During Quizzes:** Knowing that the use of textbooks/notes is not prohibited during a quiz or an exam can give students a false sense of security. The quizzes and exams are timed, and you will not have time to look up answers in the textbook if you are unfamiliar with the material. At best, you will have time to double-check a fact you recall from the reading. The best way to optimize your performance on exams is to have completed the assigned readings and study the way you would for any other class. You are permitted to use
your textbook, notes, and study guides when taking the exams, **but collaboration with others is not permitted and constitutes academic dishonesty.**

**Reviewing Missed Quiz Questions:** Please come to office hours or email me to go over questions you missed. We can go over the types of questions you got wrong and identify study strategies to improve your performance.

**POLICIES ABOUT ASSIGNMENT/EXAM/QUIZ SUBMISSION**

- In addition to submitting your coursework correctly by the deadline, it is also important to double-check that your submission was successful, including that the correct version of the assignment (final draft) and correct format (.doc, .docx, .pdf) was turned in (that is, I must be able to download and open the assignment). Whatever you turn in by the deadline is what will be graded. Read ALL assignment instructions about formatting, word limits etc. to avoid losing points.

- You need to double-check immediately after you submit an assignment, exam, or quiz. To document that your coursework was submitted correctly (and that you double-checked it), you are strongly encouraged to take a screenshot of it and **save the screenshot WITH the submission date.**

- When you submit an assignment in Dropbox within D2L, you will receive a submission receipt. The receipt is generated from [D2LConfirm@d2l.sfasu.edu](mailto:D2LConfirm@d2l.sfasu.edu) and verifies exactly when (date and time) you submitted the file, the name of the Dropbox folder, the name of the file, as well as the course name in the receipt. For instance:

  Flora Farago this email is to confirm that Assignment 1 has received your file submission. Received: Monday, October 30, 2017 7:56 PM CDT Org Unit: HMS-443-501 - Infant Growth & Development File(s): Draft 4 Thesis.docx

  **You need to keep these submission receipts and provide them shall there be any issues or concerns with your submission.**

- Absolutely no hard-copies will be accepted of any assignments. All assignments need to be submitted **within D2L** – emailed copies will not be accepted.

**DEADLINES AND EXTENSIONS**

**Time Zone Differences**

All due dates reflect CDT/CST (Texas) time zones, 11:59 pm. If you reside outside of Texas or outside of the United States while taking this course, you are responsible for taking into consideration the time-zone differences. No deadline extensions will be given for students who miss a deadline because of time zone differences.
**Late Work**
Late work may be accepted (up to instructor’s discretion). Documentation must be provided within 24 hours of the due date of the assignment. Late work will not be accepted once an assignment has been graded and returned to classmates. If there are extenuating circumstances or illness preventing you from completing an assignment on time, I highly encourage you to contact me prior to the assignment due date.

**Exceptions:** Exams/quizzes do not fall under this category – late/make-up exams are only offered on a case-by-case basis, provided proper documentation; please refer to the Missed Exam policies outlined earlier.

**Policy on Missed Deadlines**
Plan ahead to get to an alternate, reliable computer and internet to complete scheduled assignments, discussion forums, and exams, especially if you have a computer or internet that is less than reliable. Last minute internet- and computer–related issues are not valid excuses for a missed assignment. Technological difficulties, lack of internet or computer access, failing to check D2L reminders and announcements, inability to access or use D2L, misremembering or mishearing exam deadlines will NOT be considered as valid excuses for missing assignments or exams.

Should you experience some type of emergency (personal, medical, weather-related) during the week an assessment is due, you will need to provide the instructor documentation prior to the deadline in order to be considered eligible for an extension. Given that appropriate documentation is provided, any decision for an extension is at the discretion of the instructor. Absolutely no exceptions will be made AFTER a deadline has passed. Examples of unacceptable excuses include: traveling, vacations, helping a friend in crisis, break ups, work conflicts, etc. If you are having emotional issues that are affecting your work, a campus-based resource is SFA Counseling Services: [https://www.sfasu.edu/counseling](https://www.sfasu.edu/counseling)

**IV. Evaluation and Assessments (Grading):**
Establishment of a grading scale is up to each instructor. Remember, your final grade is up to you - you will receive the grade you earn, not necessarily the one you want. A point system will be used to determine the final grade for this course. Standard rounding rules apply (e.g., 89.5% rounded up to an A, 89.4% rounded down to a B). Due to Extra Credit opportunities offered, if you are 1 point away from a grade that is still 1 point away (since your grade reflects Extra Credit already, whether you took advantage of that or not).

**Breakdown of Points Possible in this Course:**

<table>
<thead>
<tr>
<th>Introduce Yourself Discussion</th>
<th>10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmentally Appropriate Practices</td>
<td>10 points</td>
</tr>
</tbody>
</table>
**Chapter 14 Discussion** | 50 points  
**Discovery Activity** | 10 points  
**Room Arrangement Assignment** | 50 points  
**Chapter Quizzes (16 quizzes at 20 points each)** | 320 points  
**Total** | 450 points

*Extra Credit assignments in addition to what’s listed may be offered throughout the course at the instructor’s discretion.*

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Needed</th>
<th>Percentage Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>450-403</td>
<td>89.5-100%</td>
</tr>
<tr>
<td>B</td>
<td>402-358</td>
<td>79.5-89.4%</td>
</tr>
<tr>
<td>C</td>
<td>357-313</td>
<td>69.5-79.4%</td>
</tr>
<tr>
<td>D</td>
<td>312-268</td>
<td>59.5-69.4%</td>
</tr>
<tr>
<td>F</td>
<td>267 or less</td>
<td>Less than 59.4%</td>
</tr>
</tbody>
</table>

**Grade Questions:** If you have any questions about a specific score you received you must contact me *within a week of the grade being posted* to schedule a time to discuss your concerns. I do not allow students to revise/resubmit or retake coursework, but can clarify why you missed points. I recommend that you check your grade points regularly. I will not review grades retroactively at the end of the semester.

**Re-grading Policy:** I am happy to review and/or re-grade assignments *within a week of the score being posted*. However, please realize that if you request that I review/re-grade something, my grading and the associated revised score will be the final score. My re-grading may result in you earning any of the following: a lower score, the same score, or a higher score. You will be required to agree to this regarding policy via email prior to my regarding of the assignment.
**Attendance Policy:** Although we are not meeting face-to-face in a classroom, “attendance” is nonetheless critical. **Attendance means that you are:** logging on to MySFA/D2L daily to check the course Announcements, Grades, and contributing to discussion boards, and completing all assignments on time. The course is time-released; you will not have access to the entire course at once. Instead, you will have access to each week’s coursework Monday through Sunday. **You need to complete the Introduction assignment to be counted as ever having attended the course.**

**V. Tentative Course Calendar:**
A tentative course schedule is outlined below. It indicates all reading assignments, exam dates, discussion due dates etc. **Please note that this is a tentative schedule that may change at any time.** I will notify the class of any changes via D2L. I will not seek out individual students to update their syllabus or initiate reminders.

Each “week” starts on Monday at 8:00am and ends on Sunday at 11:59pm unless otherwise noted. All due dates reflect CDT/CST (Texas) time zones.

**Due dates are Sunday 11:59 pm CDT/CST unless noted otherwise below.**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics/Content</th>
<th>Readings from book</th>
<th>Activities &amp;</th>
</tr>
</thead>
</table>
| 1    | The WHAT and WHO of early childhood – children and families | Ch 1-3 | Introduction Discussion  
Quizzes 1, 2, 3  
Due SUNDAY |
| 2    | Teachers/caregivers and the WHY of early childhood (rationales, accountability, assessment, standards, coping with stress) | Ch 4-7 | Quizzes 4, 5, 6, 7  
Developmentally Approp. Practices.  
Due SUNDAY |
| 3    | The WHERE of early childhood – physical environments | Ch 8-10 | Room arrangement assignment  
Quizzes 8, 9, 10 due Sun |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics/Content</th>
<th>Readings from book</th>
<th>Activities &amp;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>And scheduling, curriculum and creative planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Physical, Cognitive, and Language Development through the Curriculum</td>
<td>Ch 11-13</td>
<td>Discovery assignment</td>
</tr>
<tr>
<td>July 24-30</td>
<td></td>
<td></td>
<td>Quizzes 11, 12, 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Due Sunday</td>
</tr>
<tr>
<td>5</td>
<td>Socio-Emotional Development</td>
<td>Ch 14-16</td>
<td>Ch 14 Discussion due</td>
</tr>
<tr>
<td>July 31-Aug 3</td>
<td>Guiding Routines and Group Activities and Social Behaviors</td>
<td></td>
<td>Tues and Th</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Quizzes 14, 15, 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Due Thr</td>
</tr>
</tbody>
</table>

**Important University Drop/Withdrawal Deadlines for Fall 1 courses:**

**July 27:** Last day to submit a [drop request form](#) if you are dropping a first-half-term class and will remain enrolled in other fall classes. Courses dropped using the request form may count toward your six-drop limit.

**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/instructor evaluation purposes (e.g., pay, retention, promotion). As you evaluate this course, please be thoughtful 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 the summary of the evaluations will not be available to the instructor until after final grades are posted.

**VIII. Student Ethics and Other Policy Information:**

Found at [www.sfasu.edu/policies](#)

**1. 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. 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.

2. 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 https://www.sfasu.edu/disabilityservices/.

3. Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Forms of Academic Misconduct/Dishonesty:
1. **Cheating**: Using unauthorized noted or study aids, allowing another party to do one’s work exam and turning in that work exam as one's own; submitting the same or similar work in more than one course without permission from the course instructors; deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on the assignments or examinations.
2. **Aid of academic dishonesty**: Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. **Fabrication**: Falsification of creation of data, research, or resources, or altering a graded work without the prior consent of the course instructor.
4. **Plagiarism**: Portrayal of another’s work or ideas as one's own. Examples include unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism. You will earn Zero for each assignment, discussion, any other materials for grade if it is considered as Plagiarism. Submitting a work that has been purchased or otherwise obtained from the Internet or another source. Note about self-plagiarism: You are expected to turn in original work for each course you are taking. This means that if you have turned in an assignment in another course, you are not allowed to turn in the identical assignment in this course. This applies even if you are re-taking the current course because you dropped/failed it previously. Each time you take a class, original work is expected. **To avoid issues, and to make sure I can support your success, if you are re-taking this course, please email me and let me know.**
5. **Lying**: Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission. Inventing information including citations.
6. **Bribery**: Providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
7. **Threat**: An attempt to intimidate a student, staff, or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code Violation.

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).
4. Withheld Grades (Incompletes): Policy 5.5
Upon the request from student to the instructor of record and at the discretion of the instructor of record and 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 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.

5. 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. More information on Student Code of Conduct can be found at https://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:

SFASU Counseling Services
www.sfasu.edu/counselingservices
Tucker Building (Southeast corner of Raguet and East College streets)
936-468-2401/counseling@sfasu.edu

SFASU Human Services Counseling Clinic
https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic
Human Services Room 202
936-468-1041/ SFACounselingClinic@sfasu.edu

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
National Suicide Prevention: 988
Additional Information Specific to Educator Preparation:

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – [Code of Ethics and Standard Practices for Texas Educators](#).

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.

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. 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 SFA.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.