Course Syllabus: **Early Childhood Curriculum**
West College of Education
ECED 4133 – x20/DX1
Spring 2025 January 21, 2025 - May 17, 2025

Contact Information

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Course Description
 Early Childhood Curriculum- Planning the learning environment, developing learning activities, organizing the school day, and interpreting children's growth to parents. Emphasis on developmentally appropriate practice.
Textbook & Instructional Materials

Jackman, H. L. (2018). Early education curriculum: a child's connection to the world, 7th edition. New York: Wadsworth.

Instructor Response Policy
The best way to contact me is via email. I will check my email daily between 8:00 AM and 5:00 PM, Monday through Friday. Every effort will be made to respond within 24 hours; however, this does not apply to weekends or holidays. Office hours are listed above, or we can schedule a time to talk virtually, on the phone, or in person outside those hours.

Study Hours and Tutoring Assistance

The instructor is available to meet by appointment. Please email Mrs Beth with any questions you have. Responses/answers will be provided via email, or a time can be set up for a phone call or appointment.

Attendance Policy

Students are expected to attend all meetings of the classes in which they are enrolled. Although students are generally graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and participation are deemed essential by the faculty member. In those classes where attendance is considered part of the grade, the instructor should inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records daily. The instructor must give the student a verbal or written warning before being dropped from the class. Instructor's records will stand as evidence of absences. The instructor may drop a student with excessive absences from a course. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is under the General University Policies.

WCoE Conceptual Framework

The outcomes for graduates of professional programs are based on knowledge, skills, and dispositions in the following elements:

- Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implement developmentally appropriate and challenging learning experiences.
- Learning Differences -understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Learning Environment - work with others to create environments that support individual and collaborative learning and encourage positive social interaction, active engagement in learning, and self-motivation.
- Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content.
- Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.
- Assessment - understand and use multiple assessment methods to engage learners in their growth, monitor learners' progress, and guide the teachers' and learners' decision-making.
- Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, and knowledge of learners and the community context.

- Instructional Strategies - understand and use various instructional strategies to encourage learners to develop a deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.
- Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapt the practice to meet the needs of each learner.
- Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

Objectives

During the scope of this course, students will have the opportunity to:

1. **identify and create a developmentally appropriate learning environment that meets the needs of all young children.**
2. **identify and develop a curriculum for young children's total growth and development, including language arts, creative art, music and movement, science and technology, mathematics, social studies, anti-bias curriculum and field trips, nutrition, and health.**
3. **plan and set up learning centers for young children.**
4. **develop guidance principles for children and teachers to act and interact in positive, productive, and acceptable ways.**
5. **identify the value and benefits of play for young children.**
6. **identify and create experiences promoting young children's positive self-concept and social relationships, multicultural experiences, etc.**

The focus of the Course

- Good Environments for Young Children, Teachers, and Families

- Guidance Techniques and School/Home Interaction

- The Value of Play

- Curriculum Development

- Language Arts

- Creative, Artistic, and Sensory Expression

- Music and Movement Education

- Science and Technology

- Mathematics

- Social Studies, Anti-Bias Curriculum, and Field Trips

- Nutrition and Health

- Transition Activities

Standards/Objectives
National Association for the Education of Young Children (NAEYC) Standards:
Standard 1 - Child Development and Learning in Context
Early childhood educators (a) are grounded in understanding the developmental period of early childhood from birth through age eight 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 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.

Standard 2 - Family–Teacher Partnerships and Community Connections

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 support their families, and they build connections between early learning settings, schools, and community organizations and agencies.

Standard 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 ethically grounded, developmentally, culturally, and linguistically proper ways to document developmental progress and promote positive outcomes for each child. In partnership with families and professional colleagues, early childhood educators (d) use assessments to document individual children's progress and, based on the findings, to plan learning experiences

Standard 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 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, culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal learning design.

Standard 5 – Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

Early childhood educators know the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and 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 curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.

Standard 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, the families of the children in their care, and the early childhood profession. They (b) know and use ethical and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work with 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.

<u>Pedagogy and Professional Responsibilities</u>

The following objectives will be met through class activities, chapter assignments, exams, and lesson presentations.

Domain 1 – Designing Instruction and Assessment to Promote Student Learning
Competency 001: The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessments that motivate students and are responsive to their developmental characteristics and needs. The beginning teacher:

· recognizes the wide range of individual developmental differences that

characterize students and the implications of this developmental variation for instructional planning.

· recognizes factors affecting students' physical growth and health and knows that their physical growth and health impact their development in other domains.

· recognizes factors affecting students' social and emotional development and knows that students' social and emotional development impacts their development in other domains.

· knows the stages of play development and the important role of play in young children's learning and development

· recognizes the importance of helping students apply decision-making, organization, and goal-setting skills.

· uses knowledge of students' developmental characteristics and needs to plan meaningful, integrated, and active learning and play experiences that promote the whole child's development.

· Understand how development in any one domain (cognitive, social, physical, emotional) impacts development in other domains.

Competency 002: The teacher understands student diversity and knows how to plan learning experiences and design assessments responsive to differences among students and promoting all students' learning. The beginning teacher:

· demonstrates knowledge of students with diverse personal and social characteristics and the significance of student diversity for teaching, learning, and assessment.

· accepts and respects students with diverse backgrounds and needs.

· knows how to use diversity in the classroom to enrich all students' learning experiences.

· knows how to plan and adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners and students with disabilities.

Competency 003: The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives. The beginning teacher:

· Understand the significance of the Texas Essential Knowledge and Skills (TEKS) in determining instructional goals and objectives.

· demonstrates knowledge of various materials and resources that may enhance student learning and engagement and evaluates the appropriateness of specific materials and resources for use in particular situations, to address specific purposes, and to meet varied student needs.

· plans lessons and structures units so activities progress logically and support stated instructional goals.

· plans learning experiences that allow students to explore content from integrated and varied perspectives.

Competency 004: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

The beginning teacher:

· understands the role of learning theory in the instructional process and uses instructional strategies to facilitate student learning

· understands that young children think concretely and rely primarily on motor and sensory input and direct experience for the development of skills and knowledge, and uses this understanding to plan effective, developmentally appropriate learning experiences and assessments.

· recognizes how various characteristics of students (attention span, need for physical activity, movement) impact teaching and learning.

· Stimulates reflection, critical thinking, and inquiry among students by providing opportunities to manipulate materials and provide repetition for increased conceptual understanding. It supports the concept of play as a valid vehicle for learning.

· analyzes how teacher behaviors impact student learning and plans instruction and assessment that minimize the effects of negative factors and enhance all students' learning.

· understands the importance of self-directed learning and plans instruction and assessment that promote students' motivation and sense of ownership and responsibility for their learning.

· incorporates students' different approaches to learning (auditory, visual, tactile, kinesthetic) into instructional practices.

Domain II – Creating a Positive, Productive Classroom Environment

Competency 005: The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

The beginning teacher:

· uses knowledge of students' unique characteristics and needs to establish a positive, productive classroom environment by encouraging cooperation and sharing and teaching children to use language to express their feelings.

· establishes a classroom climate that emphasizes collaboration and supportive interactions, respect for diversity and individual differences, and active engagement in learning by all students.

· presents instruction in ways that communicate the teacher's enthusiasm for learning

· uses a variety of means to convey high expectations for all students

· knows characteristics of physical spaces that are safe and productive for learning, recognizes the benefits and limitations of various classroom furniture arrangements, and applies strategies for organizing the physical environment to ensure physical accessibility and facilitate learning in various instructional contexts.

· creates a safe, nurturing, and inclusive classroom environment that addresses students' emotional needs and respects students' rights and dignity.

Competency 006: The teacher understands strategies for creating an organized and productive learning environment and managing student behavior. The beginning teacher:

· knows how to establish and implement routines and procedures to promote an organized and productive learning environment.

· demonstrates an understanding of how young children function in groups and designs group activities that reflect a realistic understanding of the extent of young children's ability to collaborate with others.

· recognizes the importance of creating a schedule for young children that balances restful and active movement activities and provides large blocks of time for play, projects, and learning centers.

· schedules activities and manages time to maximize student learning, including using effective procedures to manage transitions and materials and supplies.

Domain III – Implementing Effective, Responsive Instruction and Assessment
Competency 007: The teacher understands and applies effective communication principles and strategies in varied teaching and learning contexts.
The beginning teacher:

· uses language appropriate to students' ages, interests, and backgrounds.

· communicates directions, explanations, and procedures effectively and uses strategies for adjusting communication to enhance student understanding.

Competency 008: The teacher provides instruction that actively engages students in learning.
The beginning teacher:

· applies various strategies to promote student engagement and learning

· presents content to students in ways that are relevant and meaningful and that link with students' prior knowledge and experience.

· engages in continuous monitoring of instructional effectiveness

EC-6 Core Subjects

The following objectives will be met through class activities, chapter assignments, exams, and lesson presentations.

Domain I – English Language Arts and Reading

Competency 001 (Oral Language): The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides children with varied opportunities to develop listening and speaking skills.

The beginning teacher:

· designs various one-on-one and group activities like dramatic play, language play, stories, songs, and rhymes to build on children's current oral language skills.

· selects and uses instructional materials and strategies that promote children's oral language development, reflect cultural diversity, and respond to individual children's strengths, needs, and interests, including English Language Learners.

· provides instruction and opportunities for children to develop skills for adapting spoken language for various audiences, purposes, and occasions. · Select effective, developmentally appropriate instructional practices, activities, and materials to promote children's knowledge and skills in the social sciences.

· provides instruction that relates skills, concepts, and ideas in different social science disciplines.

· helps children connect knowledge and methods in the social sciences and other content areas.

Domain IV – Science

Competency 020 (Science Instruction): The teacher uses science content knowledge and methods to plan effective, engaging, and safe instruction and assess learning.

The beginning teacher:

· designs and adapts curricula and selects science content to address all children's interests, knowledge, abilities, experiences, and needs.

· plans and implements instruction that prompts all children's engagement in processes of scientific inquiry.

· creates, implements, and enforces rules and safety procedures to promote and maintain a safe learning environment during laboratory and field activities.

· Understand the implications of child growth and development stages for designing and implementing effective learning experiences in science and select effective, developmentally appropriate instructional practices, activities, and materials to promote children's scientific knowledge and skills.

Domain V – Fine Arts, Health, and Physical Education

Competency 024 (Visual Arts): The teacher understands concepts, processes, and skills involved in creating, appreciating, and evaluating art and uses this knowledge to plan and implement effective art instruction.

The beginning teacher:

· knows and understands how perception is developed through observation, prior knowledge, imaginative and cognitive processes, and multisensory experiences.

· selects appropriate techniques used to create art in various media, including drawing, painting, and construction, and promotes children's ability to use those techniques to create original artworks.

· Understand how children develop cognitively and artistically and how to implement effective art instruction and individual, cultural, and age-appropriate assessment.

Competency 025 (Music): The teacher understands concepts, processes, and skills involved in the creation, appreciation, and evaluation of music and uses this knowledge to plan and implement effective learning experiences in music.

The beginning teacher:

· knows how to involve children in activities that promote lifelong enjoyment of music and provide children with a wide range of opportunities to make and respond to music.

· integrates instruction in music with instruction in other subject areas.

Competency 027 (Physical Education): The teacher uses knowledge of the concepts, principles, skills, and practices of physical education to plan and implement effective and engaging physical education activities for young children.

The beginning teacher:

· applies movement principles and concepts knowledge to develop children's motor skills.

· selects and uses developmentally appropriate learning experiences that enhance children's locomotor, non-locomotor, body-control, manipulative, and rhythmic skills.

· modifies instruction based on individual differences in growth and development.

· selects and uses instructional strategies to promote children's knowledge and application of rules, procedures, etiquette, and fair play in developmentally appropriate games and activities.

· designs, manages, and adapts physical education activities to promote all children's positive interactions and active engagement.

Dispositions

The early childhood faculty expects students to demonstrate the performances essential for meeting all students' early childhood instructional needs. *Early childhood education professionals are committed to using research-based instruction.*

Early childhood education professionals assess learner needs to plan appropriate instruction.
Early childhood education professionals know that the best assessments are conducted over time and compare the child's past and present abilities.

Early childhood education professionals display positive dispositions related to early childhood.

Early childhood education professionals value students' interests, reading abilities, and backgrounds as foundations for the early childhood program.
Early childhood education professionals enthusiastically model related early childhood experiences as valued lifelong activities.

Early childhood education professionals help families find enjoyable ways to support learning that has begun at school.

Attitude
- Demonstrate the following dispositions that are essential for learning:
- Curiosity (ask questions, look for additional answers, probe, reflect)
- Flexibility (take alternate points of view, be open-minded)
- Organization (plan ahead – literally, GET A PLANNER!)
- Patience (take time to reason, be persistent in efforts)

- Risk-taking (try things beyond your current repertoire)

Passion (invest in ideas, processes, products, and most of all – other people)

Assessments
Students will demonstrate mastery of these standards by participating in class, a book talk, a prop box presentation, a thematic unit and presentation, and course exams.

Grading Procedures

A 90-100%	Work is outstanding and exemplary
B 80-89%	Work that is above the minimum requirements
C 70-79%	Work that meets the expected level of performance for most students
D 60-69%	Work that falls short of minimum criteria
F 59% or below	Work that falls well below the expected level of performance for most students

Assignments
1. Weekly Discussions 100 pts
Weekly discussions in D2L must be completed by midnight on Sunday. Each week is worth 10 points, and there are 15 weeks of opportunity. The ten highest scores will count towards your grade.

2. Thematic Unit Lesson Presentation 100 pts

You will be required to prepare a thematic unit appropriate for an early childhood classroom:
You will be required to:

- · select a theme

- · create unit goals

- · create a curriculum planning web

- · create one lesson plan and virtual learning center from the curriculum planning web

3. Thematic Unit Prop Box Lesson Plan and Presentation 100 pts
You must prepare one virtual prop box, including materials related to your thematic unit. You must create an activity plan explaining how to use the prop box in a lesson/activity. Remember that the purpose of a prop box is to encourage dramatic/imaginative play. Please remember this when preparing the virtual prop box and activity plan.
4. Thematic Unit Book Talk Presentation 100 pts

Each student will be required to give a book talk on a book related to your thematic unit using Flipgrid. The book talk will include a brief summary and a detailed explanation of how you would use the book in your classroom. This will be an oral presentation; however, a written one-page paper will accompany your presentation.

5. Exams 100 pts
There will be two scheduled exams for this course. The format for the exam will be multiple-choice and short answer.

TOTAL POINTS – 500

Submitted Work

Correct spelling and appropriate grammatical skills are expected on each written assignment or project. Most assignments/projects will be typed and utilized appropriately (*Times New Roman, 12-point font, double-spaced*). Assignments that are handwritten need to be eligible, neat, and clean. **Unacceptable work will be returned or ungraded or will lead to a reduction in grade.** In addition, plagiarized or copied words will receive a grade of ZERO, with no make-up allowed.

Extra Credit

No extra credit assignments will be given or accepted.

Late/Incomplete Submission of Assignments

Work must be turned in when it is due for full credit. Late work will only be accepted in emergencies cleared with Mrs. Beth. This means only illness or family emergency.

Late work is discouraged as a rule. If an assignment is submitted late, here is the grading scale for such:

 10-point reduction for every day the assignment is late

This reduction does not begin at 100 points. It starts with the grade accessed for the quality of work submitted, then points removed for each day the submission is late.

Incomplete assignments are not accepted. I do not give partial credit.

An assignment is considered incomplete if it has multiple parts as expressed in the instructions and is submitted with even one part missing/incomplete. It will be returned with a zero and must be resubmitted with all components before a grade will be

assessed. It is considered late at that time and will also fall under that policy and suffer a grade reduction.

Written Work

All written work should be completed in a professional style. Correct spelling and grammar are important writing skills you must know well because your students will learn from you. Therefore, all written assignments will have 10% -20 % of the grade based on spelling and grammar. Expectations are for quality work.

MSU-TEXAS Policies and Procedures:

Study Hours and Tutoring Assistance
Instructor is available to meet by appointment. Please email Mrs Beth with any questions you have. Responses/answers will be provided via email or a time can be set up for a phone call or appointment.

Student Handbook
Refer to: Student Handbook

Academic Misconduct Policy & Procedures
Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.
Office of Student Conduct

Artificial Intelligence
Advances in Artificial Intelligence (AI) have now provided generative and creative applications such as Chat GPT, Google Bard, Guru, Microsoft Copilot, and others. Certainly, these tools can be quite useful in the learning process; however, the content they generate does not represent the effort and learning of the student. Submitting AI generated work in place of the original and genuine work of the student will be considered a form of academic misconduct.

Important Dates
Last day for term schedule changes: Check date on Academic Calendar.
Deadline to file for graduation: Check date on Academic Calendar.
Last Day to drop with a grade of "W:" Check date on Academic Calendar.
Refer to: Drops, Withdrawals & Void

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into D2L**.**

Inclement Weather

In the event of Inclement Weather, please check D2L for updates to class responsibilities and calendar. MSU follows WFISD in the event of inclement weather. For online courses, please check D2L for course updates.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

College Policies

Campus Carry Rules/Policies
Refer to: Campus Carry Rules and Policies

Smoking/Tobacco Policy
College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy
To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit Campus Carry.

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit Safety / Emergency Procedures. Students are encouraged to watch the video entitled "*Run. Hide. Fight.*" which may be electronically accessed via the University police department's webpage: *"Run. Hide. Fight."*

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at Online Reporting Form
Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit Title IX Website

Grade Appeal Process
Update as needed. Students who wish to appeal a grade should consult the Midwestern State University MSU Catalog

Notice
Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Appendix A: Standards/Competencies

Assignment/Module/ Course Activities	Course Objectives or Student Learning Outcomes	Standard or Competency
Weekly Discussions	1,3,4,5,6	NAEYC 1,2,3,4,5,6 PPR Competency 1 EC6 Competency 24
Thematic Unit Lesson Presentation	1,2,3,4,5,6	NAEYC 1,2,3,4,5,6 PPR Competency 1-8
Thematic Unit Prop Box Lesson Plan and Presentation	1,3,5	PPR Competency 1-4 EC6 Competency 1,4,12,16,20,24,25,27
Thematic Unit Book Talk Presentation	2	PPR Competency 1, 2 EC6 Competency 4
Exams	1,2,3,4,5,6	NAEYC 1,2,3,4,5,6 EC6 Competency 1,4,12,16,20,24,25,27