Course Syllabus: Foundations of Early Childhood Education and Care
West College of Education
ECED 3113 Section x20
Spring 2026 POTA
January 20, 2026 - March 20, 2026

Contact Information
Instructor: Beth Barnard
Office: Bridwell 309
Student Hours: Tuesdays 10 am - 11:30 am, Wednesdays 1 pm - 3 pom, Thursdays 10 am - 12 pm, by appointment
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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. You are welcome to visit my office during office hours (see above), or we can set up a time to talk virtually, on the phone, or in person outside those hours. I am typically pretty flexible.

Textbook & Instructional Materials
No textbook required—module readings located in D2L.
Recommended: NAEYC Developmentally Appropriate Practice (DAP): latest edition (DAP manual summary link: NAEYC DAP).

Course Description
An introduction to the field of early childhood education, including historical perspectives, characteristics of young children, developmentally appropriate practices, early care, types of programs, family connections, and current issues.

Course Objectives/Learning Outcomes/Course Competencies
ECED 3113 builds mastery of the following competencies/learning outcomes (Competencies are aligned to the TExES Examination Frameworks/Standards, PK-3, EC-6 Core subjects, STR, Educator Standards, Technology Standards for Teachers, INTASC, and the National Association for the Education of Young Children (NAEYC). Knowledge and implementation of PK guidelines and PK-3 TEKS, and NAEYC standards geared instruction and developmentally appropriate practices are required:

The learner will:
1. Demonstrate knowledge of EC-3 students and EC-3 student learning.
2. Demonstrate understanding of foundational concepts and factors that influence development to age 8.
3. Create safe, accessible, and engaging learning environments and instructional settings for learners to age 8.
4. Demonstrate an understanding of the developmental processes and characteristics of young children to age 8.
5. Demonstrate an understanding of the professional practices and responsibilities of the Early Childhood profession.
6. Demonstrate an understanding of the role and importance of family in EC-3 learning and development.
7. Describe how play promotes children's learning.
8. Examine appropriate goals, objectives, and curriculum for ECE programs.
9. Explain how to meet the needs of all children.
10. Demonstrate and apply an understanding of developmentally appropriate practices, research/evidence-based assessments/instructional practices (ELAR, Physical Education, Health Education, Fine Arts, and Science of Teaching Reading).
11. Describe and analyze effective parent/family collaboration programs.
12. Research societal issues that affect children, families, and schools.
13. Explain how early literacy foundations impact student's academic success
14. Analyze and understand the importance of fostering collaborations with families and other professionals to promote students' ability in all developmental areas.

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

Grading/Assessment
1. *Learning Assignments/Assessments* (Related Module Assignments) (300 points):

Everyone will be required to complete all course assignments related to the course. The Drop Box icon contains full descriptions and documents related to module learning assignments. These assignments will be submitted via the D2L DropBox link on or before the due date (see course outline). Please have your assignments completed by the pacing guide deadlines (see course outline). Each assignment should be thoroughly examined using information from past experiences and the text. They should also be free of grammatical errors, titled, and double-spaced. Please see the course outline and D2L for specific pacing due dates and assignments. These assignments will be the basis for class activities. See D2L and course outline for specific module assignments and instructions.

Module	Assignment/Points
1	Responsive Pedagogy VIP (10 points)
2	Theorist Presentation (40 points)
3	No assignment for this module
4	Case Study Reflection (30 points)
5	DAP Observation Report (30 points)
6	Early Learning Environment IRIS Module (25 points)
7	Play Analysis Essay (30 points)
8	Play-Based Lesson Plan (40 points)
9	No assignment for this module
10	Parent Communication Guide (25 points)
11	Learning Modification Activity (30 points)
12	Issue Research Presentation (40 points)

    0. *Portfolio and Reflection* (80 points):

Following completion of all 12 modules, students will create a digital portfolio using some of their favorite and best assignments to turn in for a portfolio grade. These assignments will be chosen and assigned together before the end of the semester. Each student will also submit a course reflection, sharing what parts of the course content will be most helpful to them in future work, highlighting areas they wish to continue to explore more thoroughly. See D2L for specific grading rubric.

Total Points for Final Grade (CBE):

All course assessments/activities must be passed with an 80% or above in order to complete each competency module. Candidates will have a maximum of three (3) attempts to pass each assessment/activity. Students must earn an evaluation of "proficient" or above on each criterion of the competency assessment in order to pass each assessment. Final grades in all CBE courses will be based on the following scale:

Table 2: Total points for final grade.

Grade	Points
A	342-380
B	304-341

Grade	Points
C	266-303
D	228-265
F	Less than 227

Participation and Module Completion (CBE):

The format for ECED 3113 is competency-based, which allows you to work through the modules and complete readings, assignments, and assessments at your own pace during the 8 week semester. Keep in mind all course modules must be completed before the end of the term, so there are time frames that must be met in order to finish the course by the end of the term. Although Competency-Based Education (CBE) Programs offer a great deal of flexibility to you as a learner, there is a need to stay on track, build the necessary competencies, and complete course assignments so that you make satisfactory academic progress toward your degree. Below is a helpful pacing guide. If you follow this guide and plan accordingly, you will keep on track and not fall behind.

Submitted Work

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

Extra Credit

No extra credit assignments will be given or accepted.

Written Work

All written work should be completed in a professional style. Using 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.

Instructor Use of Generative AI

I integrate generative AI into my teaching to enhance—not replace—human learning, creativity, and critical thinking. I use AI applications as collaborative partners for ideation, drafting, feedback, and the refinement of teaching materials, while maintaining full responsibility for content and accuracy. I do not use this technology to assess student work. I do not input other people's work or personally identifiable information into AI tools. My approach emphasizes ethical,

transparent use aligned with academic integrity, equity, and the development of transferable skills. I also aim to model responsible engagement with emerging technologies, emphasizing thoughtful boundaries rather than rigid prohibitions. I strive for transparency around AI use by adding AI disclosure statements and/or citations to all work generated for this course in collaboration with AI tools.

Student Use of Generative AI

The use of artificial intelligence applications, including but not limited to ChatGPT, Claude, Gemini, DALL·E, Grammarly, or similar applications, may be used for planning activities such as brainstorming, outlining, and idea development. However, all final submissions should show evidence that students have developed and refined these ideas on their own without additional generative AI use. Students are expected to apply what they are learning in this course to produce work for this class, drawing on their developing knowledge, understanding, and skills. When using generative AI in permitted contexts as outlined in the syllabus or explicitly permitted by the instructor, you are responsible for ensuring that AI-generated content is properly cited, accurate, ethical, and free of misinformation or intellectual property violations. AI-generated content must never be submitted as your own work. Doing so may constitute a violation of academic integrity and may be referred to the Office of Student Conduct. Please contact me if you have questions regarding this course policy.

Any generative AI use should be cited *AND* clearly disclosed according to the instructions in this syllabus. An example of an APA citation (7th ed. format) is seen here: OpenAI. (2025). ChatGPT (May 2024 version) [Large language model]. https://chat.openai.com

Important Dates

Last day for term schedule changes: February 2nd
Deadline to file for graduation: February 16th
Last Day to drop with a grade of "W:" April 29th at 4:00 PM
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 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 a 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. Fully online courses may continue as scheduled, but should communicate course practices in syllabus statements and news items on D2L.

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.

NAEYC Standards

See NAEYC Standards in D2L.

WCOE Standards (InTASC):

The outcomes for graduates of professional programs are based upon 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 communities to ensure 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 that 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 assure 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 methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's 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, and pedagogy, as well as knowledge of learners and the community context.
- Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop 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 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.

Texas Teacher Standards

See Standards in D2L.

Course Calendar
Spring 2026

Week - Dates	Topic/Chapter	To Do
Week 1: January 20 - 25	Welcome/Introductions Module 1: What is Early Childhood Education? (M1 - Demonstrate knowledge of PK-3 students and PK-3 student learning)	Become familiar with our course - Welcome slide in Google Discussion (10 points)
Week 2:January 26 - February 1	Module 2: Historical & Theoretical Foundations (M2: Demonstrate Understanding of Foundational Concepts and Factors that Influence Development to Age 8) Module 3: Child Development (Birth–8): Physical & Cognitive (M7: Demonstrate and apply understanding of DAP, Research/Evidence-based assessment and instructional practices in PK-5 health, physical education, and fine arts.)	Theorist Presentation/Infographic (40 points) No assignment
Week 3: February 2 - 8	Module 4: Child Development: Social-Emotional & Moral Module 5: Developmentally Appropriate Practice (DAP) (M4: Demonstrate an	Case Study Reflection (30 points) DAP Observation Report

	understanding of the developmental processes and characteristics of young children to age 8)	(30 points)
Week 4: February 9 - 15	Module 6: Learning Environments & Classroom Design (M3: Create Safe, Accessible, and Engaging Learning Environments and Instructional Settings for PK-3.) Module 7: Play as Learning	Early Learning Environment - IRIS Module (25 points) Play Analysis Essay (30 points)
Week 5: February 16 - 22	Module 8: Curriculum & Learning Standards Module 9: Literacy & Science of Teaching Reading (STR) (M8: Demonstrate an understanding of foundational concepts, principles and best practices - STR)	Lesson Plan - Play Based Lesson (40 points)
Week 6: February 23 - March 1	Module 10: Working with Families & Communities (M6: Demonstrate an understanding of the role and importance of family in EC-3 learning and development.) Module 11: Supporting All Learners	Parent Communication Guide (25 points) Learning Modification Activity (30 points)

Week 7: March 2 - 8	Module 12: Societal Issues & Professional Responsibilities (M5: Demonstrate an understanding of professional practices and responsibilities)	Issue Research Presentation (40 points)
Week 8: March 9 - 15	Review	Catch up on any modules you are behind on.
Week 9: March 16 - 20	Finals	Complete final reflections (50 points) and portfolio (30 points).