



Course Syllabus: Social Emotional Learning in Early Childhood

Gordon T. & Ellen West College of Education

and Professional Studies

ECED 3203 X20

Spring 2026

January 20, 2026 - May 16, 2026

Contact Information

Instructor: Beth Barnard

Office: Bridwell 309

Student Hours: Tuesdays 10 am - 11:30 am, Wednesdays 1 pm - 3 pm, Thursdays 10 am - 12 pm, by appointment

Office phone: (940) 397-4063

E-mail: Elizabeth.barnard@msutexas.edu

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

Early childhood professionals will learn strategies to promote the growth and development of social-emotional learning for young children birth to age 8. Strategies will include teaching children how to recognize and regulate emotions, identifying tools for validating feelings, and understanding key concepts for building resilience in young children.

Course Objectives/Learning Outcomes/Course Competencies

1. Define social-emotional learning (SEL) related to children and families in early childhood settings. (NAEYC 1)

2. Use self-assessment and reflection to increase SEL awareness (NAEYC 1, 4)
3. Review and reflect on evidence-informed practices that support SEL and classroom practices. (NAEYC 1, 4)
4. Plan approaches and strategies to enhance and grow SEL practices with children and families in an early childhood setting. (NAEYC 1, 4)
5. Demonstrate an understanding of developmentally appropriate strategies that can support young children in exploring and learning to overcome challenging problems. (NAEYC 1, 4)
6. Compare different strategies and methods for providing social and emotional support and positive guidance for young children, such as consistent routines, scaffolding peer conflict resolution, calming strategies, and teaching about empathy. (NAEYC 1, 4)
7. Analyze the various ways to establish trusting relationships with young children through responsive caregiving practices like modeling kindness and respect (NAEYC 4)
8. Examine best practices and methods for children to develop social and emotional skills, independence, responsibility, perspective taking skills, and cooperative learning skills to manage or regulate their expressions of emotion and over time, to cope with frustration, develop resilience, learn self-awareness, and manage impulses. (NAEYC 4)

Study Hours and Tutoring Assistance

I am available to meet by appointment. Email me with any questions you have or to set up a time to meet in person or virtually. Responses/answers will be provided via email, or a time can be set up for a phone call or appointment.

Methods of Instruction

This course will be presented in a manner that will allow you to learn independently, through interaction with the instructor via discussions, the discussion board, email, and postings. While you may work somewhat at your own pace, I have found that most students appreciate the structure of due dates. Please adhere to the due dates and adjust your study schedule accordingly. Online courses are a convenient and effective method of learning; however, they require as much work and attention as traditional instruction. Please adhere to the following guidelines/suggestions to ensure success this semester: 1. Do not think you can do this course in your spare time. Plan, plan, and plan some more. Schedule time each week to dedicate to this course. 2. Please adhere to all deadlines and due dates. You may complete and submit assignments early, but do not turn them in late. 3. Please read and re-read assignments. Get clarification as soon as possible (do not wait until the night before the assignment is due). Email me with any questions you have.

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>

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

Table 1: Points allocated to each assignment

Assignment	Points
Get to know you/Welcome	10
Discussion 1	10
AgriLife Learn Webinar (Stress Management)	25
SEL Self-Assessment Checklist for Early Childhood	50

Educators	
AgriLife Learn Webinar (Self-Care)	25
Written Article Review	50
Discussion 2	10
Parent SEL Resource Guide	50
Discussion 3	10
Year Long SEL Development Plan	50
Discussion 4	10
AgriLife Learn Webinar (Resilience)	25
Guidance Strategy Comparison Chart	50
Discussion 5	10
Course Culminating Activity	10
TOTAL	380

Table 2: Total points for final grade.

Grade	Points
A	342-380
B	304-341
C	266-303
D	228-265
F	227 and below

Mid-Term Exam

There will not be a mid-term exam for this course.

Final Exam

There will not be a final exam for this course.

Extra Credit

Extra credit assignments will not be provided in this course.

Late Work

Late work will generally not be accepted. At times, extenuating events occur and require grace to be extended by the professor regarding a specific due date or time. The determination on whether to accept late work will be determined by the professor. If a late work pattern emerges then the student and professor will meet via Zoom to discuss ramifications of not completing work in a timely manner. Ramifications may include reduction in assignment scores and/or course grades.

Make Up Work/Tests

Weekly course learning assignments will generally not be made up. At times extenuating events occur and require grace to be extended by the professor regarding a specific due date or time. The determination on whether to allow work and/or tests to be made up will be determined by the professor. If a pattern or poor performance emerges, the student and professor will meet via Zoom to discuss ramifications of not completing assignments and/or tests. Ramifications may include reduction of assignment scores and/or course grades or any efforts on learning assignments or test efforts receiving 0 points.

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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](#)

Attendance/Participation

Students are required to complete assignments within the timeframes established for each assignment. Attendance for this online course is determined by logins to D2L and timely completion of assignments.

Regular online participation is required. Please attend to discussions in a timely manner. Dialogue opportunities are part of this class; timely participation will be considered part of the grade.

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.

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 case of campus closure due to inclement weather, this course will continue as scheduled.

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.

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

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.

Course Calendar Spring 2026

<u>Week - Dates</u>	<u>Topic/Chapter</u>	<u>To Do</u>
Week 1: January 20 - 25	Welcome/Introductions	Welcome/Get to Know You (10 points)
Week 2:January 26 - February 1 Week 3: February 2 - 8	Module 1: Understanding Social - Emotional Learning in EC (NAEYC 1)	Discussion 1 (10 points)
Week 4: February 9 - 15 Week 5: February 16 - 22	Module 2: Reflective Practices and SEL Awareness (NAEYC 1, 4)	Self-Assessment/Reflection (50 points) Self-Care Webinar (25 points)
Week 6: February 23 - March 1 Week 7: March 2 - 8	Module 3: Evidence-Informed SEL Practices in the EC classroom (NAEYC 1, 4)	Written Article Review (50 points) Discussion/Share (10 points)
Week 8: March 9 - 15 Week 9: March 16 - 22	Module 4: Planning SEL Practices for Children and Families (NAEYC 1, 4)	Parent SEL Resource Guide (50 points) Discussion/Share (10 points)
Week 10: March 23 - 29 Week 11: March 30 - April 5	Module 5: Building Responsive Relationships and Long-Term SEL Growth (NAEYC 4)	Year-Long SEL Development Plan (50 points) Discussion/Share (10 points)

Week 12: April 6 - 12 Week 13: April 13 - 19	Module 6: Resilience, Independence, and Social Competence	Resilience Webinar (25 points)
Week 14: April 20 - 26 Week 15: April 27 - May 3	Module 7: Guidance, Behavior, and Emotional Regulation	Guidance Strategy Chart (50 points) Discussion/Share (10 points)
Week 16: May 4 - 10	Finals (no final)	Reflection/Course Culminating Activity (10 points)