Frostburg State University  
Educational Professions Department  
EDUC 390: FIELD EXPERIENCES IN EARLY CHILDHOOD EDUCATION  
Spring, 2021

INSTRUCTOR INFORMATION
Dr. Fannia L. Boayue  
Office: Framptom Hall Rm. 135  
Office Hours: In-Person/Virtual Webex – Tue. 10:55-12:25PM; Virtual – Mon. 1:10-2:00;  
Wed. 1:00-2:00PM; Thurs. 10:55-12:25PM.  
Email: fboayue@frostburg.edu,  
Phone: 301-687-4220.  
Class/Time: EDUC 390.002 TuTh, 12:30-1:45 PM, Rm. 211/Tech Lab Framptom Hall.

REQUIRED MATERIALS
Readings: Provided Electronically on Canvas and Related to weekly Themes/Topics.  
TaskStream Account Required.

OPTIONAL RESOURCES

COURSE DESCRIPTION
Supervised field experiences for teacher education students in Head Start and/or other pre-school settings. Develops knowledge, skills and dispositions of age-appropriate environments. Includes analysis of children’s needs and examines and assesses human and curricular environments. Enables candidates to plan physically and psychologically safe, supportive and healthy learning environments in early childhood settings. Includes some class work. Taken for 3 credit hours during Phase I of the ECE/ELEM major’s professional sequence. ECE specialization. Graded P/F. Every Semester. Prerequisite: Phase I admission or permission of Department.

COURSE PURPOSE
This course is designed to enhance the disposition of early childhood candidates to effectively establish, adapt, maintain and assess instructional environments appropriate for infants, toddlers, preschooler, and primary-school-aged children. Candidates are expected to demonstrate knowledge in growth, child development, and pedagogy; demonstrate developmentally appropriate skills in management, assessment, instruction and collaboration. The course supports candidates towards becoming effective and dedicated teachers for young children.

KEY ASSESSMENT (ECE/ELEM SPA)
Field Experience Environmental Analysis
# COURSE OUTCOMES

<table>
<thead>
<tr>
<th>COURSE OUTCOMES</th>
<th>ASSESSMENTS</th>
<th>INTASC</th>
<th>MTTS</th>
<th>NAEYC STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate will Demonstrate:</td>
<td>Candidate performance will be measured by:</td>
<td></td>
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<tr>
<td>KNOWLEDGE</td>
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</tr>
<tr>
<td>1. Understanding and knowing young children’s characteristics and needs and the multiple influences on development and learning.</td>
<td>Fieldwork Binder.</td>
<td>1</td>
<td>1.3</td>
<td>NAEYC 1a &amp; b, 7a, 7b</td>
</tr>
<tr>
<td>2. Knowing about and understanding family and community characteristics.</td>
<td>Fieldwork binder</td>
<td>1</td>
<td></td>
<td>NAEYC 2a</td>
</tr>
<tr>
<td>3. Knowing and understanding the multiple influences on development and learning and using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.</td>
<td>Fieldwork binder.</td>
<td>3</td>
<td>1.2</td>
<td>NAEYC 1b &amp; 1c, 7a, 7b</td>
</tr>
<tr>
<td>4. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments &amp; supporting families through respectful, reciprocal relationships.</td>
<td>Instructional lessons/plans.</td>
<td>10</td>
<td>1.1</td>
<td>NAEYC 1c &amp; 2b</td>
</tr>
<tr>
<td>5. Understanding and practice using responsible assessment.</td>
<td>Management &amp; Guidance.</td>
<td>6</td>
<td>1.1</td>
<td>NAEYC 3c</td>
</tr>
<tr>
<td>6. Knowing about and using observation, and other appropriate assessment tools and approaches.</td>
<td>Management &amp; Guidance b. Play experience c. ECERS</td>
<td>6</td>
<td></td>
<td>NAEYC 3b</td>
</tr>
<tr>
<td>7. The multiple influences on development and learning and involving families in their children’s development and learning.</td>
<td>Fieldwork</td>
<td>1</td>
<td></td>
<td>NAEYC 1b &amp; 2c</td>
</tr>
<tr>
<td>8. The multiple influences on development and learning and knowing about and using observation, and other appropriate assessment tools and approaches.</td>
<td>Observation b. ECERS</td>
<td>1</td>
<td>1.4</td>
<td>NAEYC 1b &amp; 3b</td>
</tr>
<tr>
<td>SKILLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Use developmental knowledge to create healthy respectful, supportive, and challenging learning environments. Know, understand and use positive interactions as the foundation for their work with young children.</td>
<td>Physical Environment b. Fieldwork Portfolio</td>
<td>1,3</td>
<td>2a</td>
<td>a. NAEYC 4a . b. NAEYC 1c, 7a, 7b.</td>
</tr>
<tr>
<td>2. Understand the goals, benefits, and uses of assessment.</td>
<td>ECERS, use of checklists.</td>
<td>6</td>
<td></td>
<td>NAEYC 3a</td>
</tr>
<tr>
<td>3. Understand the goals, benefits, and uses of assessment. Know about and use observation, and other appropriate assessment tools and approaches.</td>
<td>ECERS</td>
<td>6</td>
<td></td>
<td>NAEYC 3a 3b &amp; 3c</td>
</tr>
<tr>
<td>4. Know about and use observation, and other appropriate assessment tools and approaches.</td>
<td>Structured virtual Classroom Observatio</td>
<td>6</td>
<td></td>
<td>NAEYC 3b</td>
</tr>
</tbody>
</table>
5. Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.
   a. Fieldwork Portfolio
   b. Assessing virtual Learning Environment
   3
   NAEC 1c

6. Know, understand and use positive interactions as the foundation for their work with young children. Know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence young children’s development. Identify and conduct themselves as members of the early childhood profession; knowing and using ethical guidelines and other professional standards related to early childhood practice.
   a. Fieldwork Portfolio
   b. Analysis of Virtual Instruction
   2
   NAEC 4a, 4b, & NAEC 7a,b.

**DISPOSITIONS**

1. Know about and understand family and community characteristics.
   a. Fieldwork Portfolio
   NAEC 2a,

2. Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.
   a. Fieldwork Portfolio
   b. Analysis of Virtual Instruction
   3,6
   NAEC 1c. 7a, 7b

3. Know and understand the multiple influences on development and learning
   a. Fieldwork Portfolio
   b. Analysis of Virtual Instruction
   c. Lesson Plan
   1
   NAEC 1b, 7a, 7b

**DIVERSITY**: It is essential for an educator to have an awareness of diversity and develop strategies to meet the needs of all learners. The candidate will apply developmentally appropriate practice knowledge and skills to select, organize, plan, and teach the early childhood curriculum to meet the needs of all young children (typical and special needs), in the learning environment and apply strategies to effectively work with the families of young children.

**COURSE ASSIGNMENTS AND ASSESSMENTS (Virtual Learning Environment – VLE)**

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Points</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Work/Practicum (VLE)</td>
<td>220</td>
<td>68%</td>
</tr>
<tr>
<td>Lesson Plan #1 Taskstream</td>
<td>10</td>
<td>3%</td>
</tr>
<tr>
<td>Lesson Plan #2 Taskstream</td>
<td>10</td>
<td>3%</td>
</tr>
<tr>
<td>Mid-point Binder Assessment</td>
<td>10</td>
<td>3%</td>
</tr>
<tr>
<td>Instructional Observation (2nd)</td>
<td>72</td>
<td>23%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>322</td>
<td>100%</td>
</tr>
</tbody>
</table>

1. **Fieldwork Portfolio (220 pts.):**
Prior to the start date of the practicum/field placement, each candidate will receive a “Handbook of Policies and Expectations” including the assignment packet. During the Head Start or Early Childhood Educational center placement for 3, 4, and 5-year-olds, each candidate is expected to complete and document 45 clock hours of contact time with the students in the virtual environment. Head Start uses Facebook as its instructional platform where mentors post pre-recorded videos of instruction for parents and guardians to access and work at home with their children. Candidates will use the posted videos and complete assignments related to management, the physical, human, and curricular environments for young children. The candidate completes systematic observations and documents assessments of the total environment and children. The candidates also reflect, in written form, on their experience. All required documentations and artifacts from the experience are organized in an electronic portfolio on taskstream and presented to the course instructor at the end of the semester. The portfolio is graded using a rubric.

2. Lesson Plans (20 pts.):
Using the Educational Professions Department Long Lesson Plan format, candidate writes two different developmentally appropriate lesson plans on taskstream for the Head Students with support from the mentor and University Supervisor (Instructor). The lesson plans should be written, revised and re-submitted on taskstream at least 48 hours before the day candidate is scheduled to teach. After candidates revise Lesson Plan #1, the instructor will assess it on taskstream and award a maximum of 10 points for the lesson. Lesson plan #2 will be assessed before candidates revise it for a total of 10 points. The lesson plans will include all parts on the lesson plan template written clearly and appropriately as demonstrated and modeled by the instructor during class. Lesson plans posted over the weekend (Friday 6:00PM- Sunday 11:59PM) will be reviewed on Monday the following week. The instructor will give written feedback on both the lesson plans on taskstream. Email copies of both lesson plans to your mentor and ask for feedback BEFORE you teach each lesson. Use instructor’s and your mentor’s feedback and revise your lesson plans BEFORE you teach them. Mentor should sign hard copies of both of your revised lesson plans. Place both signed lesson plans in your portfolio. The mentor’s email acknowledging your lesson plans can be used as the signature. So, place the email in your portfolio.

A. Candidate’s Instructional Video: This placement is virtual for FSU candidates. Due to COVID-19, HRDC is not allowing candidates in their buildings and classrooms. At the start of the virtual placement, Head Start children are learning in-person in the regular classroom. However, some families opted to keep their children at home. The HRDC placement officer and the instructor collaborated on the placement. As a result, EDUC 390 candidates are placed in classrooms with hybrid (in-person and virtual) instruction. This way, candidates have access to live recordings of the instructional setting daily. They will use these recordings posted on Facebook (HRDC instructional platform) to complete the tasks during this placement. Candidates will record themselves teaching each lesson and download a copy on a thumb drive. The instructor will deliver the thumb drives to the Educational Director of HRDC. The director will make the recorded lessons available to mentors who will play the recording to the Head Start Children during in-person instruction in the classroom. Thumb drives will be returned to candidates.

B. Midpoint Portfolio Assessment (10 pts.):
Based on the Weekly Responsibilities sheet, the candidate and instructor will assess the electronic portfolio during class using the EDUC 390 Mid-Point Portfolio Review Form. All required tasks due at the time of the review should be appropriately placed in the correct section of the portfolio.
C. Instructional Observation & Analysis of Instruction (72 pts.):

A. Observation and analysis of instruction will be done asynchronously by each candidate in the VLE through recorded videos by the mentors. Each candidate will design instructional activities and video record themselves teaching the lesson to the Head Start children. The recordings will be posted on Head Start Facebook page and shown to the children by the mentor during in-person instruction. The mentor teacher and the University Supervisor will formally observe the candidate’s recorded lessons. Both observers will use a rubric to assess and evaluate the candidate’s instructional practices.

B. Candidates will watch and discuss videos of Head Start virtual instruction. Then using the ECERS and other course assessment instruments, candidate will write an analysis of the strengths and weaknesses of the instruction with justifications in a paper.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>326-322</td>
<td>Meets Expectations/Pass</td>
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<tr>
<td>F</td>
<td>225 and Below</td>
<td>Ineffective, Failing/Fail</td>
</tr>
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**GRADING SCALE**

**COURSE OUTLINE/SCHEDULE:** (by Week with readings done in advance: I= in person Class session on Tuesdays; V= Virtual Class session on Thursdays. Candidates will always receive a Webex link for all class sessions relative to FSU hybrid instructional guidelines.).

**Week 1**
- Overview – review of roles and responsibilities of early childhood educators
- Jan. Course foci. NAEYC Code of Ethical Conduct. Who are Young Children?
- I/V What Is Developmentally Appropriate Practice?
- Planning the Indoor and Outdoor Environments.
- Reading: NAEYC Code of Ethics & DAP

**Week 2**
- Learning Theory and Instructional Practice
- Approaches to Learning and Motivational Strategies
- Feb. Types of Teacher Planning
- I/V Components of a Daily Lesson Plan
- Planning for Teaching and Supervision.
- Reading: Relating Learning Theory to Instruction; Direct & indirect Instructional Strategies

**Week 3**
- Classroom Management: What is it? Rules and Procedures; Appropriate behavior. Effects of the environment (indoor & Outdoor) on children and teacher
- Record Keeping: Health assessments and filing of paperwork. Injury Reports
- Feb. Classroom Discipline: Misbehavior, Interventions
- I/V Feeding Toddlers, Preschooler, and School-age Children
- Binder Set-Up for the field Work documentation. Field Assignments Discussed
- Field Assignments & Binder discussed.
- Due: Research paper Topic and Goal Statement.

**Week 4**
- Teaching & learning: Infant, Toddler, and School-age Children;
- Feb. Appropriate materials and criteria for selection
- I/V Ready for Kindergarten (R4K): MD Early Childhood Comprehensive System.
- Reading: Infants/Toddlers; Pre-school Years; Kindergarten (3 chapters)
- Field Assignments & Portfolio discussed

**Week 5**
- Assessment: Assessing the Indoor & Outdoor Environment- ECERS
<table>
<thead>
<tr>
<th>Week</th>
<th>Due:</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/V</td>
<td>Due: Progress on Research Paper</td>
<td></td>
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<tr>
<td>23,25</td>
<td>Reading: Observation and Assessment</td>
<td></td>
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<td></td>
<td>Field Assignments &amp; Binder discussed</td>
<td>Due: Head Start/Apprenticeship Orientation (Attendance Required)</td>
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<tr>
<td>Week 6</td>
<td>Due:</td>
<td>What Is Head Start Paper Presentation:</td>
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<tr>
<td>Mar.</td>
<td>Instructional Strategies: Direct and Indirect Approaches</td>
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<tr>
<td>I/V</td>
<td>Sources of Student Diversity. • Culture In EC Settings.</td>
<td></td>
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<tr>
<td>2,4</td>
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<tr>
<td>Week 7-9</td>
<td>Full participation in school-based experiences.</td>
<td></td>
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<tr>
<td>Mar.</td>
<td>Completion of Assignments. No In-person Classes.</td>
<td>Asynchronous observations by candidates &amp; instructor.</td>
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<td>8-22</td>
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<td>Week 9</td>
<td>Return to class for ALL students.</td>
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<tr>
<td>23</td>
<td>Child Abuse and neglect.</td>
<td>Reading: Child Maltreatment</td>
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<tr>
<td>Week 10-11</td>
<td>Full participation in school-based experiences.</td>
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<tr>
<td>Mar./Apr.</td>
<td>Informal and formal observations by instructor.</td>
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<tr>
<td>29-2</td>
<td>Completion of Assignments. No In-person Classes.</td>
<td>Asynchronous observations by candidates &amp; instructor.</td>
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<tr>
<td>Week 11</td>
<td>Return to class for ALL students.</td>
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<tr>
<td>Apr. 6(I)</td>
<td>Discussion of Fieldwork: Candidates’ Questions/Concerns.</td>
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<td></td>
<td>Wellness: Health, safety and Nutrition</td>
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<tr>
<td>Week 11-13</td>
<td>Full participation in school-based experiences.</td>
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<tr>
<td>Apr.</td>
<td>Informal and formal observations by instructor.</td>
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<tr>
<td>5-23</td>
<td>Completion of Assignments. No In-person Classes.</td>
<td>Asynchronous observations by candidates &amp; instructor.</td>
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<tr>
<td>Week 13</td>
<td>Return to class for ALL students.</td>
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<tr>
<td>Apr. 20(I)</td>
<td>Discussion of Fieldwork: Candidates’ Questions/Concerns.</td>
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<td></td>
<td>Working with Colleagues and Parents.</td>
<td>Growth and Development Revisited</td>
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<tr>
<td>Week 13-14</td>
<td>Full participation in school-based experiences.</td>
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<tr>
<td>Apr.</td>
<td>Informal and formal observations by instructor.</td>
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<tr>
<td>26-28</td>
<td>Completion of Assignments. No In-person Classes.</td>
<td>Asynchronous observations by candidates &amp; instructor.</td>
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<tr>
<td>Week 14</td>
<td>Return to class for ALL students.</td>
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<tr>
<td>Apr. 29 (I)</td>
<td>Final Class discussion of Portfolio.</td>
<td>Due: Fieldwork Portfolio on taskstream</td>
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<tr>
<td>May 4</td>
<td>Deadline: Fieldwork Due on taskstream on Tuesday, May 4 by 11:59 PM</td>
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<td></td>
<td>No Final Exam</td>
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COURSE POLICIES AND EXPECTATIONS

PROCESS AND PROCEDURES:
The total time required for this field placement is 35-45 clock hours of fieldwork and contact time with the Head Start children and mentors during this semester. You are expected to spend at least 2 hours at the center when you get there each time and have a total of at least 5.5 hours per week. You will attend your placement until at least two weeks before the date of the last day of class during the semester. Keep a time log and turn it in as part of the portfolio requirements at the end of the placement.

When a candidate is not meeting expectations or is performing “below developing” or at “Ineffective” in the assigned field experience tasks, in instruction, in any of the varied settings of the learning environment, and professional behaviors, the following guidelines will be followed:

1). The mentor/Head Start mentor and the candidate will meet via phone (or Webex set up by the instructor) to discuss the problem and make a list of expectations/behaviors required of the candidate. The candidate is expected to demonstrate satisfactory improvements in all the areas during the next 3 days of the placement. The instructor may be invited to the meeting but must receive a copy of the list of expected behaviors.

2). If the problem/s persist, improvement is not consistent and/or additional problem/s are observed, the instructor, the candidate and mentor/Head Start teacher will meet to discuss the problem and write a formal contract delineating the expectations/behavior goals for the candidate. The candidate, mentor/Head Start teacher, and the instructor will sign the contract. Each person keeps a copy of the contract. Consistent improvement in expectations/behavior must be noted within 3 days after the contract is signed. However, the language, length of term, and timeline for improvement will depend on the circumstances and the severity of the problem. The contract may be revisited periodically as needed during the placement/semester.

3). The instructor will formally observe the candidate addressing the expectations/behaviors cited in the contract to assess the candidate’s progress during the teaching of the second recorded lesson or an additional planned and recorded instructional activity. A written feedback will be given to the mentor/Head Start teacher and candidate.

4). The instructor will meet with both teacher and candidate and if improvement is not demonstrated and documented, a new contract may be written and the process begins again.

5). If there are no improvements and/or goals in the contract are not consistently followed by the candidate, the mentor/Head Start teacher and instructor may formally write a letter informing the candidate s/he is not meeting requirements and may not pass the field experience. Based on the judgment of the instructor and the mentor/Head Start teacher, the candidate may be removed from the placement or other appropriate actions taken. If the candidate is removed from the placement, this action results in a failing grade (“F”) in the course.

6). When the candidate is not meeting the requirements for professional behavior/expectations, the school/Head Start has the right to remove the candidate immediately. If the candidate is removed from the placement, this action results in a failing grade (“F”) in the course.

ATTENDANCE
FSU COURSE/CLASS ATTENDANCE:
The Class Attendance Policy (PN 2.024) found in the Faculty Handbook and the Undergraduate and Graduate Catalogs grants individual instructors the academic freedom to set course attendance policies to meet the needs of specific courses. If, and how, student attendance (or absence) impacts course grades remain the purview of instructors and their academic departments. However, instructors must use means to measure attendance beyond noting physical presence in the classroom and instead consider active participation in the online portion of a blended course. (Adopted by FSU Faculty Senate, Fall 2020).

Attendance in synchronous and asynchronous class and at the field placement is required. If an individual missed class and the field placement/experience for an illness, a written excuse is required. If class or placement is missed due to an emergency, it is the candidate’s responsibility to inform the instructor/mentor in a timely manner. The student is expected to make-up field or class work missed by absences. Students are expected to be on time for class and the virtual placement.

CLASS PARTICIPATION/PROFESSIONALISM
The instructor and mentor, where possible, will assess you on the Disposition Form during this course. You must earn an acceptable rating on each required disposition. Any ineffective rating may result in a “fail” for this course.

Professional conduct is a very important part of the program and will be expected of each candidate and required during Head Start Placement. The underpinnings for this expectation is NAEYC’s Code of Ethical Conduct. Appropriate conduct includes:

a. Being on time, alert and attentive during class, this include not sleeping in class or off-task talking or other activities (for example, texting or doing homework) during lectures, discussions, presentations or film.
b. active involvement/participating in class.
c. Demonstrating an interest in and commitment to on-going professional development.
d. Reliably meeting all obligations (for example showing evidence of having read the assigned readings through verbal or written responses in class).
e. Speaking with courtesy and patience.
f. Showing sensitivity to and respect for individual differences as well as the public school personnel and students, FSU faculty and staff, and your fellow students.
h. Citing all sources used or quoted in written work.
i. Demonstrating commitment to reflection, self-assessment of one’s practice, and responsibility for one’s own actions.
j. Demonstrating enthusiasm about and commitment to the profession.
k. Accepting and acting upon reasonable critical evaluation.
l. Dressing appropriately for one’s professional contexts.
m. Using appropriate communication skills (use standard English).
n. Respecting the privacy of individuals and the confidentiality of information.

At the end of the semester, each candidate’s Professional Disposition and Responsibilities will be evaluated by the Phase I Faculty/Instructors using the following form

**Professional Responsibilities and Dispositions: Phase I**

Spring, 2021
As an education candidate, I understand that I will be expected to meet the following professional responsibilities and to demonstrate the professional dispositions that reflect my dedication and commitment to the field of education.

___ Arrive on time for education courses, meetings, appointments and field experiences.

___ Dress appropriately for class activities and meet all dress code requirements for field experiences.

___ Use appropriate and effective communication skills. Demonstrate seriousness in learning to teach through verbal and non-verbal behaviors.

___ Work collaboratively with others in courses and field experiences. Communicate and interact with others in respectful ways.

___ Demonstrate acceptance and sensitivity to others. Show respect for the diversity represented in peers and K-12 students in behavior and communication.

___ Demonstrate personal and professional integrity. Show commitment and enthusiasm to the field of education. Demonstrate openness to new experiences and ideas. Practice positive communication skills and behaviors.

___ Assume personal responsibility for development as an education professional. Know and meet requirements for education program, courses and field experiences.

Candidate’s signature below indicates agreement and understanding of the stated expectations for professional responsibilities and dispositions during Phase I of the Education Program. Non-compliance with any professional dispositions and/or responsibilities during Phase I may result in a verbal or written warning, reduction in course grade or points, an appearance before a faculty committee and/or delayed entrance to Phase II.

Candidate: ____________________________  Date: __________

ECE/ELEM and ELEM Programs
Apprenticeship

PLEASE NOTE: Any infraction of these behaviors in class and during the Head Start Placement will trigger an evaluation of the student relative to the “Course Policies and Expectations” in this syllabus.

Missing or Late Assignments:
Class assignments are due on scheduled dates. If assignments are late, points will be deducted equivalent to a letter grade after the due date for that assignment. If an assignment is not turned in, that assignment will receive no credit and will be weighted as a zero in computing the final grade.

Pacing Problem:
If for any reason an assignment is dropped from the class, the total number of points needed for each grade will be reduced equal to the total points for the dropped assignment. However, the percentage needed for each grade will be maintained.

Academic Dishonesty:
“Academic dishonesty is defined to include any form of cheating and/or plagiarism. Cheating includes, but is not limited to, such acts as stealing or altering testing instruments; falsifying the identity of persons for any academic purpose; offering, giving or receiving unauthorized assistance on an examination, quiz or other written or oral material in a course including looking at another person’s answer key or test or taking an online test with assistance from another person; or falsifying information on any type of academic record. Plagiarism is the presentation of written or oral material in a manner which conceals the true source of documentary material; or the presentation of materials which uses hypotheses, conclusions, evidence, data, or the like, in a way that the student appears to have done work which they did not, in fact, do. In cases involving academic dishonesty, a failing grade or a grade of zero (0) for either an assignment and/or a course may be administered. Students who are expelled or suspended for reasons of academic dishonesty may not be admissible to other institutions within the University System of Maryland. Suspension or expulsion for academic dishonesty is noted on a student's academic transcript.”

NB: Academic dishonesty is taken very seriously by the University and may result in any of the following in this course: failing grade for assignment, failing grade for the course, and/or referral for disciplinary action which could result in expulsion from FSU.

Disability Statement:
If you have a disability which may require consideration by the instructor, you should offer information in writing, which includes suggestions for assistance in participating in and completing class assignments. This should be accomplished no later than the end of the second week of class.

REPORTING OF CHILD ABUSE:
Please be aware that according to state law in Maryland, educators are required to report current and past child abuse and neglect even when the former victim is now an adult and even when the former alleged abuser is deceased. If you disclose current or past abuse/neglect in class, in papers, or to me personally, I am required by law to report it. Please see me if you are interested in more information about this law.

Cell Phone Policy
Cell phone use is allowed in this class (V/I) ONLY at the expressed permission of the instructor for instructional purposes. Otherwise, Cell phones must be turned OFF and put away before class instruction begins and at all times when you are at Head Start/placement. Anyone observed checking his/her cell phone (or text messaging during instructional/practicum time or whose phone rings) will lose 1 point per incident from the overall/total points in this course. No further warnings will be given. NOTE: Exceptions will be given in cases based on need (e.g. illness in the family) if a request is made to your Head Start teacher and at the beginning of class to leave the phone on (vibrate), in which case the call may be taken in the hallway.

FSU COVID-19 Social Compact:
"Your health and safety are important. Therefore, during every physical in-person meeting of this course, everyone is required to follow state, local, and University public health mandates as outlined in the FSU Social Compact. Everyone must wear a face mask that covers their nose and mouth, respect posted signage, and
practice good social distancing by remaining at least 6 feet away from others. The Code of Student Conduct notes that following these health and safety protocols constitute complying “with a reasonable request from authorized University personnel in the performance of their official duties,” and failing to do so is a Code of Student Conduct violation. Students who do not comply with these mandates will be asked to leave class. Students who refuse to leave will be referred to the Dean of Students and may be administratively removed from the class if found to be responsible for Code of Conduct violations. (Endorsed by FSU Faculty Senate, Fall 2020).”

**READINGS:**

**RESOURCES:**


6. *Voices of Practitioners: Teacher Research in Early Childhood Education* is NAEYC’s online journal devoted to teacher research. Visit [NAEYC.org/resources/pubs/vop](http://NAEYC.org/resources/pubs/vop) to peruse an archive of Voices articles.

(Video)

OTHERS: on Canvas