Partial content: Elementary Education Department
ECH 328P .012 and .013
Foundations of Early Childhood
Spring 2016

Instructor: Karen Farris
Course Time & Location: W and F 12:30 – 1:20, ECRC 205

Office: ECRC 111A
Office Phone: 936-468-4006
Other Contact Information:

Prerequisites: HMS 241 + L; taken concurrently with ECH 328

I. Course Description:

Supervised laboratory observations and teaching of young children directly related to the content and purpose of ECH 328. Must be taken concurrently with ECH 328.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The college of Education at Stephen F. Austin State University (SFA) will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels. This course supports the COE Vision, Mission, and Goals in that it addresses all five core values: academic excellence, life-long learning, collaboration, openness to new ideas and culturally diverse people, integrity, responsibility, diligence, and service. View the Conceptual Framework at http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/

Each of the assignments and readings in this course is designed to reinforce the shared vision and purpose of the SFASU College of Education. This course provides coherence for our ECH curriculum, clinical experiences, and assessments. It links to the University vision and values and describes how those values translate into knowledge, skills, and dispositions. This philosophy and vision helps to distinguish our graduates from those of other institutions.

Program Learning Outcomes and Student Learning Outcomes:

PLO 1 Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1; InTASC 1).

- SLO 1.1 Candidates analyze the role and stages of play for young children (ECH 328 SLO 1.5; EC12 Texas PPR ST I). (Chapter 9)
  - SLO 1.1.1 Assessment – Types of Play Assignment
- SLO 1.2 Candidates examine PreK guidelines analyzing critical components necessary in a developmentally appropriate program (EC12 Texas PPR ST I)(Chapter 2/3)
  - SLO 1.2.1 Assessment - PK Guidelines Assignment

PLO 3 Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (ACEI 3; InTASC 2, 3, 5, 7, 8)

- SLO 3.1 Candidates probe physical development including gross and fine motor skills (EC12 Texas PPR ST I) (Chapter 4)
  - SLO 3.1.1 Assessment – Physical Development Assessment Assignment
- SLO 3.2 Candidates examine planning components of lesson designs actions required for the writing of developmentally appropriate lesson plans (EC12 Texas PPR ST I, III). (Chapter 11)
  - SLO 3.2.1 Assessment – Lesson Plan Assignment
  - SLO 3.2.2 Assessment – Early Childhood Learner Interaction with Technology Observation Commercial Media (ISTE ST II & III)
- SLO 3.3 Candidates discover how to communicate expectations to students (clear, accurate communication, skilled questioning, giving directions) and build relationships with students (EC12 Texas PPR ST II) (Chapter 6)
  - SLO 3.3.1 Assessment – Communication Observation Checklist
- SLO 3.4 Candidates investigate various classroom components including safe physical spaces, room arrangement, physical accessibility (EC12 Texas PPR ST II) (Chapter 8)
  - SLO 3.4.1 Assessment – Classroom Design Project Assignment
- SLO 3.5 Candidates scrutinize activities related to promoting health, safety, and well-being of young children and how teachers design instructional activities (EC12 Texas PPR ST I, II) (Chapter 7)
  - SLO 3.5.1 Assessment – Movement Activity Lesson Assignment
- SLO 3.6 Candidates identify areas of diversity impacted (bias, language, culture, gender, ethnicity, race) in early childhood environments and throughout early childhood curriculum (EC12 Texas PPR ST II)(Chapter 12)
  - SLO 3.6.1 Assessment – Anti-diversity Checklist

PLO 4 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4; InTASC 6).
• SLO 4.1 Candidates explore roles and purposes of assessment while examining authentic and standardized assessment tools including portfolios and time sampling (EC12 Texas PPR ST I).
  (Chapter 5)
  o SLO 4.1.1 Assessment – Time Sampling Activity Assignment

PLO 5 Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (ACEI 5; InTASC 9, 10).
• SLO 5.1 Candidates evaluate the complexities of building partnerships with families in relation to parent/teacher conferences (ECH 328 SLO 5.2; EC12 Texas PPR III)(Chapter 13)
  o SLO 5.1.1 Assessment – Conference Analysis Assignment
• SLO 5.2 Candidates examine qualities and characteristics of a professional early childhood educator (EC12 Texas PPR ST IV). (Chapter 1)
  o SLO 5.2.1 Assessment – Quiz.

ECH 328 P is the first early childhood (ECH) lab course in the sequence and provides a foundation for future courses. Upon completion of the course you will be able to

1. Behave in a professional manner when in a childcare setting
2. Discuss a child’s growth and development until the age of eight, particularly as related to social and emotional development
3. Recognize appropriate interaction strategies and techniques that demonstrate positive communication and demonstrate an understanding of effective guidelines for positive discipline strategies.
4. Discuss environmental, experiential, and educational influences which shape a young child’s mathematic skills
5. Recognize hidden rules of generational poverty and middle class
6. Explore the relationship between animal abuse and human interpersonal violence and ways to foster humane treatment of animals
7. Discuss the benefits of volunteering in a community. You can expect to be a competent, successful, caring, and enthusiastic professional who is dedicated to responsible service, leadership, and continued professional and intellectual development.

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

ECH 328P is web-enhanced classroom. You will attend class one day a week and then read all posted information on the web in D2L. You will turn in all assignments on or before the due date shown on our Timeline. Assignments submitted through D2L are due by midnight of the stated due date. Failure to complete and submit ALL assignments by the stated due date significantly influences your course grade and can result in a failing grade.

If an assignment is not turned in by the due date, you automatically lose all the points for the assignment and lose 10 professionalism points. All assignments in this course are submitted online and all assignments must be typed using the template provided or you will receive NO credit for the assignment. Failure to complete and submit ALL assignments by the stated due date significantly influences your course grade and can result in a failing grade.

ECH 328 practicum is designed to help you interact with young children. Please note that your ECH 328 lecture and lab grades are separate. You will earn one grade for lecture and another for lab.

In this course, attending class is very important. If you miss class, you are responsible for getting the information from your peers about what you missed. Many grades come from in class assignments. If you miss class on a day we have an in class assignment, you will only be allowed to make-up the assignment if you have a doctor’s note. Extenuating circumstances will be considered at the discretion of the teacher.

ABSENCES AND MAKE-UPS: In the event a teacher candidate is unable to observe during his/her scheduled time, the lab instructor MUST BE NOTIFIED BEFORE the observation time by e-mail. Candidates may contact their lab instructor via email in D2L. Teacher candidates are expected to make-up a missed interaction/observation time the NEXT WEEK, this is to ensure that you could complete your assignment and turn it in before the due date. If the candidate fails to make-up the missed interaction/observation time the next week, his/her professionalism grade will be affected.

Each 328P student will complete a minimum of 11 hours of interaction/observation. This means you will interact and observe in one-hour increments at the ECHL. You may also be required to observe in small time increments throughout the semester. Missed lab observations must be rescheduled with the lab teacher and made up within one week of the missed observation. Credit will only be given for excused absences, which means the teacher is notified BEFORE scheduled observation time begins. To receive a grade in 328L, ALL observations and assignments must be completed. Your professionalism grade will be docked 10 points for each unexcused lab absence.

Assignment Guidelines
The purpose of assignment guidelines is to provide you with basic information that will help you be successful in this class. Adhering to these guidelines will greatly improve your success in this class.
A. Assignments in this course are deadline driven. Each assignment, assessment, or reading has a due date. Meeting deadlines is an integral part of being a successful teacher
B. All work must be submitted as a Microsoft word document (doc.). Set one-half inch margins. All assignments must be written using New Times Roman 12 point font. This is the standard for APA style writing.
C. Assignments are submitted and returned through the assignments link in D2L unless otherwise noted. Always keep a copy of your work. If the web is down, send it through email to me right away – and then submit in D2L once it is available. Do not wait until the last minute to submit assignments to avoid late submissions.
D. Students will be interacting with children in an early childhood setting. You will be observing, presenting lessons, evaluating and reflecting on best practices. You will need to contact a childcare facility about participating in several different activities. There are four different opportunities tied to an activity grade for the class.

- You will be observing a classroom and completing an assignment of your First Impression of the Classroom.
- You will be observing a classroom looking for Discipline Strategies used by a teacher.
- You will be doing a reflection of a large group music presented by a teacher (video on D2L).
- You will present two transition activities to the class.
- You will be presenting a music lesson to a whole group complete with transitions.
- You will be doing an assignment with anecdotal records
- You will be making one visit where you document five types of play you witness
- You will be completing a relationships activity
- You will be completing an Anti-Bias assignment

Please be aware childcare facilities have a process to approve anyone coming in and working with children. You will complete a background check before you are able to observe in the classrooms.

IV. Evaluation and Assessments (Grading):

As a professional, it is your responsibility to keep up with your grades, calculate your grades, and make sure EACH grade is correctly recorded. When an assignment is graded, immediately look at it and any comments. If you have a question about a grade or feel it is incorrect, bring this to my attention with ONE WEEK of me posting grades. DO NOT wait until dead week OR AFTER final grades are posted to become concerned about your grades. At that point, it is TOO LATE. To calculate your grade, add the total number of points you earned and divide by the total number of points you could have earned. This gives you a percentage grade that corresponds to the following grading scale:

- 90 to 100% = A
- 80 to 89% = B
- 70 to 79% = C
- < 69% = F

Assignments in ECH 328 P

<table>
<thead>
<tr>
<th>Points</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>5 points</td>
</tr>
<tr>
<td>First Impression of Classroom</td>
<td>10 points</td>
</tr>
<tr>
<td>Discipline Observation Checklist</td>
<td>25 points</td>
</tr>
<tr>
<td>Transitions Performance</td>
<td>25 points</td>
</tr>
<tr>
<td>Music Video Reflection</td>
<td>5 points</td>
</tr>
<tr>
<td>Music Plan</td>
<td>25 points</td>
</tr>
<tr>
<td>Music Group Experience</td>
<td>50 points</td>
</tr>
<tr>
<td>Music Experience Reflection</td>
<td>5 points</td>
</tr>
<tr>
<td>Anecdotal Records Assignment</td>
<td>25 points</td>
</tr>
<tr>
<td>Types of Play Observations</td>
<td>25 points</td>
</tr>
<tr>
<td>Anti-Bias Observations</td>
<td>25 points</td>
</tr>
<tr>
<td>In Class Activities</td>
<td>100 points</td>
</tr>
<tr>
<td>Professionalism</td>
<td>50 points</td>
</tr>
</tbody>
</table>

Total Points 375 points

V. Tentative Course Outline/Calendar:
<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Module</th>
<th>Actions Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Module 1 Getting Started</td>
<td>• Read all Module Information</td>
</tr>
<tr>
<td>January 25 - 31</td>
<td></td>
<td>• Turn in copy of driver’s license in class, know ss number</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Update your profile in D2L including face picture – due Sunday 1.31.16 at 11:59 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete Checklist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Syllabus Quiz – due Sunday 1.31.16 at 11:59 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Livetext Module - due Sunday 1.31.16 at 11:59 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• All Module Components are due by Sunday at 11:59 p.m.</td>
</tr>
<tr>
<td>Week 2</td>
<td>Module 2 Discipline and Guidance</td>
<td><strong>Classroom Observations Begin</strong></td>
</tr>
<tr>
<td>February 1 - 7</td>
<td>In class:</td>
<td>• Read all Module Information</td>
</tr>
<tr>
<td></td>
<td>• Discipline Principles</td>
<td>• Complete the Discipline Observation Checklist and turn in to dropbox</td>
</tr>
<tr>
<td></td>
<td>• First Impression Classroom</td>
<td>• Complete Checklist</td>
</tr>
<tr>
<td></td>
<td>Observations</td>
<td>• All Module Components are due by Sunday at 11:59 p.m.</td>
</tr>
<tr>
<td>Week 3</td>
<td>Module 3 Transitions</td>
<td>• Read all Module Information</td>
</tr>
<tr>
<td>February 8 - 14</td>
<td>In class:</td>
<td>• Complete the Discipline Observation Checklist and turn in to dropbox</td>
</tr>
<tr>
<td></td>
<td>• Transitions</td>
<td>• Complete Checklist</td>
</tr>
<tr>
<td></td>
<td>• BRING TRANSITION BOOK TO CLASS</td>
<td>• All Module Components are due by Sunday at 11:59 p.m.</td>
</tr>
<tr>
<td>Week 4</td>
<td>Module 4 Application of Transition</td>
<td>• Read all Module Information</td>
</tr>
<tr>
<td>February 15 - 21</td>
<td>Content</td>
<td>• Participate in class transition performance</td>
</tr>
<tr>
<td></td>
<td>In class:</td>
<td>• Complete Checklist</td>
</tr>
<tr>
<td></td>
<td>• Transitions</td>
<td>• All Module Components are due by Sunday at 11:59 p.m.</td>
</tr>
<tr>
<td></td>
<td>• BRING TRANSITION BOOK TO CLASS</td>
<td>• Music Participation</td>
</tr>
<tr>
<td>Week 5</td>
<td>Module 5 Music</td>
<td>• Read all Module Information</td>
</tr>
<tr>
<td>February 22 - 28</td>
<td>In class:</td>
<td>• Watch Music Group Time presented by teachers video on D2L</td>
</tr>
<tr>
<td></td>
<td>• Music Participation</td>
<td>• Complete Checklist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Music Video Reflection Drop Box – due Sunday 2.28.16 at 11:59 p.m..</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• All Module Components are due by Sunday at 11:59 p.m.</td>
</tr>
<tr>
<td>Week 6</td>
<td>Module 6 Music Plan</td>
<td>• Read all Module Information</td>
</tr>
<tr>
<td>February 29 –</td>
<td>In class:</td>
<td>• Complete Checklist</td>
</tr>
<tr>
<td>March 6</td>
<td>• Texas Pre-K Guidelines</td>
<td>• Music Plan Drop Box - due Sunday 3.6.15 at 11:59 p.m.</td>
</tr>
<tr>
<td></td>
<td>• Music Plan</td>
<td>• All Module Components are due by Sunday at 11:59 p.m.</td>
</tr>
<tr>
<td>Week 7</td>
<td>Module 7 Parent Conferences</td>
<td>• Read all Module Information</td>
</tr>
<tr>
<td>March 7 - 13</td>
<td>In class:</td>
<td>• Watch Videos</td>
</tr>
<tr>
<td></td>
<td>• Parent Conferences</td>
<td>• Complete Checklist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• All Module Components are due by Sunday at 11:59 p.m.</td>
</tr>
<tr>
<td>Week 8</td>
<td>Spring Break</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 14 - 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Module 8 Assessment</td>
<td>• Read all Module Information</td>
</tr>
<tr>
<td>March 21 - 27</td>
<td>In class:</td>
<td>• Watch Videos</td>
</tr>
<tr>
<td></td>
<td>• Anecdotal Notes</td>
<td>• Complete Checklist</td>
</tr>
<tr>
<td></td>
<td>• Portfolio Assessment</td>
<td>• All Module Components are due by Sunday at 11:59 p.m.</td>
</tr>
<tr>
<td></td>
<td>• Program Goals</td>
<td><strong>Monday/Tuesday/Wednesday observers only</strong></td>
</tr>
</tbody>
</table>
No Friday Class

Week 10
March 28 – April 3
No Monday/Wednesday Class

Thursday/Friday observers only

Week 11
April 4 - 10
Module 9 Safety
In class:
• Tornado Safety

Week 12
April 11 - 17
Module 10 Play
In class:
• Play

Week 13
April 18 - 24
Module 12 Anti-Bias
In class:
• Anti-Bias

Week 14
April 25 – May 1
Module 11 Art
In class:
• Process Art

Week 15
May 2 - 8
Module 13 Relationships
In class:
• Relationships with Parents

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Transitions by Cay McAninch and Vikki Boatman. Publisher SFA University Press. ISBN 9781936205141

Live Text account.
Even though this course does not collect assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education, using the LiveText data management system, you will need it for future education course work. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu.

All students must purchase the LiveText Field Experience Management (FEM) add-on. The cost is $20.00. This system will allow the Perkins College of Education to better place and track candidate field experiences. Instructions for purchasing the LiveText FEM are located in the ECH 328P course LiveText module. Purchase of the FEM add-on is required for successful completion of ECH 328P.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! You will receive 1 bonus point for participation.

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.
VIII. Student Ethics and Other Policy Information:

Attendance: Attendance is critically important and there are 200 points in attending and participating in classroom activities. Please be aware that if you are absent on an activity day there is no way to make up that assignment. Please make your appointments and other activities outside of class time. Students must be attending and participating in all courses to qualify for financial aid. Students reported for non-attendance or non-participation in their courses could have their financial aid withdrawn.

Students with Disabilities
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/ . Location: Human Services Building, room 325. Phone: (936) 468-3004.

Academic Integrity
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. If there is a situation that arises Dr. Casey will consult with the Department Chair and with the Dean of the College of Education. If dishonesty is established a report can go into the students file for up to 4 years. If found guilty you can appeal and a committee can suspend you or expel you from the university.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due _______________________. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.