I. Course Description: (brief paragraph)

Supervised laboratory observations and teaching of young children directly related to the content and purpose of 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/](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 1.2 Candidates examine PreK guidelines analyzing critical components necessary in a developmentally appropriate program (EC12 Texas PPR ST I) (Chapter 2/3)

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 – Developmental Checklist Observation 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 – Modification of Music/Movement Activity 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 I, III) (Chapter 6)
  - SLO 3.3.1 Assessment – Large Group Experience Reflection Assignment
  - SLO 3.3.2 Assessment – Transitions Performance Assignment
  - SLO 3.3.3 Assessment – Music/Movement Activity Assignment
- 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 – Tomato Safety Plan 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 – Music/Movement Activity Assignment
  - SLO 3.5.2 Assessment – Tomato Safety Plan 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-Bias Observation Assignment
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).

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)

SLO 4.1.1 Assessment – Anecdotal Record/Time Sampling Activity Assignment

SLO 5.1.1 Assessment – Conference Analysis Assignment

SLO 5.2.1 Assessment – Discipline Observation Assignment

ECH 328 P is the first early childhood (ECH) practicum 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 five, 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 and recognize environmental, experiential, and educational influences which shape a young child’s social, emotional, intellectual, and physical development.

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

ECH 328P is web-based. Turn in all assignments on or before the due date shown on the course 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.

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.

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. Any assignment turned in after the due date (without prior permission from the instructor) will receive 50% credit.

B. All work must be submitted as a Microsoft word document (doc.). No handwritten assignments will be accepted. Set one-half inch margins. All assignments must be created 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. Do not wait until the last minute to submit assignments to avoid late submissions.

D. As required in this course, you 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. Some are strictly observations and others are activity based.

Please be aware childcare facilities have a process to approve anyone coming in and working with children. Most of them have a background check that can take up to 2 weeks to complete. You will need to go the first week of the semester and secure a location. You will report the location in an activity dropbox.

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 within 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. All coursework must be submitted for successful completion of ECH 328P. To calculate your grade, combine the total number of points earned and divide by the possible number of total points you could have earned. This gives you a percentage grade that corresponds to the following grading scale:

- 90 to 100% = A 275-306 pts.
- 80 to 89% = B 245-274 pts.
- 70 to 79% = C 214-244 pts.
- < 69% = F 0-213 pts.
# Assignments in ECH 328 P

<table>
<thead>
<tr>
<th>Assignments in ECH 328 P</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childcare Facility Location</td>
<td>10</td>
</tr>
<tr>
<td>Discipline Observation Checklist</td>
<td>23</td>
</tr>
<tr>
<td>Transitions Discussion</td>
<td>20</td>
</tr>
<tr>
<td>Large Group Experience Reflection</td>
<td>25</td>
</tr>
<tr>
<td>Application of Transitions Content</td>
<td>25</td>
</tr>
<tr>
<td>Music Lesson and Presentation</td>
<td>50</td>
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<tr>
<td>Parent Conference Discussion</td>
<td>20</td>
</tr>
<tr>
<td>Anecdotal Records Observation</td>
<td>20</td>
</tr>
<tr>
<td>Types of Play Observations</td>
<td>24</td>
</tr>
<tr>
<td>Movement Lesson and Presentation</td>
<td>25</td>
</tr>
<tr>
<td>Developmental Checklist</td>
<td>20</td>
</tr>
<tr>
<td>Anti-Bias Observations</td>
<td>24</td>
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<tr>
<td>Tornado Safety Discussion</td>
<td>20</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>306</strong></td>
</tr>
</tbody>
</table>

## V. Tentative Course Outline/Calendar:

### ECH 328 Practicum Timeline

#### Spring 2016

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Module</th>
<th>Actions Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>SFA Campus Visit January 20 – 22</td>
<td>• No assignments are due this week. Use this time to read through the practicum course, make sure you understand the requirements, and make a plan for successful implementation of the assignments.</td>
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<tr>
<td>January 19 – January 24</td>
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<td></td>
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<tr>
<td>Week 2</td>
<td>Module 1 Getting Started</td>
<td>• Read all Module Information.</td>
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<tr>
<td>January 25 – January 31</td>
<td></td>
<td>• Activate Livetext Account.</td>
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<td>• Purchase FEM add-on from Livetext (See syllabus VI).</td>
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<td></td>
<td>• Secure approval from a childcare facility for 328P observations and recorded activities.</td>
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<tr>
<td>Week 3</td>
<td>Module 1 Getting Started</td>
<td>• Read all Module Information.</td>
</tr>
<tr>
<td>February 1 – February 7</td>
<td></td>
<td>• Continue to work towards securing approval from a childcare facility for 328P assignments.</td>
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<td></td>
<td></td>
<td>• Complete the Childcare Facility assignment and submit to Dropbox.</td>
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<td></td>
<td>• Complete Checklist.</td>
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<td></td>
<td></td>
<td>• All Module Components are due by Sunday night at 11:59.</td>
</tr>
<tr>
<td>Week 4</td>
<td>Module 2 Discipline and Guidance</td>
<td>• Read all Module Information.</td>
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<tr>
<td>February 8 – February 14</td>
<td></td>
<td>• Complete the Discipline Observation Checklist and submit to Dropbox.</td>
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<td>• Complete Checklist.</td>
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<tr>
<td></td>
<td></td>
<td>• All Module Components are due by Sunday night at 11:59.</td>
</tr>
<tr>
<td>Week 5</td>
<td>Module 3 Transitions</td>
<td>• Read all Module Information.</td>
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<tr>
<td>February 15 – February 21</td>
<td></td>
<td>• Participate in the Transitions Discussion board with post and responses.</td>
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<td></td>
<td></td>
<td>• Complete the Large Group Experience Reflection assignment and submit to Dropbox.</td>
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<td>• Complete Checklist.</td>
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<tr>
<td></td>
<td></td>
<td>• All Module Components are due by Sunday night at 11:59.</td>
</tr>
<tr>
<td>Week 6</td>
<td>Module 4 Application of Transition Content</td>
<td>• Read all Module Information.</td>
</tr>
<tr>
<td>February 22 – February 28</td>
<td></td>
<td>• Post Parent Permission Forms to the Discussion Board Area prior to videoing the transitions assignment.</td>
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<td>• Plan four transitions, do two, video, and submit to Dropbox.</td>
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<td>• Complete Checklist.</td>
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<tr>
<td></td>
<td></td>
<td>• All Module Components are due by Sunday night at 11:59.</td>
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<tr>
<td>Week 7</td>
<td>Module 5 Music</td>
<td>• Read all Module Information.</td>
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<tr>
<td>February 29 – March 6</td>
<td></td>
<td>• Complete Checklist.</td>
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<tr>
<td></td>
<td></td>
<td>• All Module Components are due by Sunday night at 11:59.</td>
</tr>
</tbody>
</table>
| Week 8  
March 7 – March 13 | Module 6 Music Plan | • Read all Module Information.  
• Complete your Music Lesson Plan.  
• Present your Music Lesson Plan, attach video, and submit to Dropbox.  
• Complete Checklist.  
• All Module Components are due by Sunday night at 11:59. |
| Week 9  
March 21 – March 27 | Module 7 Parent Conferences | • Read all Module Information.  
• Watch Videos.  
• Participate in the Parent Conference Discussion Board with post and responses.  
• Complete Checklist.  
• All Module Components are due by Sunday night at 11:59. |
| Week 10  
March 28 – April 3 | Module 8 Assessment | • Read all Module Information.  
• Watch Videos.  
• Complete Anecdotal Records/Time Sampling Assignment and submit to Dropbox.  
• Complete Checklist.  
• All Module Components are due by Sunday night at 11:59. |
| Week 11  
April 4 – April 10 | Module 9 Safety | • Read all Module Information.  
• Participate in the Tornado Safety Plan Discussion Board with post and responses.  
• Complete Checklist.  
• All Module Components are due by Sunday night at 11:59. |
| Week 12  
April 11 – April 17 | Module 10 Play | • Read all Module Information.  
• Watch Videos.  
• Conduct play observations assignment and submit to Dropbox.  
• Complete Checklist.  
• All Module Components are due by Sunday night at 11:59. |
| Week 13  
April 18 – April 24 | Module 11 Movement | • Read all Module Information.  
• Plan movement lesson complete with necessary props.  
• Present lesson, reflect, attach video and submit to Dropbox.  
• Complete Checklist.  
• All Module Components are due by Sunday night at 11:59. |
| Week 14  
April 25 – May 1 | Module 12 Development | • Read all Module Information.  
• Complete Developmental Checklist Assignment and submit to Dropbox.  
• Complete Checklist.  
• All Module Components are due by Sunday night at 11:59. |
| Week 15  
May 2 – May 8 | Module 13 Anti-Bias | • Read Module.  
• Complete Anti-Bias Observations and submit to Dropbox.  
• Complete Checklist.  
• All Module Components are due by Sunday night at 11:59. |
| Week 16  
May 9 – May 13 | | • This is a practicum course. There is NO FINAL EXAM for ECH 328P. |

**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
This course uses the LiveText data management system to collect critical 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. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. 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.

In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALivetext@sfasu.edu. Once LiveText is activated, if you have technical
questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

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: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

This is an online course. Regular class attendance critically important to the success of learning. Your attendance will be monitored electronically through D2L. You must regularly access the course content to successfully complete course assignments. 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.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

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, 936-468-3004 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/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- 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 one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,  
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).
Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

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. 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 policy 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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, 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. 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.texes.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.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.