Instructor: Karen Briley Farris

Course Time & Location: Wednesday: 12:30 – 1:20, Rm 204

Office: 111
Office Hours: TR: 12:30 – 1:30
Office Phone: 468-4006
Credits: 1
Email: D2L e-mail first, always. This e-mail is for emergencies only kbfarris@sfasu.edu

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 SFSU 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 examine PreK guidelines analyzing critical components necessary in a developmentally appropriate program
  o SLO 1.1.1 Assessment – Music Plan & Presentation (PPR 1.16k, 1.1s, 1.11s, 1.16s, 1.20s, 3.7k, 3.11k, 3.8s, 3.9s, 3.10s, 3.12s, 3.13s, 4.12k; TS 1Bi, 1Bii, 1Ciii, 1Eiii, 3Bi, 6Ai)

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 components of child development including physical aspects.
  o SLO 3.1.1 Assessment – Music Plan & Presentation (PPR 1.16k, 1.1s, 1.11s, 1.16s, 1.20s, 3.11k, 3.8s, 3.9s, 3.10s, 3.12s, 3.13s, 4.12k; TS 1Bi, 1Bii, 1Ciii, 1Eiii, 3Bi, 6Ai)

- SLO 3.2 Candidates examine planning components of lesson designs actions required for the writing of developmentally appropriate lessons plans
  o SLO 3.2.1 Assessment – Music Plan and Presentation (PPR 1.16k, 1.1s, 1.11s, 1.16s, 1.20s, 3.11k, 3.8s, 3.9s, 3.10s, 3.12s, 3.13s, 4.12k; TS 1Bi, 1Bii, 1Ciii, 1Eiii, 3Bi, 6Ai)

- SLO 3.3 Candidates discover how to communicate expectations to students (clear, accurate communication, skilled questioning, giving directions) and build relationships with students
  o SLO 3.3.1 Assessment – Music Video Reflection (PPR 4.12k)
  o SLO 3.3.2 Assessment – Transitions Presentation (PPR 2.6k, 2.7k, 2.8k, 2.9k, 2.8s, 2.9s, 2.17s; TS 4Cii)
  o SLO 3.3.3 Assessment – Music Plan and Presentation (PPR 1.16k, 1.1s, 1.11s, 1.16s, 1.20s, 3.11k, 3.8s, 3.9s, 3.10s, 3.12s, 3.13s, 4.12k; TS 1Bi, 1Bii, 1Ciii, 1Eiii, 3Bi, 6Ai)
  o SLO 3.3.4 Assessment – Discipline Strategies Observation (PPR 3.2s)
• SLO 3.4 Candidates investigate various classroom components including safe physical spaces, room arrangement, physical accessibility
  o SLO 3.4.1 Assessment – Classroom Design Assignment (PPR 2.19k, 2.22k, 2.6s; TS 4Bi, 4Bi, 4Cii)
• SLO 3.5 Candidates scrutinize activities related to promoting health, safety, and well-being of young children and how teachers design instructional activities
  o SLO 3.5.1 Assessment - Movement Plan and Presentation (PPR 1.16k, 1.1s, 1.11s, 1.16s, 1.20s, 3.11k, 3.8s, 3.9s, 3.10s, 3.12s, 3.13s, 4.12k; TS 1Bi, 1Bii, 1Cii, 1Eii, 3Bii, 3Ai)
• SLO 3.6 Candidates identify areas of diversity impacted (bias, language, culture, gender, ethnicity, race) in early childhood environments and throughout early childhood curriculum
  o SLO 3.6.1 Assessment – Anti-Bias Checklist (PPR 3.5k)

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 purposes of assessment while examining authentic and standardized assessment tools including portfolios and time sampling/anecdotal records
  o SLO 4.1.1 Assessment – Time Sampling/Anecdotal Record Activity (PPR 2.17s)

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.

• SLO 5.1 Candidates evaluate the complexities of building partnerships with families in relation to parent/teacher conferences.
  o SLO 5.1.1 Assessment – Parent Teacher Conference Analysis Assignment (PPR 4.12k; TS 6Ai)

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. Understand how to create a classroom environment and space that is safe and fosters autonomy.
5. Recognize appropriate assessment strategies to support learning.

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. All assignments completed “in class” must be submitted before leaving the classroom. 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 receive no credit for the assignment and and 10 professionalism points will be deducted. 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.

The following assignments: Music Plan, Implementation of the Music Time with PK students, and Music Reflection must be successfully completed in order to pass ECH 328P. Non-completion of any of these will result in a failing grade in ECH 328P.

ECH 328P practicum is designed to help you interact with young children. Please note that your ECH 328P lecture and practicum 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 instructor.

ABSENCES AND MAKE-UPS: In the event a teacher candidate is unable to observe during his/her scheduled time, the practicum instructor MUST BE NOTIFIED BEFORE the observation time by e-mail. Candidates may contact their practicum 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, ten professionalism points will be deducted.

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 practicum observations must be rescheduled with the practicum 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 328P, ALL observations and assignments must be
Ten professionalism points will be deducted for each unexcused practicum absence. **Three unexcused practicum absences will result in a failing grade for ECH328P.**

Anytime a teacher candidate enters the Early Childhood Lab, he or she must wear the approved name badge. You will be given one name badge holder and one name plate when you have turned in your COMPLETED criminal history form & a copy of your driver’s license. You will not be allowed to enter the Early Childhood Lab without the approved name badge holder and name plate. This includes: the Early Childhood Lab office, classrooms, teachers’ offices, bathrooms, etc. When you are downstairs in the Early Childhood Research Center, you must wear your approved name badge holder and name plate. If you lose your name badge holder and name plate, you will be responsible for replacing these and will not be allowed to enter the Early Childhood Lab. **Please keep in mind that this is a security breech for our school and needs to be taken seriously.** You will lose 10 professionalism points each time you lose these items and are required to purchase new ones. The name badge holder can be purchased upstairs in the Early Childhood Research Center Resource Room for at least $3. The name plate must be purchased in the Early Childhood Lab office, located downstairs, for at least $10.

**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.).

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. Practicum observations will be completed in the Early Childhood Lab.

**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

<table>
<thead>
<tr>
<th>ECH 328P Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Update Profile in D2L</td>
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</tr>
<tr>
<td>Syllabus Quiz</td>
<td>5</td>
</tr>
<tr>
<td>First Impressions</td>
<td>10</td>
</tr>
<tr>
<td>Discipline Observation</td>
<td>23</td>
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<tr>
<td>Transitions</td>
<td>25</td>
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<tr>
<td>Music Video Reflection</td>
<td>5</td>
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<tr>
<td>Music Plan</td>
<td>25</td>
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<tr>
<td>Group Music Experience</td>
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<td>Music Experience Reflection</td>
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<tr>
<td>Anecdotal Records</td>
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<td>Anti-Bias Observation</td>
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<td>Music Participation</td>
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<tr>
<td>Professionalism</td>
<td>50</td>
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<tr>
<td>Classroom Design</td>
<td>20</td>
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</tbody>
</table>

**Total** 326
## ECH 328 Practicum Tentative Timeline

### Fall 2017

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Module</th>
<th>Actions Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 8/28/17     | Module 1  
Getting Started  
LiveText  
Syllabus and Timeline  
In Class Topics:  
Syllabus  
FEM LiveText Add On  
Background Check Information  
ECHL Guidelines  | EC6 Majors Only:  
- You must purchase and complete the FEM LiveText Add On in order to pass this course, a due date will be given to you at a later date.  
- Livetext Module  
All ECH 328P students:  
- Review the syllabus and timeline in D2L  
- Syllabus Quiz  
- Turn in copy of driver’s license in class, and be prepared with social security number.  
- Update your profile in D2L including face picture  |
| 9/4/17      | No Class |             |
| **Week 2**  |        |             |
| 9/11/17     | Module Practicum Packet  
In Class Topics:  
First Impression of Classroom  
ECHL Guidelines  | Read all Module Information  
Review badge rules, ECHL guidelines, and ECHL dress code  |
| **Week 3**  |        |             |
| 9/18/17     | Module 2  
Discipline and Guidance  
In Class Topic:  
Discipline  | Classroom Observations Begin  
- Read all Module Information  
- Complete First Impression of the Classroom Observation and turn in to dropbox.  
- Complete Checklist  
- All Module Components are due by Sunday night at 11:59  |
| **Week 4**  |        |             |
| 9/25/17     | Module 3  
Transitions  
**BRING TRANSITION BOOK TO CLASS**  
In Class Topic:  
Transitions  | Read all Module Information  
Complete the Discipline Observation Checklist and turn in to dropbox  
Complete Checklist  
All Module Components are due by Sunday at 11:59 p.m  |
| Week 5 | 10/2/17 | **Module 4**  
Application of Transition Content | **BRING TRANSITION BOOK TO CLASS**  
In Class Topic: Transitions  
- Read all Module Information  
- Participate in Class Transition Performance  
- Complete Checklist  
- All Module Components are due by Sunday at 11:59 p.m |
|---|---|---|
| Week 6 | 10/9/17 | **Module 5**  
Music  
In Class Topic: Music Participation  
- Read all Module Information  
- Watch Group Music Video in D2L Module  
- Complete and submit Music Video Reflection to dropbox  
- Complete Checklist  
- All Module Components are due by Sunday at 11:59 p.m |
| Week 7 | 10/16/17 | **Module 6**  
Music Plan  
In Class Topics: Pre-K Guidelines  
Music Plan  
- Read all Module Information  
- Complete and submit Music Plan to dropbox  
- Complete Checklist  
- All Module Components are due by Sunday at 11:59 p.m |
| Week 8 | 10/23/17 | **Module 7**  
Parent Conferences  
In Class Topic: Parent Conferences  
Relationships with Families  
- Read all Module Information  
- Watch Parent Teacher Conference Videos in D2L Module  
- Complete Checklist  
- All Module Components are due by Sunday at 11:59 p.m |
| Week 9 | 10/30/17 | **Module 8**  
Assessment  
In Class Topics: Anecdotal Records/Portfolios  
Program Goals  
- Read all Module Information  
- Complete and submit the Anecdotal Records Observation to dropbox.  
- Complete Checklist  
- All Module Components are due by Sunday at 11:59 p.m |
| Week 10 | 11/6/17 | **Module 9**  
Safety  
In Class Topic: Classroom Design  
- Read all Module Information  
- Complete and submit Classroom Design Assignment to dropbox.  
- Complete Checklist  
- All Module Components are due by Sunday at 11:59 p.m |
<table>
<thead>
<tr>
<th>Week 11</th>
<th>Module 13 - Anti-Bias</th>
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<tbody>
<tr>
<td>11/13/17</td>
<td>In Class Topic: The Anti-Bias Classroom</td>
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<tr>
<td></td>
<td>• Read all Module Information</td>
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<tr>
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<td>• Complete and submit Anti-Bias Observation Assignment to dropbox.</td>
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<td>• Complete Checklist</td>
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<td>• All Module Components are due by Sunday at 11:59 p.m</td>
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<tr>
<th>Week 12</th>
<th>Module 11 - Movement</th>
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<tbody>
<tr>
<td>11/27/17</td>
<td>In Class Topic: Developmental Milestones – Gross Motor Movement Activities</td>
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<tr>
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<td>• Read all Module Information</td>
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<td>• Complete Checklist</td>
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<td>• All Module Components are due by Sunday at 11:59 p.m</td>
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<tr>
<th>Week 13</th>
<th>Module 12 - Physical Development</th>
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<tbody>
<tr>
<td>12/4/17</td>
<td>In Class Topics: Developmental Milestones – Fine Motor</td>
</tr>
<tr>
<td></td>
<td>Make-up Week for Observations</td>
</tr>
<tr>
<td></td>
<td>• Read all Module Information</td>
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<td></td>
<td>• Complete Checklist</td>
</tr>
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<td>• All Module Components are due by Sunday at 11:59 p.m</td>
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 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 $18.00. 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 328 P 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. 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/](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 course; (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](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 SFASU 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.