**Prerequisites:** HMS 241, concurrently with ECH 328

I. Course Description: (brief paragraph)

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 student 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
  - 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, 1CiIII, 1EIii, 3BiIIi, 6AI)

**PLO 2** Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative teaching (questioning, 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.
  - SLO 3.1.1 Assessment – Developmental Checklist (PPR 3.5k)
  - SLO 3.2 Candidates examine planning components of lesson designs actions required for the writing of developmentally appropriate lessons plans
    - SLO 3.2.1 Assessment – Music Plan and Presentation (PPR 1.16k, 1.1s, 1.11s, 1.16s, 1.20s, 3.11k, 2.14s, 3.8s, 3.9s, 3.10s, 3.12s, 3.13s, 4.12k; TS 1Bi, 1Bii, 1CiIII, 1EIii, 3BiIIi, 6AI; Technology 6.12s, 6.14s; ISTE 3d)
  - SLO 3.2.2 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, 1CiIII, 1EIii, 3BiIIi, 6AI)

- SLO 3.3 Candidates discover how to communicate expectations to students (clear, accurate communication, skilled questioning, giving directions) and build relationships with students
  - SLO 3.3.1 Assessment – Large Group Experience Reflection (PPR 4.12k)
  - SLO 3.3.2 Assessment – Transitions Presentation (PPR 2.6k, 2.8k, 2.9s, 2.9s, 2.14s, 2.17s; TS 4CeIi)
  - SLO 3.3.3 Assessment – Discipline Strategies Observation (PPR 3.2s, 2.14s; TS 4CiII; Technology 4.9s, 6.2s, 6.8s, 6.13s; ISTE3a,3d)
  - SLO 3.3.4 Assessment – Transition Discussion Board (PPR 2.6k, 2.8k, 2.9s, 2.9s, 2.14s, 2.17s; TS 4CiII)

- SLO 3.4 Candidates investigate various classroom components including safe physical spaces, room arrangement, physical accessibility
  - SLO 3.4.1 Assessment – Classroom Design Assignment (PPR 2.19k, 2.22k, 2.4k, 2.6s; TS 4BiII, 4CiII; Technology 6.17s; ISTE 3d)

- SLO 3.5 Candidates scrutinize activities related to promoting health, safety, and well-being of young children and how teachers design instructional activities
  - SLO 3.5.1 Assessment – Movement Plan and Presentation (PPR 1.16k, 1.1s, 1.11s, 1.16s, 1.20s, 3.11k, 2.14s, 3.8s, 3.9s, 3.10s, 3.12s, 3.13s, 4.12k; TS 1Bi, 1Bii, 1CIii, 1EIii, 3BIii, 6AI)

- SLO 3.6 Candidates identify areas of diversity impacted (bias, language, culture, gender, ethnicity, race) in early childhood environments and throughout early childhood curriculum
  - 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
  - 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) practicum course in the sequence and provides a foundation for future courses. Upon completion of the course you will be able to
1. Interact 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-based. You 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 will receive NO credit.
B. 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.
C. If you have a question about a grade or feel it is incorrect, bring this to my attention with ONE WEEK of me posting the grade. Failure to turn in assignments on or before the due date (without prior permission from the instructor) will result in a grade of 0.
D. Please be aware childcare facilities have a process to approve anyone coming in and working with children. You will need to contact a childcare facility about participating in several different activities. Some are strictly observations and others are activity based.

Assignments in ECH 328 P
1. Discipline Observation Checklist: Students will observe discipline strategies in a classroom. (PPR 3.2s, 2.14s; TS 4Cii)
2. Transitions Discussion Board: Students will discuss and respond to peers concerning transition activities observed in the classrooms. (PPR 2.6k, 2.8k, 2.9s, 2.8s, 2.9s, 2.17s; TS 4Cii)
3. Large Group Experience Reflection: Students will observe a large group activity that is implemented in the classroom and reflect on their observation. (PPR 4.12k)
4. Transitions plan and presentation: Students will plan and implement three transition activities in the classroom. (PPR 2.6k, 2.8k, 2.9s, 2.8s, 2.9s, 2.14s, 2.17s; TS 4Cii)
5. Music Plan and Presentation: Students will plan and implement a music activity in the classroom. (PPR 1.16k, 1.1s, 1.11s, 1.16s, 1.20s, 3.11k, 2.14s, 3.8s, 3.9s, 3.10s, 3.12s, 3.13s, 4.12k; TS 1Bi, 1Bii, 1Cii, 1Eii, 3Bii, 6Ai)
6. Parent Conference Discussion: Students will discuss and respond to peers after watching two parent conference videos online. (PPR 4.12k; TS 6Ai)
7. Anecdotal Records Observation: Students will complete an anecdotal record. (PPR 2.17s)
8. Movement Lesson and Presentation: Students will plan and implement a movement activity in the classroom. (PPR 1.16k, 1.1s, 1.11s, 1.16s, 1.20s, 3.11k, 2.14s, 3.8s, 3.9s, 3.10s, 3.12s, 3.13s, 4.12k; TS 1Bi, 1Bii, 1Cii, 1Eii, 3Bii, 6Ai)
9. Developmental Checklist: Students will observe one child regarding developmental stages. (PPR 3.5k)
10. Anti-Bias Observations: Students will observe the classroom environment to identify anti-bias curriculum. (PPR 3.5k)
11. Classroom Design: Students will design a developmentally appropriate classroom environment. (PPR 2.19k, 2.22k, 2.4k, 2.6s; TS 4Bi, 4Bii, 4Cii)

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. Posted rubrics are used to guide all assignment grading. 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, 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 = 254-282 pts.
80 to 89% = B = 226-253 pts.
70 to 79% = C = 197-225 pts.
< 69% = F = 0-196 pts.

<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>
</tbody>
</table>
### Discipline Observation Checklist
- 23 Points

### Transitions Discussion Board
- 20 Points

### Large Group Experience Reflection
- 25 Points

### Transitions plan and presentation
- 25 Points

### Music Plan and Presentation
- 50 Points

### Parent Conference Discussion
- 20 Points

### Anecdotal Records Observation
- 20 Points

### Developmental Checklist
- 15 Points

### Anti-Bias Observations
- 24 Points

### Classroom Design
- 25 Points

**Total Points:** 282

---

**V. Tentative Course Outline/Calendar:**

**ECH 328 Practicum Timeline**

**Semester/Year**

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Module</th>
<th>Actions Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Jan 16-21</td>
<td>SFA Campus Visit January 18 &amp; 19</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>
</tr>
<tr>
<td>Week 2 Jan 22-28</td>
<td>Module 1 Getting Started</td>
<td>- Read all Module Information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Contact a Childcare facility you will be participating with to complete your assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Complete information requested about the facility and submit to dropbox</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Complete Checklist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- All Module Components are due by Sunday night at 11:59</td>
</tr>
<tr>
<td>Week 3 Jan 29- Feb 4</td>
<td>Module 2 Discipline and Guidance</td>
<td>- Read all Module Information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Complete the Discipline Observation Checklist and turn in to dropbox</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Complete Checklist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- All Module Components are due by Sunday night at 11:59</td>
</tr>
<tr>
<td>Week 4 Feb 5-11</td>
<td>Module 3 Transitions</td>
<td>- Read all Module Information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Participate in the Transitions Discussion board with post and responses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Complete the Large Group Experience Reflection assignment and turn in to dropbox</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Complete Checklist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- All Module Components are due by Sunday night at 11:59</td>
</tr>
<tr>
<td>Week 5 Feb 12-18</td>
<td>Module 4 Application of Transition Content</td>
<td>- Read all Module Information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Plan four transitions, do two, video tape, submit to dropbox</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Complete Checklist</td>
</tr>
<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 5 Music</td>
<td>- Read all Module Information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Complete Checklist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- All Module Components are due by Sunday night at 11:59</td>
</tr>
<tr>
<td>Week 7 Feb 19-25</td>
<td>Module 6 Music Plan</td>
<td>- Read all Module Information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Complete your Music Lesson Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Present your Music Lesson Plan, attach video, and turn in all information to the dropbox</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Complete Checklist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- All Module Components are due by Sunday night at 11:59</td>
</tr>
<tr>
<td>Week 8 Feb 26-Mar 4</td>
<td>Module 7 Parent Conferences</td>
<td>- Read all Module Information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Watch Videos</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Participate in the Parent Conference Discussion Board</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Complete Checklist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- All Module Components are due by Sunday night at 11:59</td>
</tr>
<tr>
<td>March 12-18</td>
<td>Spring break week</td>
<td>-</td>
</tr>
<tr>
<td>Week 9 Mar 19-25</td>
<td>Module 8 Assessment</td>
<td>- Read all Module Information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Complete Checklist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- All Module Components are due by Sunday night at 11:59</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Module</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>10</td>
<td>Mar 26-28</td>
<td>Module 9 Safety</td>
</tr>
<tr>
<td></td>
<td>Mar 29-Apr 1</td>
<td>Easter Holiday For Students And Faculty</td>
</tr>
<tr>
<td>11</td>
<td>Apr 2-8</td>
<td>Module 10 Movement</td>
</tr>
<tr>
<td>12</td>
<td>Apr 9-15</td>
<td>Module 11 Physical Development</td>
</tr>
<tr>
<td>13</td>
<td>Apr 16-22</td>
<td>Module 12 Anti-Bias</td>
</tr>
<tr>
<td>14</td>
<td>Apr 23-29</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Apr 30-May 6</td>
<td>Final Week</td>
</tr>
</tbody>
</table>

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, ISBN# 978-0-979-6635-4-3. Upon your enrollment in this course, if your major is a program in the Perkins College of Education, OR if you are seeking educator certification, AND if you do not already have an existing LiveText account, you should receive an access code for a LiveText account via your jacks.sfasu.edu email account. If you do not receive this code by the end of the first week of class, please check your junk email. If you still do not have the message, please contact the SFA LiveText coordinator at livetext@sfasu.edu. Once you have received the access code, it is YOUR responsibility to activate the account. Failure to activate the account and/or submit the required assignment(s) in LiveText, will result in a failing grade for 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 2 bonus points 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

A. 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.

B. **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/.

C. **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).

D. **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.

E. **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, driver’s 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.

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