Department of Elementary Education  
ECED 3110 (all 500 sections for Online Completers)  
Foundations of Early Childhood Practicum  
Fall 2020

Instructor: Heather Thrash  
Course Credits: 2 hours; D2L WEB BASED ONLY COURSE

Office Phone: 281-217-0930 (my cell phone #)  
Main Email: D2L email through course is preferred // checked Monday-Friday

Office Hours: leave message on phone; email anytime  
Alternate Email 1: heatherthrash@gmail.com // [ONLY use if D2L is down]

Other Contact Information: will return phone calls and emails within 48 hours Monday-Friday; will return weekend [beginning at 2pm on Friday] phone calls and emails by Monday (Tuesday if Monday is a campus holiday)  
Alternate Email 2: thrashhl@sfasu.edu // only checked several times a week // [ONLY use if D2L is down and you have tried the gmail account first] **it is a lowercase L in the email address above, NOT a 1**

Co-requisites: HMS 241 + HMS 241L, taken concurrently with ECED 3210

I. Course Description:  
Supervised laboratory observations and teaching of young children directly related to the content and purpose of ECED 3210. Must be taken concurrently with ECED 3210.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):  
This course is aligned with the mission of the College of Education (COE), which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The COE theme is "preparing professional educators who positively impact learning for all students." In the COE at Stephen F. Austin State University, we are committed to the following core values:  
• Academic excellence through critical, reflective, and creative thinking  
• Life-long learning  
• Collaboration and shared decision-making  
• Openness to new ideas, to culturally diverse people, and to innovation and change  
• Integrity, responsibility, diligence, and ethical behavior, and  
• Service that enriches the community.

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct middle level learners. The Program Learning Objectives are aligned to the TExES PPR, EC6 Content, Technology, and TEKS system Standards. All content and assignments are aligned to these standards; this was assured as faculty aligned the curriculum during 2012-2014.
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.

- 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, 1Ci, 1Ei, 3Bii, 6Ai; InTASC 1e, 1h, 2a, 2f, 4a, 4f, 4g, 4i, 4q, 5c, 5p, 7k, 7m, 8g, 8n, 8o, 8r, 9e, 9g, 9l, 9m, 10g)

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.

- SLO 3.1 Candidates probe components of child development including various aspects of development.
  - 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, 1Ci, 1Ei, 3Bii, 4Ci, 6Ai; InTASC 1e, 1h, 2a, 2f, 4a, 4f, 4g, 4i, 4q, 5c, 5p, 7k, 7m, 8g, 8n, 8o, 8r, 9e, 9g, 9l, 9m, 10g; Technology 6.12s, 6.14s; ISTE 3d)
- SLO 3.2.2 Assessment – Movement Plan (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, 1Ci, 1Ei, 3Bii, 6Ai; InTASC 1e, 1h, 2a, 2f, 4a, 4f, 4g, 4i, 4q, 5c, 5p, 7k, 7m, 8g, 8n, 8o, 8r, 9e, 9g, 9l, 9m, 10g)
- 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, 2.7k, 2.8k, 2.9k, 2.8s, 2.9s, 2.14s, 2.17s; TS 4Ci, 4Di; InTASC 3d, 3k, 3o, 10o)
  - SLO 3.3.3 Assessment – Discipline Strategies Observation (PPR 3.2s, 2.14s; TS 4Ci; Technology 4.9s, 6.2s, 6.8s, 6.13s; ISTE 3d, 3k)
  - SLO 3.3.4 Assessment – Transition Discussion Board (PPR 2.6k, 2.8k, 2.9k, 2.9s, 2.17s; TS 4Ci, 4Di; InTASC 3d, 3k, 10o)
  - SLO 3.3.5 Assessment – Music Experience Reflection: (PPR 4.12k)
- 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 4Bi, 4Bii, 4Ci, 4Di; InTASC 3d, 10o; 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 (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, 1Ci, 1Ei, 3Bii, 6Ai; InTASC 1e, 1h, 2a, 2f, 4a, 4f, 4g, 4i, 4q, 5c, 5p, 7k, 7m, 8g, 8n, 8o, 8r, 9e, 9g, 9l, 9m, 10g)
- 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.

- 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 – Anecdotal Record Activity (PPR 2.17s; InTASC 3d, 3k)

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.
  - SLO 5.1.1 Assessment – Parent Teacher Conference Analysis Assignment (PPR 4.12k; TS 6Ai; InTASC 4q, 9e, 9g, 9l, 9m)
ECED 3110 is the first early childhood 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. Attendance

Regular class attendance and participation is required of all students. Students must be in attendance from the beginning of the course to qualify for financial aid. Students reported for non-attendance or non-participation in any or all of their courses could have their financial aid withdrawn.

This is an online only course; therefore, attendance is based on D2L logins. Attendance in D2L is expected frequently, either to work in the course or just to check email/discussion board for messages. Checking course email/discussion board is expected EVERY 1-2 DAYS during the week. Responding to an email sent to you by your instructor within 48 hours Monday-Friday will be expected of you. Your instructor will be responding to you in the same timely manner, therefore the same respect and promptness is expected of you. If you will be away from an internet connection for an extended period of time, you are to notify your instructor of this absence. (Teachers notify their principals when absent. Notifying your instructor prior to an absence prepares you for the future).

In online courses it is the responsibility of each teacher candidate to read and listen to ALL material presented in EVERY module in this course that mirrors what is discussed in the face to face classes. Failure to manage time and provide evidence that you have attended ‘class’ online will adversely affect your grade. Online students MUST set aside time each day to devote to class, just as you would when you attend a face to face class. Success in this online class will be up to you. You are in control of the amount of time you set aside to read the information, complete assignments, assessments, and discussions. You must be an autonomous self-directed online learner. You need to allow time for reading, watching videos, completing assignments and assessments.

Usually there is a face to face meeting on campus where we can get to know each other, ask and answer questions, and visit the Early Childhood Research Center. This meeting is REQUIRED for the program. Failure to attend this campus meeting will result in a loss of points for professionalism. However, this semester we are not able to meet on campus due to COVID safety precautions. Therefore, you will be REQUIRED to attend several Zoom meetings throughout the semester in place of the mandatory campus visit. The campus visit is tied to required observation hours for the program so we must complete them virtually this semester. This also allows us to “see” each other, ask and answer questions virtually, and go over necessary content and assignment more in-depth. You will find these schedules Zoom meetings on the course Timeline and more information on exact dates and times will come as the semester goes on. Unavoidable circumstances may arise, that may be excused; this will be up to the discretion of the instructor and/or the program facilitator, but must be made known and approved in advance. These Zoom meetings will enhance your knowledge of the course content, thus making the assignments easier to complete and understand.

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

Since ECED 3110 for completer students is web-based, you will turn in all assignments on or before the due date shown on the course timeline into D2L only. Assignments submitted through D2L are due by 11:59PM 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. of the course. Unavoidable circumstances may arise, that may be excused; this will be up to the discretion of the instructor and/or the program facilitator.
ECED 3310 practicum is designed to help you interact with young children. Please note that your ECED 3210 lecture and ECED 3110 practicum grades are separate. You will earn one grade for lecture and another for practicum.

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 PARTIAL credit only.**

B. In this course you would normally be interacting with children in an early childhood setting -- observing, presenting lessons, evaluating, and reflecting on best practices. This semester you may not be able to have access to a facility due to COVID precautions and visitor limitations in school facilities, and/or health reasons that prevent you from being exposed yourself.
   a. Therefore, video observations will be provided for you at this time so you can still complete the necessary observation assignments. If you work in a school currently, and are able to conduct in-person observations, with the approval of your facility director or principal, you may still observe in person. However, you will not be required to complete anything in person if you are not able to or are not comfortable doing so.
   b. There are several assignments that usually require you to work with and teach children this semester as well. Again, due to COVID restrictions, most you of will not be able to complete these in person; however, you will still complete the lesson plans and record yourself carrying out the plan (for practice purposes) in your own home. If you are a preschool teacher currently, and would like to record yourself with your class of children, you may. You will need to get parent permission forms signed (given to you by your instructor) in order to record your classroom of children though. This will be discussed more during one of our Zoom meetings to ensure everyone understands the process and expectations.

C. All work must be submitted as a Microsoft Word document, a PDF file, or in Google Docs. **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 (refer to APA module for more information).

D. Assignments are submitted and returned through the assignments link in D2L, unless otherwise noted. Always keep a copy of your work. If D2L is down, send it through Alternate Email 1 right away to show you did have the assignment finished in time – and then submit in D2L once it is available. In order to avoid late submission, do not wait until the last minute to submit assignments.

E. There are two “teaching” assignments in this course that will asked to be on video in order to be graded. These videos will need to be uploaded onto YouTube as an Unlisted video. They may also be uploaded into Google Docs or through Zoom.

**Important:** Notify me via email or phone of the circumstances causing the assignment to be late. You can take a screen shot of the last time the document was updated as proof it was complete on time...if needed. The instructor may ask for this proof….so do not make any changes to your document after the due date and time; otherwise it will appear that you have worked on the assignment after it was due and may cause the assignment to not be accepted or to be accepted for partial credit only.

Assignments in ECED 3110:
1. **Discipline and Guidance Observation:** 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, 2.9k, 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 two transition activities in the classroom. (PPR 2.6k, 2.8k, 2.9k, 2.8s, 2.9s, 2.14s, 2.17s; TS 4Cii)
5. **Music Experience Reflection:** Students will observe a large group activity that is implemented in the classroom and reflect on their observation. (PPR 4.12k)
6. **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, 1Biii, 1Ciii, 1Eiii, 3Biii, 6Ai)

7. **Parent Conference Discussion**: Students will discuss and respond to peers after watching two parent conference videos online. (PPR 4.12k; TS 6Ai)

8. **Anecdotal Records Observation**: Students will complete an anecdotal record. (PPR 2.17s)

9. **Movement Lesson Plan**: Students will plan 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, 1Biii, 1Ciii, 1Eiii, 3Biii, 6Ai)

10. **Developmental Checklist**: Students will observe one child regarding developmental stages. (PPR 3.5k)

11. **Anti-Bias Observations**: Students will observe the classroom environment to identify anti-bias curriculum. (PPR 3.5k)

12. **Classroom Design**: Students will design a developmentally appropriate classroom environment. (PPR 2.19k, 2.22k, 2.4k, 2.6s; TS 4Bi, 4Bii, 4Cii)

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**Technical Support**

Log on to [http://www.oit.sfasu.edu/disted/studsup/index.html](http://www.oit.sfasu.edu/disted/studsup/index.html) if you are having difficulties. You may also call 936-468-1919 for technical assistance. **Google Chrome works best for viewing MP4 videos in this course.** Know that if you use a dial-up connection to access the internet for this course, you may experience long wait times for files to download and you may not be able to view all pages in the course or watch all the videos. Not being able to view information is NOT a valid reason to miss assignments. Finding a browser on your computer that allows YouTube and MP4 videos and other links to open quickly will save you time. You may need to find another place to view the videos in order to view them.

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**V. 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 the grade being posted.** DO NOT wait until the last week of class or AFTER final grades are posted to become concerned about your grades. At that point, it is TOO LATE. To calculate your grade at any time, combine the total number of points you have earned up to that point and divide by the total points for the course. Your final course grade will be based on the following grading scale:

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

**A letter grade of D cannot be made in any ECED course.**

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<thead>
<tr>
<th>Assignments in ECH 328 P</th>
<th>Points</th>
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<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>3</td>
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<tr>
<td>Childcare Facility Location</td>
<td>10</td>
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<tr>
<td>Discipline and Guidance Observation</td>
<td>30</td>
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<tr>
<td>Transitions Discussion Board</td>
<td>20</td>
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<tr>
<td>Large Group Experience Reflection</td>
<td>30</td>
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<tr>
<td>Transitions Plan and Presentation</td>
<td>25</td>
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</table>
Late Work Policy: Late work is accepted for **PARTIAL CREDIT ONLY**. Talk with the instructor BEFORE it is late…not after. It is up to YOU to contact the instructor to send notification of a late assignment, once the due date has passed. Professionalism grade points do drop if MORE THAN 3 assignments are late or missing. Professionalism grade points can go negative. The decision whether to accept late work is at the discretion of the instructor.

Late work is accepted for partial credit based on the following:
- Turned in within 1 week of the original due date: 75% credit given
- Turned in within 2 weeks of the original due date: 50% credit given
- Turned in within 3 weeks of the original due date: 25% credit given
- Turned in 4 or MORE weeks after the original due date: no credit given

**After THREE assignments are late, no more late work will be accepted and professionalism points are lost. This includes quizzes, discussion boards, and dropbox assignments.**

Extemuating circumstances do occur, which will be dealt with on an individual basis but must be communicated to the instructor in a timely manner (within 1 week of the missed assignment) and may or may not be accepted as an extenuating reason. Documentation may be asked for, such as a doctor note, email from OIT, etc. The instructor may allow full credit on late work during extenuating circumstances; it is up to the discretion of the instructor.

**Re-do Work Policy:** Some assignments may be subject to editing and resubmission. In this event, the resubmitted work is due no later than one week after your assignment is graded and returned from the instructor. Edited work resubmitted without the original work will not be accepted. Redo work may or may not count for points added onto the original assignment grade; that is at the discretion of the instructor.

Written work in which the use of the English language is not at an acceptable level for a university student will be returned marked “unacceptable” and a zero assigned (at the discretion of the instructor).

**VI. Tentative Course Outline/Calendar:**
All dates and assignments are tentative. Alternate date changes may be given verbally at the face to face meeting, through D2L communications, or by revised timeline. Quizzes or assignments MAY be added, it is your responsibility to double check with D2L for due dates and times.
ECED 3110 Practicum Timeline  
Fall 2020

This is a tentative timeline for this semester, in the order the modules should be completed. See actual modules for more specific details. It is recommended that you PRINT this timeline and use it as a check list each week. The weekly due dates for this course are Tuesday night by 11:59PM. Therefore, each week (after Week 1) will begin on a Wednesday; the dates below reflect Wednesday-Tuesday.

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Module</th>
<th>Actions Due</th>
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</table>
| **Week 1**        | Let's Begin, APA, LiveText, Syllabus/Timeline | - Read through the content prior to Module 1  
- Complete Syllabus Quiz  
- Activate LiveText Account – See Syllabus (VII)  
All above due by Tuesday September 1st at 11:59PM |
| Aug 24-Sept 1     |                                             |                                                                                                                                                                                                            |
| **Week 2**        | Module 1: Getting Started                   | - Read all Module information  
- If you are able to do in-person observations this semester, begin to contact a childcare facility to complete your observation assignments (see exact information needed in module directions) [due next week]  
**Otherwise you will do your observations through videos found in the course and NOT in-person**  
- Prepare for Zoom call this week [an email will be sent with information]  
All Module Components due by Tuesday September 8th at 11:59 PM [unless noted] |
| Sept 2-8          | Mandatory Zoom Call this week               |                                                                                                                                                                                                            |
| **Week 3**        | Module 2: Discipline and Guidance          | Continued from Module 1—  
- If you are securing an IN-PERSON childcare for your observations this semester, secure your location and submit **EXACT** information requested in dropbox (see exact information needed in module directions)  
- If you are doing all your observations VIRTUALLY this semester through videos provided in the course, please let me know that in the Childcare Facility Location dropbox (see module for more details)  
Module 2—  
- Read all Module information  
- Begin to complete the Discipline and Guidance Strategies either in-person or through the module videos [due next week]  
- If you are observing in-person this semester, **prepare Parent Permission Forms for Recording** [these will be given to you; if you are NOT doing in-person observations you do not need to do this]  
All Module Components due by Tuesday September 15th at 11:59 PM [unless noted] |
| Sept 9-15         |                                             |                                                                                                                                                                                                            |
| **Week 4**        | No new modules this week                    | Continued from Module 2—  
- Submit the Discipline and Guidance Strategies Observation to dropbox [use an extra in-person observation time this week if you did not see everything last week or go back over the module videos if needed]  
- If you are doing in-person observations, drop off Parent Permission Forms for Recording to the preschool classroom teacher [make a class set and put a due date on them]  
All Module Components due by Tuesday September 22nd at 11:59 PM |
<p>| Sept 16-22        |                                             |                                                                                                                                                                                                            |</p>
<table>
<thead>
<tr>
<th>Week 5</th>
<th>Sept 23-29</th>
<th>Module 3: Transitions</th>
<th>Mandatory Zoom Call this week</th>
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<tr>
<td></td>
<td></td>
<td>• Read all Module information</td>
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<td>• Choose a Zoom Call that works best for your schedule and attend the meeting [this call will cover both courses, you only need to attend one call this week]</td>
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<td>• Participate in and complete the Transitions Discussion Board assignment</td>
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<td>• Observe a whole group lesson either in-person at your secured facility or through the video provided in the module for Large Group Experience Reflection assignment [due next week]</td>
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<td>• Pick up Parent Permission Forms if you are observing in-person this semester [have more copies ready for those that did not return them with a due date for next week]</td>
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<td>All Module Components due by Tuesday September 29th at 11:59 PM [unless noted]</td>
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<tr>
<th>Week 6</th>
<th>Sept 30-Oct 6</th>
<th>No new modules this week</th>
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<tr>
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<td>Continue Module 3—</td>
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<td>• Submit Large Group Experience Reflection assignment to the dropbox [that you began last week]</td>
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<td>• Check for more Parent Permission Forms if observing in-person [this was your last attempt, students who did not return them may NOT be in your recordings]</td>
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<td>• Submit Parent Permission Forms in dropdown if observing in-person [scan or photograph and submit as 1-3 attachments ONLY; you will only see this dropbox if you are doing in-person observations]</td>
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<td>• Talk with the classroom teacher about what the children will be doing next week while you are there to record transitions if you are doing so in-person [so you know what kind of transitions to plan for]</td>
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<td>All Module Components due by Tuesday October 6th at 11:59 PM</td>
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<tr>
<th>Week 7</th>
<th>Oct 7-13</th>
<th>Module 4: Application of Transition Content</th>
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<tr>
<td></td>
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<td>Mandatory Zoom Call this week</td>
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<td>• Read all Module information</td>
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<td>• Choose a Zoom meeting time that works for you this week and attend the meeting</td>
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<td>• Complete Transitions Lesson Plan</td>
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<td>• Carry out/video 3 transitions (of the 5 you planned) in the classroom if in-person or of yourself at home, submit lesson plan AND videos to Transitions Plan and Presentation dropbox</td>
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<td>All Module Components due by Tuesday October 13th at 11:59 PM</td>
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<thead>
<tr>
<th>Week 8</th>
<th>Oct 14-20</th>
<th>Module 5: Music</th>
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<tr>
<td></td>
<td></td>
<td>• Read all Module information</td>
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<td>• View videos</td>
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<td>• Submit Music Experience Reflection to dropbox</td>
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<td>• Begin to find objectives for your upcoming Music Plan that you will work on next week</td>
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<td>All Module Components due by Tuesday October 20th at 11:59PM</td>
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| Week 9  | Module 6: Music Plan | • Read all Module information  
• Choose a Zoom meeting time that works for you this week and attend the meeting  
• Complete Music Lesson Plan  
• Carry out/video Music Lesson Plan in the classroom if in-person or at home  
• Submit lesson plan AND video to dropbox |
| Oct 21-27 | **Mandatory Zoom Call this week** | All Module Components due by Tuesday October 27th at 11:59 PM |
| Week 10 | Module 7: Parent Conferences | • Read all Module information  
• Watch videos  
• Participate in Parent Conference Discussion Board |
| Oct 28-Nov 3 | | All Module Components due by Tuesday November 3rd at 11:59 PM |
| Week 11 | Module 8: Assessment | • Read all Module information  
• Submit Anecdotal Records Assignment to dropbox [this will be completed in-person at your secured facility or through videos in the module] |
| Nov 4-10 | | All Module Components due by Tuesday November 10th at 11:59 PM |
| Week 12 | Module 9: Safety | • Read all Module information  
• Watch videos  
• Submit Classroom Design Assignment to dropbox  
• Choose a Zoom call that works best for you this week and attend the meeting [this call will cover both courses; you only need to attend 1 call this week] |
| Nov 11-17 | **Mandatory Zoom Call this week** | All Module Components due by Tuesday November 17th at 11:59 P |
| Week 13 | Module 10: Movement | • Read all Module information  
• Complete Movement Lesson Plan assignment |
| Nov 18-24 | | All Module Components due by Tuesday November 24th at 11:59 PM |
| Week 14 | Module 11: Development | • Read all Module information  
• **Begin Developmental Checklist Assignment with a preschool child if observing in-person. If observing from home with the videos you can probably finish this week due next week** |
| Nov 25-Dec 1 | **THANKSGIVING BREAK** | All Module Components due by Tuesday December 1st at 11:59 PM [unless noted] |
| Week 15 | Module 12: Anti-Bias | **Continue from Module 11—**  
• Submit Developmental Checklist Assignment to dropbox  
**Module 12—**  
• Read all Module information  
• Submit Anti-Bias Observation assignment to dropbox  
• Log in to LiveText and complete the LiveText assessment [directions are in module] |
| Dec 2-8 | | All Module Components due by Tuesday December 8th at 11:59 PM |
Week 16
Dec 9-11
[Friday end date]

YOU ARE DONE!! YOU DID IT!!

There is **NO FINAL EXAM** for ECED 3110

Make sure you have submitted your **LiveText assessment** by Friday December 11th at midnight to pass the course.

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

1. **Transitions** by Cay McAninch and Vikki Boatman. Publisher SFA University Press. ISBN 9781936205141
   [This book can only be purchased through the Barnes and Noble College website or through an on-campus SFA bookstore.]

2. 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 email to another account and do not receive an email concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these emails.

   In addition, students pursuing the EC6 degree must purchase the LiveText Field Experience Management (FEM) add-on. This system will allow the Perkins College of Education to better place and track candidate field experiences. This purchase is included in the cost of the course, so no action is necessary on your part to purchase this; you have already paid for it.

   **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 will result in a failing grade for ECED 3310.** Directions for the LiveText assignment and how to submit in LiveText will be provided for you when the time comes in the course modules and from your instructor.

**Other References used within the course modules for content information:** **You do not need to obtain these sources.**


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**VIII. 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!

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.**
IX. 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, 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. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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).
**IMPORTANT:** Assignments in ECED 3110 are sent to Turn-It-In to be checked for plagiarism. The instructor will determine appropriate consequences for any violation listed above. If plagiarism is detected, and another students’ work was used, that student may also be contacted and could face consequences as well, as listed above. **Bottom line:** Don’t copy from a published source, online or hardcopy, even just a sentence or two. Don’t copy from another student’s work or let anyone have access to your work.

**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](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**X. Additional Information:**

**Code of Ethics for the Texas Educator:**
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved
An educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You are enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

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/). 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 Martin at 936-468-1740 or snyderke1@sfasu.edu.