Fall 2020  
Erica S. Dillard  
Course Time & Location: Web-Based (Online)  
Office: 201E  
Office Hours: Online Via D2L-Monday-Friday 11:30-12:30  
*See Course Newsfeed for Additional Support Hours  
Phone: 936 468 2287; Cell Contact Provided in D2L  
Credits: 1 hour  
Email: D2L within course or dillarderica@sfasu.edu

I. Course Description:  
One semester hour. Laboratory observations and interactions with young children in child-centered classroom environments directly related to the content and purpose of ECED 3220. Must be taken concurrently with ECED 3220.  
*This course includes a critical FEM/LIVETEXT assignment that will be used for accountability and accreditation.

Course Justification:  
“Child Centered Environments Practicum” (Field Experience) (1 hour credit): This course typically meets once a week in 50 minute segments for 15 weeks, and also includes additional time for completion of weekly observations at the SFA Charter School during learning centers. For completer curses the meetings are web-based via the course modules and the observations are delivered via videos embedded within the course. Teacher Candidates have significant weekly reading assignments, are expected to take regular quizzes, observation quizzes, complete the creation of multiple learning center plans and all included learning center components in addition to implementations. These activities take an average of 3 or more hours of work each week outside of the time required to engage in the course. Completers are also required to attend a campus visit during the beginning of the semester which is usually scheduled for two days. Summer courses and web-based courses are not abbreviated courses. They are simply modified to be delivered in a virtual format.

Prerequisites:  
Prerequisites: ECED 3210/ECED 3110; Taken Concurrently with ECED 3220

Unit & Program Assessments:  
Unit & Program Assessments: ECED 3120 LCA Assignment-Worksheet to LCA  
ECED 3120 Assignment Rubric-Worksheet to LCA

II. Intended Learning Outcomes/Goals/Objectives:  
The mission of this class is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development in the specific area of the classroom environment. Teacher candidates will think critically, reflectively and creatively as they study, collaborate, examine, plan and interact in the classroom environment. Teacher candidates will explore and consider the effects the
classroom environment has on student learners while appreciating the differences of the individual students. Teacher candidates will display responsible and ethical behaviors while examining the importance of integrity in the teaching profession. Teacher candidates will investigate and understand the importance of community and parent involvement and become advocates for young children. This community of life-long learners will continually evaluate their own ideas while listening to others as they become a social community in a classroom that explores the classroom environment of young children.

Upon completion of this course the teacher candidates will know how to integrate subjects, include all levels of thinking, plan, set-up, and interact in learning center activities.

Program Learning Outcomes & Student Learning Outcomes:

PLO 1: Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning.

• 1.a – Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children.
  o SLO 1.a.1 Assessment - Worksheet to LCA Lesson Planning Assignment PPR 1.1s (TS1Bi), 2s (TS2Bi, TS2Ciii); PPR 1.6s (TS3Bi); PPR 1.7k (TS3Ci); PPR 1.16k; PPR 1.6s (TS3Bi); PPR 1.2s (TS2Bi, TS2Ciii); PPR 1.6s (TS3Bi); PPR 1.7s (TS1Ai); PPR 1.16s (TS1Ciii); PPR 1.20s (TS1Bi); PPR 1.19k, 20k, 22k, 23k(TS3Cii); PPR 3.7s, 8s, 9s (TS1Eiii); PPR 3.10s; PPR 2.9k; PPR 2.8s (TS4Dii); PPR 2.9s, 10s, 14s (TS4Cii); PPR 2.18s (TS4Bi, TS4Cii); PPR 2.19s; PPR 3.1k, 2k, 4k; PPR 3.7s, 8s, 9s (TS1Eiii); PPR 3.10s; Technology 1.3k, ISTE 5a, 5b, 5c, 6d; Technology 2.1s, ISTE 5c; Technology 2.5s, ISTE 4a, 4b, 4c, 4d, 5a, 5b, 6d; Technology 2.8s, ISTE 6b; Technology 6.23s, ISTE 2c; Technology 6.30s, ISTE 5b;

  TEKS System: Curriculum Alignment, Curriculum Standards, Understanding The TEKS Organization and Structure, Understanding the Verbs and Cognitive Rigor, TEKS Identification for Lesson Plans, Learning Objectives, ELPS, Lesson Planning Models (Learning Center Lesson Plan)

  Livetext FEM Assignment

  o SLO 1.a.2 Assessment - Learning Center Observation Quizzes PPR 2.8s (TS4Dii); PPR 2.9s, 10s, 14s (TS4Cii); PPR 2.18s (TS4Bi, TS4Biii); PPR 2.19s; PPR 3.1k, 2k, 4k;

  o SLO 1.a.3 Assessment - D2L Course and Classroom Discussions PPR 1.7k (TS3Ci); PPR 1.19k, 20k, 22k, 23k(TS3Cii); PPR 1.6s (TS3Bi), 7s (TS1Ai); PPR 1.12s, 13s, 14s (TS2Bi); 15s, 16s (TS1Ciii); PPR 2.8s (TS4Dii); PPR 2.9s, 10s, 14s (TS4Cii); PPR 2.18s (TS4Bi, TS4Biii); PPR 2.19s; PPR 3.1k, 2k, 4k;

  TEKS System: Curriculum Alignment, Curriculum Standards, Understanding The TEKS Organization and Structure, Understanding the Verbs and Cognitive Rigor, TEKS Identification for Lesson Plans, Learning Objectives, ELPS, Lesson Planning Models (Learning Center Lesson Plan)

  Livetext FEM Assignment

  o SLO 1.a.2 Assessment - Learning Center Observation Quizzes PPR 2.8s (TS4Dii); PPR 2.9s, 10s, 14s (TS4Cii); PPR 2.18s (TS4Bi, TS4Biii); PPR 2.19s; PPR 3.1k, 2k, 4k;

  o SLO 1.a.3 Assessment - D2L Course and Classroom Discussions PPR 1.7k (TS3Ci); PPR 1.19k, 20k, 22k, 23k(TS3Cii); PPR 1.6s (TS3Bi), 7s (TS1Ai); PPR 1.12s, 13s, 14s (TS2Bi); 15s, 16s (TS1Ciii); PPR 2.8s (TS4Dii); PPR 2.9s, 10s, 14s (TS4Cii); PPR 2.18s (TS4Bi, TS4Biii); PPR 2.19s; PPR 3.1k, 2k, 4k;

  TEKS System: Curriculum Alignment, Curriculum Standards, Understanding The TEKS Organization and Structure, Understanding the Verbs and Cognitive Rigor, TEKS Identification for Lesson Plans, Learning Objectives, ELPS, Lesson Planning Models (Learning Center Lesson Plan)

  Livetext FEM Assignment

• 1.b – Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs.
  o SLO 1.b.1 Assessment - Worksheet to LCA Lesson Planning Assignment PPR 1.7k (TS3Cii); PPR 1.16k; PPR 1.19k, 20k, 22k, 23k(TS3Cii); PPR 1.1s (TS1Bi); PPR 1.4s, PPR1.10s (TS1Ei); PPR 1.12s, 13s, 14s (TS2Bi); PPR 1.15s, 16s (TS1Ciii); PPR 3.7s, 8s, 9s (TS1Eiii); PPR 3.10s; PPR 2.19k (TS4Bi); PPR 1.26k (TS5Ai); ELAR 4.2s (Math/Literacy LCA); Technology 6.4k, ISTE 5b; Technology 6.23s, ISTE 2c; Technology 6.30s, ISTE 5b;

  TEKS System: Curriculum Alignment, Curriculum Standards, Understanding The TEKS Organization and Structure, Understanding the Verbs and Cognitive Rigor, TEKS Identification for Lesson Plans, Learning Objectives, ELPS, Lesson Planning Models (Learning Center Lesson Plan)

  Livetext FEM Assignment

  o SLO 1.b.2 Assessment - D2L Course and Classroom Discussions PPR 1.7k (TS3Cii); PPR 1.19k, 20k; PPR 1.26k (TS5Ai); PPR 1.6s (TS3Bi), 7s (TS1Ai); PPR 1.2s (TS2Bi); PPR 1.6s (TS3Bi); PPR 1.7s (TS1Ai); PPR
1.12s, 13s, 14s (TS2Bi); PPR 1.15s, 16s (TS1Cii); PPR 2.4s; PPR 2.22k (TS4Bii); PPR 3.1s, 4s (TS1Dii, TS1Eii); PPR 3.5s; ELAR 4.2s (Math/Literacy LCA);

PLO 2: Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.

- 2.a – Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication.
  - SLO 2.a.1 Assessment - D2L Course and Classroom Discussions PPR 1.1k; PPR 1.7k (TS3Ci); PPR 1.19k, 20k, 22k, 23k (TS3Cii); PPR 1.26k (TS5Ai); PPR 2.8s (TS4Dii) 9s, 10s; PPR 2.5k; PPR 2.9k; 2.22k (TS4Bii); PPR 1.26k (TS5Ai); PPR 2.18s (TS4Bii); PPR 2.19s; PPR 3.1s; PPR 3.4s (TS1Dii; TS1Eii); 5s; PPR 3.10s; (TS4Bi; TS4Bii); PPR 3.7k; PPR 4.3k; PPR 4.16k;

- SLO 2.a.2 Assessment - Literacy LCA Lesson Planning Assignment PPR 1.14s (TS2Bi); PPR 2.2k (TS4Aii); PPR 2.18s (TS4Bi; TS4Bii); Technology 7.12s. ISTE 5b

- SLO 2.a.3 Assessment - Quizzes PPR 1.7k (TS3Ci); PPR 1.19k, 20k, 22k, 23k (TS3Cii); PPR 1.12s, 13s, 14s (TS2Bi), 15s, 16s (TS1Cii); 1.20s (TS1Bii); PPR 2.18s (TS4Bi); PPR 1.9s; 20s (TS1Bii); PPR 2.2k (TS4Aii); PPR 2.9k; PPR 2.19k (TS4Bii); 2.22k (TS4Bii); PPR 2.8s (TS4Dii), 9s, 10s; PPR 3.7k; ELAR 4.2s;

  TEKS System: Curriculum Alignment, Curriculum Standards, Understanding The TEKS Organization and Structure, Understanding the Verbs and Cognitive Rigor, TEKS Identification for Lesson Plans, Learning Objectives, ELPS, Lesson Planning Models (Learning Center Lesson Plan)

PLO 3: Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students’ learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners’ diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students social and emotional development.

- 3.b – Candidates use assessment results to improve instruction and monitor learning.
  - SLO 3.a.1 Assessment D2L Course and Classroom Discussions PPR 1.1k; PPR 1.7k (TS3Ci); PPR 1.19k, 20k, 22k, 23k (TS3Cii); PPR 1.26k (TS5Ai); PPR 2.8s (TS4Dii) 9s, 10s; PPR 2.5k; PPR 2.9k; 2.22k (TS4Bii); PPR 1.26k (TS5Ai); PPR 2.18s (TS4Bii); PPR 2.19s; PPR 3.1s; PPR 3.4s (TS1Dii; TS1Eii); 5s; PPR 3.10s; (TS4Bi; TS4Bii); PPR 3.7k; PPR 4.3k; PPR 4.16k;

- SLO 3.a.2 Assessment Literacy LCA Lesson Planning Assignment PPR 1.14s (TS2Bi); PPR 2.2k (TS4Aii); PPR 2.18s (TS4Bi; TS4Bii); Technology 7.12s. ISTE 5b

- SLO 3.a.3 Assessment Worksheet to LCA Lesson Planning Assignment PPR 1.1s (TS1Bi), 2s (TS2Bi, TS2Cii); PPR 1.6s (TS3Bi); PPR 1.7k (TS3Ci); PPR 1.16k; PPR 1.6s (TS3Bi); PPR 1.2s (TS2Bi, TS2Cii); PPR 1.6s (TS3Bi); PPR 1.7s (TS1Ai); PPR 1.16s (TS1Cii); PPR 1.20s (TS1Bii); PPR 1.19k, 20k, 22k, 23k (TS3Cii); PPR 3.7s, 8s, 9s (TS1Eii); PPR 3.10s; PPR 2.9k; PPR 2.8s (TS4Dii); PPR 2.9s, 10s, 14s (TS4Cii); PPR 2.18s (TS4Bi; TS4Bii); PPR 2.19s; PPR 3.1k, 2k, 4k; PPR 3.7s, 8s, 9s (TS1Eii); PPR 3.10s;

  TEKS System: Curriculum Alignment, Curriculum Standards, Understanding The TEKS Organization and Structure, Understanding the Verbs and Cognitive Rigor, TEKS Identification for Lesson Plans, Learning Objectives, ELPS, Lesson Planning Models (Learning Center Lesson Plan)

Livetext FEM Assignment

- 3.c – Candidates plan instruction including goals, materials, learning activities and assessments.
  - SLO 3.c.1 Assessment Worksheet to LCA Lesson Planning Assignment PPR 1.1s (TS1Bi), 2s (TS2Bi, TS2Cii); PPR 1.6s (TS3Bi); PPR 1.7k (TS3Ci); PPR 1.16k; PPR 1.6s (TS3Bi); PPR 1.2s (TS2Bi, TS2Cii); PPR 1.6s (TS3Bi); PPR 1.7s (TS1Ai); PPR 1.16s (TS1Cii); PPR 1.20s (TS1Bii); PPR 1.19k, 20k, 22k, 23k (TS3Cii); PPR 3.7s, 8s, 9s (TS1Eii); PPR 3.10s; PPR 2.9k; PPR 2.8s (TS4Dii); PPR 2.9s, 10s, 14s (TS4Cii); PPR 2.18s (TS4Bi; TS4Bii); PPR 2.19s; PPR 3.1k, 2k, 4k; PPR 3.7s, 8s, 9s (TS1Eii); PPR 3.10s;

  TEKS System: Curriculum Alignment, Curriculum Standards, Understanding The TEKS Organization and Structure, Understanding the Verbs and Cognitive Rigor, TEKS Identification for Lesson Plans, Learning Objectives, ELPS, Lesson Planning Models (Learning Center Lesson Plan)
Livetext FEM Assignment

- **SLO 3.c.2 Assessment** D2L Course and Classroom Discussions PPR 1.7k (TS3Ci); PPR 1.19k, 20k, 22k, 23k(TS3Cii); PPR 1.6s (TS3Bi), 7s (TS1Ai); PPR 1.12s, 13s, 14s (TS2Bi); 15s, 16s (TS1Cii); PPR 2.8s (TS4Dii); PPR 2.9s, 10s, 14s (TS4Ci); PPR 2.18s (TS4Bi, TS4Bi); PPR 2.19s; PPR 3.1k, 2k, 4k;

**PLO 5:** Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.

- **5.b** – Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.
  - **SLO 5.a.1 Assessment** Worksheet to LCA Lesson Planning Assignment PPR 1.7k (TS3Ci); PPR 1.16k; PPR 1.2s (TS2Bii, TS2Ciii); PPR 1.11s (TS3Bii); PPR 1.20s (TS1Bi, TS1Eii); PPR 3.7s; PPR 3.1s, 4s (TS1Dii, TS1Eii); PPR 3.5s; PPR 3.7k; PPR 3.10s; PPR 3.1k; PPR 3.1s; Technology 2.7s, ISTE 5c; Technology 3.4s, ISTE 3b; Technology 4.12s, ISTE 7b, 7c; Technology 6.4k, ISTE 5b; Technology 6.28, ISTE 4c;
  - **SLO 5.a.2 Assessment** Course/Classroom Discussions PPR 1.7k (TS3Ci); PPR 1.16k; PPR 1.19k, 20k, 22k, 23k (TS3Cii); PPR 1.26k (TS5Ai); PPR 1.2s (TS2Bii, TS2Ciii); PPR 1.11s (TS3Bii); PPR 1.12s, 13s, 14s (TS2Bi), 15s, 16s (TS1Cii); PPR 1.20s (TS1Bi, TS1Eii) 26s; PPR 3.7s, 8s, 9s (TS1Eii), 10s; PPR 2.9s, 10s, 14s (TS4Cii); PPR 1.19k, 20k, 22k, 23k (TS3Cii); PPR 2.2k (TS4Aiib) (In TASC); PPR 2.5k; 9k; PPR 2.4s, 8s (TS4Dii), 9s, 10s; PPR 2.9k; 2.18k; PPR 2.8s (TS4Dii), 9s, 10s, 14s (TS4Cii); PPR 3.1k, 2k, 4k; PPR 3.1s, 4s (TS1Dii, TS1Eii); PPR 3.5s; PPR 3.7k; PPR 4.12s (TS6Aii); PPR 4.2k, 3k, 9k; PPR 4.12s (TS6Aii); PPR 4.9k;

- **5.c** - Candidates participate in peer and professional learning communities to enhance student learning.
  - **SLO 5.c.1 Assessment**- Worksheet to LCA Lesson Planning Assignment PPR 1.7k (TS3Ci); PPR 1.16k; PPR 1.2s (TS2Bii, TS2Ciii); PPR 1.11s (TS3Bii); PPR 1.20s (TS1Bii, TS1Eii); PPR 3.7k; PPR 3.1s, 4s (TS1Dii, TS1Eii); PPR 3.5s; PPR 3.7k; PPR 3.10s; PPR 3.1k; PPR 3.1s; Technology 2.7s, ISTE 5c; Technology 3.4s, ISTE 3b; Technology 4.12s, ISTE 7b, 7c; Technology 6.4k, ISTE 5b; Technology 6.28, ISTE 4c;
  - **SLO 5.c.2 Assessment**- Quizzes PPR 1.12s, 13s, 14s (TS2Bi), 15s, 16s (TS1Cii); 20s (TS1Bii); PPR 3.7s, 8s, 9s, (TS1Eii), 10s;
  - **SLO 5.c.3 Assessment**- Discovery/Science; Math; Literacy LCA Lesson Plans PPR 1.7k (TS3Ci); PPR 1.16k; PPR 1.19k, 20k, 22k, 23k (TS3Cii); PPR 1.26k (TS5Ai); PPR 1.2s (TS2Bii, TS2Ciii); PPR 1.11s (TS3Bii); PPR 1.12s, 13s, 14s (TS2Bi), 15s, 16s (TS1Cii); PPR 1.20s (TS1Bi, TS1Eii) 26s; PPR 3.7s, 8s, 9s, (TS1Eii), 10s; PPR 2.9s, 10s, 14s (TS4Cii); PPR 1.19k, 20k, 22k, 23k (TS3Cii); PPR 2.2k (TS4Aiib) (In TASC); PPR 2.5k; 9k; PPR 2.4s, 8s (TS4Dii), 9s, 10s; PPR 2.9k; 2.18k; PPR 2.8s (TS4Dii), 9s, 10s, 14s (TS4Cii); PPR 3.1k, 2k, 4k; PPR 3.1s, 4s (TS1Dii, TS1Eii); PPR 3.5s; PPR 3.7k; PPR 4.12s (TS6Aii); PPR 4.2k, 3k, 9k; PPR 4.12s (TS6Aii); PPR 4.9k;

**TEKS System:** Curriculum Alignment, Curriculum Standards, Understanding The TEKS Organization and Structure, Understanding the Verbs and Cognitive Rigor, TEKS Identification for Lesson Plans, Learning Objectives, ELPS, Lesson Planning Models (Learning Center Lesson Plan)

---

**III. Course Assignments, Activities, Instructional Strategies, Use of Technology:**

This is a web-based course with Zoom meeting included for support. Teacher candidates will be completing individual assignments that may be intended for class presentations, D2L postings, for assessment by instructor or used for self-assessment.

**PROFESSIONALISM** Teacher candidates will be expected to show professional behaviors at all times. (PLO 5)
LEARNING CENTER ACTIVITIES Each student is responsible for planning and setting-up activities in their assigned classrooms, the lecture room, and at the Boys and Girls Club, or other approved location (Instructor will address expectations for Summer Sessions and Fall 2020). These activities will be based on developmental needs of children as assessed by teacher candidates in classroom observations. First plan will be a practice plan completed individually or in a group. The other 1-2 will be completed on a rotational basis, each student will plan, in a group or individually, and set-up a variety of learning center activities (kindergarten through 3rd grade): learning centers may be discovery, math, and music/gross motor/art integrated into a literacy center. This literacy activity will be set-up at the Boys and Girls Club/Learning Facility or in a classroom of another approved kind. In each center set-up, teacher candidates are responsible for the picture cards, directional guides, games/activities, data sheets, books, gathering/constructing materials and supplies, other items (borders, decorations, etc.) which invite children to the center. See D2L for modified directives for Summer Sessions. PICTURE WALK #1 & #2 (Quizzes) and other LECTURE CONTENT are aligned to help build background knowledge and support connections for success in the Practicum. BOTH Lecture and Practicum Content is used to help students become aware of the environment of each age classroom (PreK-3rd Grade) to ensure success as the candidates create learning materials in practicum. *Aligned with ECED 3220 Lecture Course—See D2L. This assignment is subject to change as needed for class or individual student. (PLO1/PLO2/PLO3/POL5)

Worksheet to LCA Each teacher candidate will work independently to take a concept or skill from a worksheet and turn that into a learning center with Literacy Alignment (Literacy LCA). This assignment may include a directional guide, data sheet, and other necessary materials. It will be turned in online in D2L and in LIVE TEXT-FEM. (PLO1/PLO3/POL5)

Lab Observations Complete Each teacher candidate will be expected to complete observations in the SFASU Charter School or designated location by actually going to the classroom during learning centers and/or watching videos of classrooms online in addition to engaging in Module Course Content. During Summer Session and Fall 2020, teacher candidates will be responsible for watching videos of classroom online via D2L and engaging in additional Module Course Content. The type of observation will depend on type of ECED 3120 classes you are taking and will be discussed in D2L or by instructor. Remember, observations are completed in addition to your class time in both lecture and practicum university classroom settings. Expectations for Summer Session & Fall 2020 will be detailed in D2L by your instructor. (PLO1/PLO5)

TECHNOLOGY

Log on to http://www.oit.sfasu.edu/disted/studsup/index.html if you are having difficulties. You may also call 936-468-1919 for technical assistance.

Know that if you intend to use a "dial-up" connection to access the internet for this course, please note that 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 the many videos you will find. Not being able to view all information is NOT a valid reason to miss requirements. Finding a browser on your computer that allows YouTube videos and other links to open quickly will save you much time. The Resource Room in the ECRC at SFA has computers that can be used daily to view your videos and or take quizzes, but do plan ahead if you need to utilize this on campus resource. (See posted Resource Room Schedule for the current semester.)

Having technical trouble with computer or with D2L does NOT excuse missed or late assignments. Your ability to understand and use technology is a MUST. **DO NOT WAIT UNTIL THE LAST MINUTE TO WORK ON ASSIGNMENTS or learn about D2L.**

Course Pages - This course web-enhances or is delivered completely online (Summer Session & Fall 2020). You must plan on being able to use D2L Regularly. Course pages may be accessed through MySFA or directly at http://D2L.sfasu.edu.

|IV. Evaluation and Assessments (Grading): |

EXAM/QUIZZES It is your responsibility to check D2L for all assigned quizzes in your course – due dates and times. Unannounced
quizzes may be given during the semester and may not be made up. Other quizzes will be given, as needed, to help in the understanding of material and information. Quizzes may be given online.

The following quizzes will be taken during the semester. See Course Timeline and D2L calendar.

- Interaction Location Quiz (PLO 5) **TENTATIVE- NOT INCLUDED IN POINT SCALE**
- How to Interact in LCAs QUIZ (5 Points) (PLO1/PLO2/PLO3/POL5)
- General Information Quiz (5 Points) (PLO1/PLO2/PLO3/POL5)
- Power of Our Words Chap 2 and 3 Text Reading QUIZ (10 Points) (PLO2/PLO5)
- Teacher Interaction Module Quiz (5 Points) (PLO1/PLO2/PLO3/POL5)
- LCA in Box Quiz (5 Points) (PLO1/PLO2/PLO3/POL5)
- Data Sheet Quiz (5 Points) (PLO1/PLO2/PLO3/POL5)
- Directional Guide Quiz (5 Points) (PLO1/PLO2/PLO3/POL5)
- Picture Card Quiz (5 Points) (PLO1/PLO2/PLO3/POL5)
- Blooms Taxonomy QUIZ (5 Points), Lesson Plan QUIZ (5 Points), & Examining and Unpacking the TEKS QUIZ (5 Points) (PLO1/PLO2/PLO3/POL5)
- LCA Scavenger Hunt QUIZ (5 Points) (PLO1/PLO2/PLO3/POL5)

OBSERVATION QUIZZES

- What are LCAs (5 Points) (PLO1/PLO2/PLO3/POL5)
- Setting Up A Center (5 Points) (PLO1/PLO2/PLO3/POL5)
- Interaction (5 Points) (PLO 5)
- Discovery/Science (5 Points) (PLO1/PLO3/POL5)
- Objectives & Lesson Planning (5 Points) (PLO1/PLO2/PLO3/POL5)
- Preview and Review (5 Points) (PLO1/PLO2/PLO3/POL5)
- Math LCAs (5 Points) (PLO1/PLO3/POL5)

INDIVIDUAL OR GROUP ASSIGNMENTS

**LEARNING CENTER ACTIVITIES (PLO1/PLO2/PLO3/POL5)**

- Discovery – Math (25 Points/45 Points)
- Worksheet to LCA (200 Points) (Literacy LCA Integration)

**PROFESSIONAL RESPONSIBILITIES (PLO 5)**

- PROFESSIONALISM (30 Points)

Tentative Total Possible Course Points (400 Points)

GRADING SCALE:

\[ A = 90 - 100\% (400-358) \]

\[ B = 80 - 89\% (357-318) \]

\[ C = 70 – 79\% (317-278) \]
V. Tentative Course Calendar of Assignments:

All dates and assignments are tentative. Alternate date changes may be given through D2L communications, or by revised calendar. **PRINT OR SAVE THIS TIMELINE TO YOUR DEVICE AND FOLLOW IT.** THE D2L Calendar may not always ‘remind’ you of DUE DATES. **YOU ARE EXPECTED TO FOLLOW THIS CALENDAR. UPDATES may be posted in written form from your INSTRUCTOR via the Course Newsfeed or Email Tools.**

Additional quizzes, discussions, or assignments may be included in D2L based on course needs. It is your responsibility to double check with D2L for due dates and times.

**You will notice that there are a significant number of quizzes in the first six weeks. As a general rule the following weeks are spent using the information presented in the first six weeks to create your LCAs. You will be responsible for integrating your understanding from BOTH LECTURE AND PRACTICUM to SUCCESSFULLY create your LCAs in Practicum.**

**ECDC 3120 Field Experience**

**Tentative Course Timeline: Fall 2020**

See Following Pages…

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Module/Information Covered</th>
<th>Actions Due (Quizzes-Assignments-Discussions)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>August 24-30</td>
<td>Explore D2L for information and expectations. <strong>GETTING STARTED, SYLLABUS/TIMELINE,</strong> <strong>LIVETEXT/WATERMARK, APA</strong></td>
<td>Engage In Informational Module Content: <strong>GETTING STARTED, SYLLABUS/TIMELINE,</strong> <strong>LIVETEXT/WATERMARK, APA</strong></td>
</tr>
<tr>
<td></td>
<td>OBSERVATIONS &amp; INTERACTION LOCATIONS</td>
<td>Read module before taking quizzes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How to Interact in LCAs QUIZ (Sun-Aug 30)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interaction Location QUIZ (TENTATIVE) (Do not complete this quiz until you are clear on expectations regarding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>interactions)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>OBSERVATION 1 - What are LCAs? (Sun-Aug 30)</strong></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>August 31-September 6</td>
<td><strong>GENERAL INFORMATION LEARNING CENTER ACTIVITIES (LCA)</strong> Learning specific parts of learning centers.</td>
<td>Read module before taking quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General Information QUIZ (Sun-Sept 6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>OBSERVATION 2 - Setting up a Center (Sun-Sept 6)</strong></td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>TEACHER INTERACTION</strong></td>
<td>Read module before taking quizzes</td>
</tr>
<tr>
<td>Week</td>
<td>Date Range</td>
<td>Topic</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>September 7-13</strong></td>
<td></td>
<td>What is quality interaction with children?</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td><strong>September 13-September 20</strong></td>
<td>SETTING UP the CENTER / LCA in a Box/MORE EXAMPLES What does it mean to set up a center in a box?</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td><strong>September 21-September 27</strong></td>
<td>DIRECTIONAL GUIDES/PICTURE CARDS/DATA SHEETS Learn how to make all materials needed for learning centers.</td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td><strong>September 28-October 4</strong></td>
<td>BLOOMS/TEKS/LESSON PLANS Learn how to create learning plans for learning centers.</td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td><strong>October 5-October 11</strong></td>
<td>DISCOVERY PLAN (GROUP) Working with a group to plan a discovery center. You may begin as a group after ALL Members have taken the Quizzes from Week 6. This will ensure that all persons have the same background knowledge to be a successful group member.</td>
</tr>
<tr>
<td><strong>Week 8</strong></td>
<td><strong>October 12-October 18</strong></td>
<td>Mid-Term Approaching-(No Exam) DISCOVERY PLAN Working with a group to plan a discovery center.</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Discovery Learning Plan</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9</td>
<td>October 19-</td>
<td>Mid-Term Approaching-(No Exam)</td>
</tr>
<tr>
<td></td>
<td>October 25</td>
<td>DISCOVERY PLAN</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Working with a group to plan a discovery center.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>See University Calendar for Last Day to Drop Course</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OBSERVATION-FIELD SITE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group Work Discovery Learning Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(DISCOVERY LCA PLAN Sun-Oct 25 MAJOR ASSIGNMENT)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Plan and complete your discovery center plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Post final document on discussion board and ALL group members review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Group leader submits final document in dropbox</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Group leader emails professor an evaluation of each group member, see assignment directions in D2L for more details.</td>
</tr>
<tr>
<td>10</td>
<td>October 26-</td>
<td>Read module before taking quizzes</td>
</tr>
<tr>
<td></td>
<td>November 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OBSERVATION 8 – Math (Sun-Nov 1)</td>
</tr>
<tr>
<td>11</td>
<td>November 2-</td>
<td>COMPLETE AND SUBMIT MATH LCA</td>
</tr>
<tr>
<td></td>
<td>November 8</td>
<td>(MATH LCA PLAN Sun-Nov 8 MAJOR ASSIGNMENT)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>November 9-</td>
<td>LITERACY PLANS (individual assignment)</td>
</tr>
<tr>
<td></td>
<td>November 15</td>
<td>(MODULE ENGAGEMENT ONLY, LITERACY INTEGRATION WILL BE IN UPCOMING WORKSHEET TO LCA)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WORKSHEET to LCA (individual assignment)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OBSERVATION-FIELD SITE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read LITERACY MODULE BEFORE moving on to Worksheet to LCA-Information is needed to integrate Literacy into your Worksheet to LCA.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BEGINNING ON TUESDAY of this week you may begin to Confirm WORKSHEETS as Directed by Instructor.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BEGIN...WORKSHEET to LCA (Begin Working After Worksheet is Confirmed...)</td>
</tr>
<tr>
<td>13</td>
<td>November 16-</td>
<td>WORKSHEET to LCA IN PROGRESS</td>
</tr>
<tr>
<td></td>
<td>November 22</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>November 30-</td>
<td>WORKSHEET to LCA (individual assignment)</td>
</tr>
<tr>
<td></td>
<td>December 6</td>
<td>FINAL THOUGHTS/LCA PACKET OF IDEAS (DIGITAL FILE IN D2L)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(LIVETEXT/Watermark Assignment)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WORKSHEET to LCA (Wed-Dec 2 MAJOR ASSIGNMENT-Submit in DROPBOX AND LIVETEXT/WATERMARK)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scavenger Hunt Quiz (Sun-Dec 6)</td>
</tr>
</tbody>
</table>
This is the official timeline for this course. Refer to it frequently to stay current on due dates/deadlines. It is a good idea to print this timeline, have it readily available, and mark your personal calendar with due dates/deadlines. Changes in calendar may be made, at any time. Changes will be communicated in course calendar, by email, or in news feed.

<table>
<thead>
<tr>
<th>Week 15</th>
<th>LIVETEXT VERIFIED BY INSTRUCTOR</th>
<th>Complete LECTURE FINAL as Directed</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 7-December 11</td>
<td>LECTURE FINAL</td>
<td></td>
</tr>
</tbody>
</table>

VI. Required Text and Other Required Materials:

1) Transitions Book from 328 or Purchased.

[Transitions book image]


[Power of Our Words book image]

3) FEM/LIVETEXT/Watermark REGISTRATION

LiveText/Watermark Statement: (Applies to PRACTICUM ONLY)

This course uses the LiveText/Watermark 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/Watermark 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/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

FEM Statement: (Applies to PRACTICUM ONLY): FEM is used for field experiences, practica, and internships in a way to document the offsite
*Other materials needed to complete this course:

- DAILY access to a computer/printer for assignments and quizzes in D2L
- card stock for directional guides, picture cards, song cards (practicum)
- materials needed to construct math conservation assessment
- materials needed to construct all other assignments

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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 PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins 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:

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 (including the first 12 day attendance report) 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.

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/

Academic Dishonesty

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;
- 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;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

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

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades Semester Grades (Policy 5.5):**

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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (6.14)). 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.

**Student Code of Conduct (Policy 10.4):**

**Student Code of Conduct: Policy 10.4**

Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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 at SFA.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


**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 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 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.texes.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

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

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or
1.) **Professionalism in ECED 3120** You will demonstrate professionalism by:

- attending all class and face-to-face meetings in accordance with the policies of the university; checking in on D2L daily (missing class will cause professionalism grade to drop)
  
  [http://www.sfasu.edu/policies/class Attendance_excused_abs.asp](http://www.sfasu.edu/policies/class Attendance_excused_abs.asp)

- becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism;
  
  [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

- reading course outline/syllabus and following directions for assignments;

- reading each assigned reading by the stated due date;

- completing ALL ASSIGNMENTS/QUIZZES *independently* unless otherwise stated by the instructor/professor;

- completing ALL ASSIGNMENTS/QUIZZES *on or before the due date* (LATE WORK does not receive points);

- participating appropriately in all class, DISCUSSION BOARD assignments, and face-to-face meetings;

- dressing professionally at all times when in the ECRC (face-to-face meetings—see ECHL Dress Code) Or Alternate observation/interaction sites;

- being professional in demeanor, attitude; with teachers and peers (in person or with written communications)

- communicating effectively with professor, teachers, and fellow classmates in all communication formats

- maintaining confidentiality *at all times.*

2.) **Teacher Candidate Interviews**

- Each Teacher Candidate will participate in a brief interview by faculty of the Elementary Education Department to assess oral communication skills and dispositions for teaching. Information for interview scheduling will be posted in the course. The Interviews for Summer Sessions are conducted virtually. Each Teacher Candidate must follow the directives in D2L to sign up for interviews as directed.

- **Name Badges Face-to-Face** - Each teacher candidate is to wear his/her name badge at all times when in the ECH building. The name badge will be issued upon completion and verification of background check documentation. Name badges are your responsibility. Replacement badges cost $5.00 in the Resource Room and require an application for replacement form which must be approved. Badges should be worn in charter and lab classrooms at all times.

- **Missing Face-to-Face Observation** - **YOU WILL NOT NEED TO NOTIFY YOUR INDIVIDUAL CLASSROOM TEACHERS WHEN YOU ARE ABSENT FROM YOUR OBSERVATIONS IN THE CLASSROOM.** You will need to notify me by email if you are missing an observation time. The missed observation time will need to be made up during center times on another week. For fully online courses, see D2L for expectations based on location of implementation.

**Additional Information Specific to Course**

**For Summer Courses and Web-based Courses-Remember…Summer courses and Web-based courses are not ABBREVIATED COURSES. You will experience the same amount of content as in a Fall or Spring F2F Course;**
However, you will complete the same amount of work in a much briefer timeframe. Teacher Candidates are expected to plan their time accordingly to meet the pacing of a Summer Session.

In order to complete the course, **ALL MAJOR assignments (major assignments are noted in course timeline) must be completed before the final opens.** Missed quizzes are issued zero credit and will not be reopened. Quizzes are not major assignments. Of course, extenuating circumstances are always considered. Always contact your instructor regarding extenuating circumstances and Student Services if applicable.

**Late Work**— Late work receives no credit unless there is **approval from the instructor.** (Talk with teacher BEFORE it is late...not after.)

**Make-up Work Policy**— The decision whether to accept make-up work is at the discretion of the instructor (applies to work that would not fall under University Policy for Excused Absences). Generally, late assignments are issued **zero credit,** but late assignments may be issued partial credit if the instructor deems circumstances to be necessary. **No make-up work will be accepted after the final review has been posted.** It is important to submit make-up work in a timely manner. **Do see the posted detailed University Policy regarding excused absences as it will apply.**

**Attendance**— Attendance will be taken each class meeting day for F2F courses. Missed classes will adversely affect your final grade by causing professionalism grade to drop. *(Teachers are to notify their principal when absent. Notifying your instructor/professor prior to an absence prepares the teacher candidate for the future.)* Being online regularly in a web-based course is expected to meet attendance expectations in a web-based course.

**Expectations**— Teacher candidates are expected to keep up with the assigned readings listed in the course calendar. Teacher candidates will be responsible for taking quizzes (over readings in the text books and modules) in D2L as dated in the course calendar and in D2L. Readings in the assigned texts will allow all teacher candidates to create or add to their schema on the subject and participate intelligently in the classroom discussions. These quizzes are due and are expected to be completed before discussed in class or may be given in class to help recall material to be discussed in class. **Missed quizzes, online or in class, may not be made up and will adversely affect your professionalism grade and course grade. Quizzes may be added during semester, as needed, to help in the recalling of important information in readings.**

**Course Resources:**

- **Journals**—
  - Young Children, National Association for the Education of Young Children — [http://www.naeyc.org/](http://www.naeyc.org/)

- **Other Resources**—


o Texas Education Agency. Texas Essential Knowledge and Skills (TEKS).


• Websites-
  o Education Resources Information Center (ERIC) — www.eric.ed.gov
  o Texas Education Agency — www.tea.state.tx.us
  o Vaughn Gross Center for Reading and Language Arts, The University of Texas at Austin — www.meadowscenter.org/vgc