**I. Course Description:**
A study of child-centered environments for infants through 3rd grade. Includes an in-depth look at learning centers, positive classroom climate, teacher planning and interaction, assessment, and facilitation of a constructivist classroom environment. Includes investigation of theories supporting development of an interactive environment fostering the whole child is included.

**Course Justification:**
"Child Centered Environments" (2 hours credit) typically meets twice a week in 50 minute segments for 15 weeks, and also includes additional weekly observation time for completion of observations in the SFA Charter School during learning center time. For completer courses the meetings are web-based via extensive course modules and the observations are delivered via videos embedded within the course modules. Teacher candidates have significant weekly reading assignments, are expected to take regular quizzes, observation quizzes, a professional development assignment, two professional written pieces, and a conservation activity with a child. The course requirements take an average of four more hours of work each week outside of the time required for course attendance or content module engagement for completers. Completers are also required to attend a campus visit during the beginning of the semester which is usually scheduled for two days.

**Prerequisites:**
Prerequisites: ECH 328 & 328P; Taken Concurrently with ECH 331P

**Course Fees:**
Course Fees: $20.00 Course Fee

**Diversity Statement:**
James I. Perkins College of Education Diversity Statement is found at the following link: [http://coe.sfasu.edu/about-us/](http://coe.sfasu.edu/about-us/)

**II. Intended Learning Outcomes/Goals/Objectives:**
This course supports the Vision, Mission, Goals, and Core Values and can be found at the following site: [http://www.sfasu.edu/education/about/mission.asp](http://www.sfasu.edu/education/about/mission.asp). The mission of this course 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 of in a classroom that explores the classroom environment of young children and interaction with students. Upon completion of this course the teacher candidates will have an understanding of the whole day in a classroom focusing on the portions of the day that involves students being active and engaged learners in their environment.

Upon completion of ECH 331 and ECH 331P the teacher candidates will be prepared to enter the classroom and the field experience classes to plan and interact in small group settings bases on assessed needs.
Program Learning Outcomes & Student Learning Outcomes:

PLO 1 Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1; InTASC1).

• SLO 1.1 Candidates will explain the importance of student motivation to learning and how to engage all learners.
  - **SLO 1.1.1 Assessment** - Quizzes PPR 1.1k; PPR 2.18s (TS4Bi; TS4Bii InTASC); PPR 2.19s (InTASC);
  - **SLO 1.1.2 Assessment** - Course/Classroom Discussions PPR 3.10s; PPR 2.18s (TS4Bi; TS4Bii InTASC);
  - **SLO 1.1.3 Assessment** - Whole Child Paper PPR 1.14s (TS2Bi); PPR 2.2k (TS4Aiii); PPR 2.18s (TS4Bi; TS4Bii InTASC); Technology 7.12s. ISTE 5b

• SLO 1.2 Candidates will examine ways to apply theories to the learner centered environment focusing on teaching PreK Guidelines and TEKS.
  - **SLO 1.2.1 Assessment** - Quizzes PPR 1.7k (TS3Ci); PPR 1.19k, 20k, 22k, 23k (TS3Cii) (InTASC); PPR 1.12s,13s, 14s (TS2Bi), 15s, 16s (TS1Ciii) (InTASC); PPR 2.18s (TS4Bi; TS4Bii), 19s (InTASC);
  - **SLO 1.2.2 Assessment** - Classroom Discussions PPR 1.7k (TS3Ci) (InTASC); PPR 1.19k, 20k, 22k, 23k (TS3Cii) (InTASC); PPR 2.18s (TS4Bi; TS4Bii),19s (InTASC);
  - **TEKS System** - Curriculum Alignment & Curriculum Standards.

• SLO 1.3 Candidates will collect math tools and interact with children while assessing their math thinking.
  - **SLO 1.3.1 Assessment** - Conservation Materials/Interaction Assignment PPR 1.16k, 26k (TS5Ai) (InTASC); PPR 4.16k; MTH 5.20s;

PLO 3 Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (ACEI 3; InTASC 2, 3, 5, 7, 8).

• SLO 3.2 Candidates will examine the purposes and importance of a learner-centered environment focusing on learning center activities and learn how accessing resources is critical to instructional design.
  - **SLO 3.2.1 Assessment** - Quizzes PPR 1.12s, 13s, 14s (TS2Bi), 15s, 16s (TS1Ciii); 20s (TS1Biii) (InTASC); PPR 3.7s, 8s, 9s, (TS1Eiii),10s;
  - **SLO 3.2.2 Assessment** - Course/Classroom Discussions PPR 1.19k, 20k, 22k, 23k (TS3Cii) (InTASC); PPR 1.26k (TS5Ai) (InTASC); PPR 1.12s, 13s, 14s (TS2Bi), 15s, 16s (TS1Ciii) (InTASC); PPR 1.20s (TS1Biii) (InTASC); PPR 3.7s, 8s, 9s, (TS1Eiii), 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)
• **SLO 3.3** Candidates will use the knowledge of the young child’s mathematical thinking.
  o **SLO 3.3.1 Assessment**-Quizzes MTH 7.4k, 7.10k, 7.11k; 7.15k, 7.16k; 7.4s;
  o **SLO 3.3.2 Assessment**-Math PTT/Analysis Assignment MTH 7.4k, 7.10k, 7.11k, 7.15k, 7.16k; 7.4s; PPR 3.9s (TS1Eiii); 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 3.4** Candidates will demonstrate their ability to find and create music and movement activities for all ages, to use in the classroom to enhance language and literacy development as well as all subject areas.
  o **SLO 3.4.1 Assessment**-Quizzes PPR 2.2k (TS4Aiii) (InTASC); PPR 2.9k (InTASC); PPR 2.8s (TS4Dii), 9s, 10s (InTASC); o **SLO 3.4.2 Assessment**-Classroom Demonstrations PPR 2.9k (InTASC); PPR 2.8s (TS4Dii) 9s, 10s (InTASC); 2.22k (TS4Bii) (InTASC)

  **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)

• **SLO 3.5** Candidates will learn about creating purposeful literacy throughout the entire daily routine with whole groups and learning center activities.
  o **SLO 3.5.1 Assessment**-Demonstrations ELAR 4.2s; PPR 2.8s (TS4Dii) (InTASC); PPR 1.26k (TS5Ai) (InTASC);

• **SLO 3.6** Candidates will realize the important role learning center activities play in creating inquiry-based, differentiated activities that meet the needs of all learners.
  o **SLO 3.6.1 Assessment**-Quizzes PPR 1.12s, 13s, 14s (TS2Bi)15s, 16s (TS1Ciii) (InTASC); 1.20s (TS1Bi); PPR 3.7k; o **SLO 3.6.2 Assessment**-Course Classroom Discussions PPR 2.2k (TS4Aiii InTASC); PPR 2.18s (TS4Bi, TS4Bii) (InTASC); PPR 1.12s, 13s, 14s (TS2Bi), 15s, 16s (TS1Ciii) (InTASC), 20s (TS1Biii); PPR 3.7k; PPR 2.19k (TS4Bi) (InTASC); 2.22k (TS4Bii) (InTASC)

  **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)

• **SLO 3.7** Candidates will practice transition activities, energizers, and celebration cheers to help with classroom environment and management throughout the entire day.
  o **SLO 3.7.1**-Classroom Demonstrations PPR 2.9k (InTASC), 2.18k (InTASC); PPR 2.8s (TS4Dii), 9s, 10s, 14s (TS4Cii) (InTASC);

• **SLO 3.8** Candidates will explore Morning Meeting activities to enhance and create a strong classroom community while teaching important concepts related to PreK Guidelines and TEKS.
  o **SLO 3.8.1 Assessment**-Course/Classroom Discussions PPR 2.9s, 10s, 14s (TS4Cii) (InTASC);
PLO 4 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4; In TASC 6).

- **SLO 4.1** Candidates will examine the types of assessments that can be found in a constructivist environment while meeting the needs of all learners.
  - **SLO 4.1.1 Assessment** - Quizzes PPR 1.26k (TS5Ai) (InTASC); PPR 3.4s (TS1Dii; TS1Eii), 5s (InTASC);  
  - **SLO 4.1.2 Assessment** - Course/Classroom Discussion PPR 1.26k (TS5Ai) (InTASC); PPR 3.4s (TS1Dii; TS1Eii), 5s (InTASC); PPR 4.16k;  
- **SLO 4.2** Candidates will examine the importance of continuous monitoring and self-assessment to adjust instruction through learning centers.
  - **SLO 4.2.1 Assessment** - Classroom Discussion PPR 1.26k (TS5Ai InTASC); PPR 3.4s (TS1Dii; TS1Eii), 5s (InTASC);  

PLO 5 Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (ACEI 5; In TASC 9, 10).

- **SLO 5.1** Candidates will demonstrate professionalism as an educator.
  - **SLO 5.1.1 Assessment** - Quiz PPR 3.1k (InTASC); PPR 3.1s;  
  - **SLO 5.1.2 Assessment** - Course Discussion PPR 4.12s (TS6Aiii) (InTASC); PPR 4.3k, 9k;  
  - **SLO 5.2** Candidates will reflect upon professional ethics.
  - **SLO 5.2.1 Assessment** - Professional Meeting Attendance Documentation PPR 4.12s (TS6Aiii) (InTASC); PPR 4.9k;  
- **SLO 5.3** Candidates will compose justifications letter to parents including ECH 328 theorist, as support of their beliefs in use of learning centered as a teaching tool in a child-centered environment.
  - **SLO 5.3.1 Assessment** - Justification Letter PPR 1.26k (TS5Ai) (InTASC); PPR 3.4s (TS6Dii, TS1Eii) (InTASC); PPR 2.5k (InTASC); PPR 3.1s; PPR 4.1k, 2k (InTASC);
III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

PERSONAL PROFILE Each teacher candidate in face-to-face classes should complete 2 copies and bring to class on assigned due date for permanent files. Online classes will have a discussion to complete. Follow the directions you find in D2L. (PLO 5/ACEI 5; In TASC 9, 10)

BACKGROUND CHECK Your instructor will provide the most updated version of the form during the first class meeting. Each teacher candidate will complete the background check provided in class. Each student must submit a copy of his/her driver’s license along with the background check. (PLO 5/ACEI 5; In TASC 9, 10)

PERMISSION TO VIDEO Face-to-Face classes will complete a form that will allow pictures or videos to be used while working with children at the lab or charter schools. (PLO 5/ACEI 5; In TASC 9, 10)

Classroom Assignments to Enhance Understanding:

Assignments will be given to enhance the teacher candidate’s understanding of young children and how they learn best as supported by research. Assignments may be altered, or additional assignments may be added, as the need arises to enhance learning in this course.

PROFESSIONALISM Teacher candidates will justify how they will earn their professionalism points throughout the semester by identifying characteristics and attitudes expected of them. (Final professionalism grading will be completed by professor at the end of the semester; This outcome could be a negative point value as a result of major professionalism issues.) (PLO 5/ACEI 5; In TASC 9, 10)

PROFESSIONAL DEVELOPMENT REFLECTION Teacher candidates will attend a professional development type meeting or research online an area of interest that will further the teacher candidate’s knowledge of education and submit a report in D2L. (PLO 5/ACEI 5; In TASC 9, 10)

EDUCATING the WHOLE CHILD PAPER Teacher candidates will conduct meaningful and in depth discussions of their own understanding of what it means to educate the whole child while thinking about information from ECH 328 and ECH 331. The candidates will compose a paper to detail individual understanding. (PLO 1/ACEI 1; In TASC1)

MATH CONSERVATION INTERACTION ASSIGNMENT Teacher candidates will construct math manipulatives to help conduct an interaction assessment activity with a young child. (PLO 1/ACEI 1; In TASC1)

MATH PPT and ANALYSIS Teacher candidates will read portions of the math text, work in a group, and construct a PPT to explain information to the other class member. An analysis will then be made of all group’s presentations to show the information covered and learned through the PPT investigation. (PLO 1/ACEI 1; In TASC1)
LEARNING CENTER JUSTIFICATION PARENT LETTER Teacher candidates will compose an OVERVIEW of Learning Center Activities in the form of a parent letter, “Learning Center Justification” format and explanation provided. Plagiarism detections will be in place. (PLO 5/ACEI 5; In TASC 9, 10)

*Note: There is no LiveText/Watermark assignment in this course. The LiveText/Watermark-FEM assignment is included in ECH 331P.

ECH 331 is a course that meets face-to-face and utilizes D2L information to deliver content and assess for understanding. Completer and summer courses are taught totally online with D2L.

All teacher candidates will be using the communication tool, taking quizzes, gaining instruction, reading for information, and completing assignments in D2L on a daily basis. Refer to the tentative timeline and learning modules for assignments, due dates, and grading criteria. You are expected to submit all assignments on or before the due date shown on the tentative timeline and/or calendar.

TECHNICAL SUPPORT

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 the 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 and you must plan on being able to use D2L daily. Course pages may be accessed through MySFA or directly at http://D2L.sfasu.edu.

IV. Evaluation and Assessments (Grading):

Assignments may be assessed using rubrics, scoring guides, and/or grading forms. The grading forms, rubrics, and checklists are located in D2L and should be reviewed before completing the assignment. Reviewing the rubric, grading form/scoring guide or requirements will allow you to know what grade you want to work toward in that specific assignment. The professor will rate assignments based on the learner’s ability to intelligently convey his or her understanding of content, using proficient writing skills. Some assignments will also be observed and assessed by peers in the classroom and used as a learning tool to help deepen understanding by all students. Assignments, submitted online, may be used by instructor for examples to help others learn.
credit will be received for late or missed assignments. Late or missed work will result in reduced professionalism points.

The following grading scale will be used in determining the candidate’s final grade (percentage of total points earned out of total points possible): To keep up with you own average use the following: Total points earned divided by total points possible. (Tentative Total Number of Points=590)

A = 90 -100% (590-531)
B = 80 - 89% (530-472)
C = 70 – 79% (471-413)
D = 69% - 60% (412-354)
F = 59% or below (Below 353)

DAILY READINGS /D2L Quizzes

The following quizzes/assignments will be used to help ensure material in the modules is being read and videos are watched. Other quizzes may be added during the semester as needed. Even though many quizzes are worth only a few points, professionalism points will also be lost when quizzes are not taken. Check D2L carefully to make sure no quizzes are missed.

SYLLABUS QUIZ (5 Points) (PLO 5/ACEI 5; In TASC 9 & 10)
ECH 328 and 328L (1.5Points) (PLO 5/ACEI 5; In TASC 9 & 10)
TED Agreement (1.5 Points) (PLO 5/ACEI 5; In TASC 9 & 10)
Use of Materials Agreement (2 Points) (PLO 5/ACEI 5; In TASC 9 & 10)
Profile (5 Points) (PLO 5/ACEI 5; In TASC 9 & 10)
MODULE QUIZ/LCA Background Info (10 Points) (PLO 1/ACEI 1; In TASC 1; PLO 3/ACEI 3; In 2,3,5,7,8)
Educating the Whole Child Paper (50 Points) (PLO 1/ACEI 1; In TASC 1; PLO 3/ACEI 3; In 2,3,5,7,8)
LCA Picture Walk #1 (20 Points) (PLO 1/ACEI 1; In TASC 1; PLO 3/ACEI 3; In 2,3,5,7,8)
LCA Picture Walk #2 (10 Points) (PLO 1/ACEI 1; In TASC 1; PLO 3/ACEI 3; In 2,3,5,7,8)
MODULE QUIZ/Assessment (10 Points) (PLO 4/ACEI 4; In TASC 6)
MODULE QUIZ/Discovery Science (10 Points) (PLO 1/ACEI 1; In TASC 1; PLO 3/ACEI 3; In 2,3,5,7,8)
TEXT The Young Child and Math QUIZ (10 Points) (PLO 1/ACEI 1; In TASC 1)
Math Group PPT (25 Points) (PLO 1/ACEI 1; In TASC 1 & PLO 3/ACEI 3; In 2,3,5,7,8 )
Analysis Math PPT (15 Points) (PLO 1/ACEI 1; In TASC 1 & PLO 3/ACEI 3; In 2,3,5,7,8)
Math Conservation Interaction (25 Points) (PLO 1/ACEI 1; In TASC)
MODULE QUIZ/Literacy Older (5 Points) (PLO 3/ACEI 3; In 2,3,5,7,8)

MODULE QUIZ/Blocks (15 Points) (PLO 1/ACEI 1; In TASC 1)

Block Video QUIZ (10 Points) (PLO 1/ACEI 1; In TASC 1)

Professional Development (10 Points) (PLO 5/ACEI 5; In TASC 9 & 10)

LCA Justification Letter (200 Points) (PLO 5/ACEI 5; In TASC 9 & 10)

MATH WRAP IT UP QUIZ (10 Points) (PLO 1/ACEI 1; In TASC 1) *Tentative-edTPA Alternative

MATH Vocabulary QUIZ (10 Points) (PLO 1/ACEI 1; In TASC 1) *Tentative-edTPA Alternative

Course Professionalism (30 Points) (PLO 5/ACEI 5; In TASC 9 & 10) (Attendance and Timeliness to Class Meetings Impact Outcome)

331 LECTURE REFLECTION/Scenario FINAL (100 Points) (Cumulative)
V. Tentative Course Calendar of Assignments:

All dates and assignments are tentative. Alternate date changes may be given verbally in class, through D2L communications, or by revised calendar.

ECH 331 LECTURE FACE-TO-FACE
Tentative Course Timeline-Spring 2020

See The Following Pages...

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Module/Class Discussion</th>
<th>Actions Due &amp; Details</th>
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<tr>
<td>Week 1</td>
<td><strong>BEFORE YOU BEGIN</strong> (BACKGROUND CHECK UPDATES) GETTING STARTED</td>
<td>Complete Syllabus QUIZ (<em>January 26-Do not attempt until AFTER in class Tips for Success Discussion</em>)</td>
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<td>January 15</td>
<td><strong>Getting Started</strong></td>
<td>Complete ECH 328 and 328L QUIZ (<em>January 26</em>)</td>
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<td>To January 19</td>
<td><strong>GETTING TO KNOW D2L AND ECH 331 (Class Discussion)</strong></td>
<td>Use of Materials Agreement (<em>January 26</em>)</td>
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<td><strong>Syllabus &amp; Timeline (Resource)</strong></td>
<td>Name Tent</td>
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<td><strong>LiveText (Resource)</strong></td>
<td><em>BACKGROUND CHECK (Follow Directives in BEFORE YOU BEGIN MODULE-Steps 1-3; Steps 4 &amp; 5 were completed in ECH 328 &amp; 241-If you did not complete these tasks in the prior courses at SFA contact your professor immediately)</em></td>
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<td><strong>APA Module (Resource)</strong></td>
<td>*2 PERSONAL PROFILES (Submit as Directed During Class)</td>
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<td>*Video Release Paper (Submit as Directed During Class)</td>
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<td>Monday, January 20-Martin Luther King, Jr Holiday-No Class</td>
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<td>*Active Discussion &amp; Participation in Class Discussions</td>
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<td>Week 2</td>
<td><strong>Whole Child (DAP-Program Goals-Diversity-Theory)</strong></td>
<td>*Begin Drafting Whole Child Paper</td>
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<td>January 21</td>
<td><strong>WHOLE CHILD-DAP / PROGRAM GOALS / DIVERSITY / THEORY (Class Discussion)</strong></td>
<td>*LCA Background Quiz (<em>January 26</em>)</td>
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<td>To January 26</td>
<td><strong>EDUCATING THE WHOLE CHILD PAPER (Class Discussion)</strong></td>
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<td>Week 3</td>
<td>January 27 To February 2</td>
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<tr>
<td><strong>LCA Background</strong></td>
<td><em>Active Discussion &amp; Participation in Class Discussions</em></td>
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<td>EDUCATING THE WHOLE CHILD PAPER-Continued</td>
<td>Educating the WHOLE Child Paper in D2L DROPBOX (February 2)</td>
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<td>LCA BACKGROUND INFORMATION (Class Discussion)</td>
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<td><strong>Discovery Science Center PREVIEW</strong></td>
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<td>DISCOVERY/SCIENCE CENTER (Class Discussion)</td>
<td>Picture Walk 2 QUIZ (February 9)</td>
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<td>Whole Child Paper (Evaluations in Progress by Ms. Dillard)</td>
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<td>PICTURE WALKS through CLASSROOMS (Course Module Work)</td>
<td>Whole Child Paper Conferences</td>
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<th>February 10 To February 16</th>
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<td><strong>Assessment &amp; ASSESSMENT (Class Discussion)</strong></td>
<td><em>No F2F Class This Week-Dillard @ Conference M-W/Completers on Campus TR &amp; F.</em></td>
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<tr>
<td><strong>Discovery Science Center PREVIEW</strong></td>
<td>MODULE Assessment QUIZ (February 16)</td>
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<td>DISCOVERY/SCIENCE CENTER-Continued</td>
<td>MODULE QUIZ for Discovery and Science (February 16)</td>
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<td>The Young Child and Mathematics QUIZ (p 1-47) (February 16)</td>
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<td>(Bring The Young Child and Mathematics Book to Class for Week 6)</td>
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<td><strong>Math in the Beginning</strong></td>
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<td>CONSERVATION INTERACTIONS (Work Time with Children)</td>
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<td>*Active Discussion &amp; Participation in Class Discussions</td>
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<td>Module QUIZ Literacy Older <em>(March 6)</em></td>
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<td><em>Mid Semester-March 4</em></td>
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<td><em>See University Calendar for Upcoming Drop Date...</em></td>
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**Spring Break March 7 To March 15 NO CLASS MEETINGS!**

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<tr>
<th>Week 9</th>
<th><strong>Literacy Younger &amp; Older</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>March 16 To March 22</strong></td>
<td>LITERACY – YOUNGER &amp; OLDER (Class Discussion)</td>
<td>*Active Discussion &amp; Participation in Class Discussions</td>
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<tr>
<td></td>
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<td>Block Video QUIZ <em>(March 22)</em></td>
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<td>Block Module QUIZ <em>(March 22)</em></td>
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<tr>
<th>Week 10</th>
<th><strong>BLOCKS (read module)</strong></th>
<th>Explorations</th>
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<tbody>
<tr>
<td><strong>March 23 To March 29</strong></td>
<td>Learning Centers-Art/Muscle, music; Table Games; Dramatic Play; Blocks</td>
<td>*Active Discussion &amp; Participation in Class Discussions</td>
</tr>
<tr>
<td></td>
<td>ART/MUSCLE/MUSIC CENTERS &amp; TABLE GAMES/DRAMATIC PLAY (Class Discussion)</td>
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</tbody>
</table>
| Week 11 | Teacher Roles & Professionalism | Professional Development Reflection in D2L (April 5)  
*Active Discussion & Participation in Class Discussions  
Teacher Roles-LCA Justifications Parent Letter (Drafting Letter Begins) |
| March 30 To April 5 | Teacher Roles-LCA Justifications Parent Letter (Discuss Expectations)  
(EC6)/TEACHER ROLES (Field Experience Guests)  
Testing Information / Special Guest (EC6)  
Teacher Roles-LCA Justifications Parent Letter (Class Discussion) |

| Week 12 | Teacher Roles & Professionalism | LCA Justifications Parent Letter (April 8)  
*Active Discussion & Participation in Class Discussions  
Easter Holiday-April 9 To April 12-No Class Meetings! |
| April 6 To April 8 | (EC6)/TEACHER ROLES (Field Experience Guests)  
Testing Information / Special Guest (EC6)  
Teacher Roles-LCA Justifications Parent Letter (Complete & Submit) |

| Week 13 | Wrap It Up  
edTPA Supplemental Materials | Read Math Wrap It Up Module  
& edTPA  
*Active Discussion & Participation in Class Discussions  
Math Vocabulary QUIZ Tentative  
MATH Scenario WRAP IT UP QUIZ Tentative |
| April 13 To April 19 | MATH - WRAP IT UP (Class Discussion) |

<p>| Week 14 | REVIEW and WORK | WORK on Final Worksheet to LCA Assignment (Cross Connection with Practicum) |
| April 20 To April 26 | | |</p>
<table>
<thead>
<tr>
<th>Week 15</th>
<th>April 27 To May 3</th>
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<tbody>
<tr>
<td>REVIEW and WORK (Final Scenarios)</td>
<td>WORK (Final Scenarios) Reflection</td>
</tr>
<tr>
<td>WORK on Final Worksheet to LCA Assignment (Cross Connection with Practicum)</td>
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<tr>
<th>Week 16</th>
<th>May 4 To May 9</th>
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</thead>
<tbody>
<tr>
<td>FINAL EXAM WEEK</td>
<td>Final Scenario Essays in D2L DROPBOX (Due based on University Finals Schedule-Spring 2020)</td>
</tr>
<tr>
<td>*May 9-College of Education Commencement</td>
<td></td>
</tr>
</tbody>
</table>

### VI. Required Text and Other Required Materials:

See the calendar above for lecture topics, readings, assignment dates. To order books, visit the following site: [http://www.sfasu.bkstr.com/](http://www.sfasu.bkstr.com/)

Textbooks: You will only be buying 1 new book for this class.


![The Young Child and Mathematics](image)

2nd edition


(Used in ECH 328 and will be used in classes after 331)
3.) All other required reading is located in the content modules of the course (**Required**).

*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

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

**LiveText/ Watermark Statement:**
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 email 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, call ext. 5070 or e-mail SFLiveText@sfasu.edu.** Once LiveText/Watermark 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/ Watermark system may result in course failure.
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, resubmission 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 within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes and F, except as allowed through policy (i.e., Active Military Service (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):**

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.

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

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

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

IX. Relevant Course Information

1.) Professionalism in ECH 331 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
• becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism; 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.) **Course Time Requirements**
ECH 331-Child Centered Environments (2 hours credit) typically meets twice a week (Monday/Wednesday) in 50 minute segments for 15 weeks, and also includes additional time for completion of a comprehensive course final. Teacher Candidates have significant weekly reading assignments, are expected to take regular quizzes, the final examination, complete a conservation assignment with children, and write a paper related to the “Whole Child”. These activities take an average of four or more hours of work each week outside of classroom hours to ensure success in the course.

3.) **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.

4.) **Additional Information Specific to Course**

In order to complete the course, **ALL MAJOR assignments (major assignments are noted in course timeline) must be completed by the end of the semester**. 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. In general, make-up work will be accepted one week from the original due date. **I may accept late work for up to ½ credit earned, if there is an extenuating circumstance. No make-up work will be accepted during the week prior to finals or during finals week.** It is important to submit make-up work in a timely manner.

**Attendance** — Attendance will be taken each class meeting day. 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.

For Summer Courses—Remember...Summer courses are not MODIFIED COURSE. You will experience the same amount of content as in a Fall or Spring 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.

Course Resources:

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

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

- **Websites** - o Education Resources Information Center (ERIC) — [www.eric.ed.gov](http://www.eric.ed.gov)
  o Texas Education Agency — [www.tea.state.tx.us](http://www.tea.state.tx.us)
- Vaughn Gross Center for Reading and Language Arts, The University of Texas at Austin — www.meadowscenter.org/vgc
- https://lead4ward.com/