Course Description:
Prerequisites: HMS 241, taken concurrently with EC 3210. Other Contact Information:

ECRC 201L, taken concurrently with EC 3210. foundations of Early Childhood Practicum (1 credit; fully online) spans 6 weeks. The course contains extensive written content that includes the same information students in a traditional classroom course receive, requiring students to engage the online modules for at least three hours per week. Primary source readings are woven into the content to support key concepts and learning objectives. Students select one of four options to meet the needs of all learners.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

A. Program Learning Objectives:

1. Candidates are able to design, implement, and sustain developmentally appropriate instructional programs that meet the needs of all learners.

2. Candidates use their knowledge of students, development, acquisition of knowledge, and motivation.

3. Candidates examine PreK guidelines analyzing critical components necessary in a developmentally appropriate program.

4. Candidates develop strategies to assess student learning and adjust instruction accordingly.

5. Candidates probe components of child development including physical aspects.

6. Candidates examine planning components of lesson designs actions required for the writing of developmentally appropriate lesson plans.

7. Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry provoking, and research-related instruction.

8. Candidates discover how to communicate expectations to students (clear, accurate communication, skilled questioning, giving directions) and build relationships with students.

B. Student Learning Outcomes:

1. SLO 3.1 Assessment – Developmental Checklist (PPR 3.5k)

2. SLO 3.2.1 Assessment – Large Group Experience Reflection (PPR 4.12k)

3. SLO 3.3.2 Assessment – Transitions Presentation (PPR 2.6k, 2.7k, 2.8k, 2.9s, 2.14s, 2.17s; TS 4Cii, 4Di; InTASC 3d, 3k, 3o, 10o)

4. SLO 3.3.1 Assessment – Large Group Experience Reflection (PPR 4.12k, 4.15k, 4.17k; TS 1Bi, 1Biii, 1Ciii, 1Eiii; InTASC 1e, 1h, 2a, 2f, 4a, 4f, 4i, 4q, 5c, 5p, 7k, 7m, 8g, 8n, 8o, 8r, 9e, 9g, 9l, 9m, 10g)

5. SLO 3.2.2 Assessment – Movement Plan and Presentation (PPR 1.16k, 1.1s, 1.11s, 1.16s, 1.20s, 3.7k, 3.11k, 3.8s, 3.9s, 3.10s, 3.12s, 3.13s, 4.12k; TS 1Bi, 1Biii, 1Ciii, 1Eiii; InTASC 1e, 1h, 2a, 2f, 4a, 4f, 4i, 4q, 5c, 5p, 7k, 7m, 8g, 8n, 8o, 8r, 9e, 9g, 9l, 9m, 10g)

6. SLO 3.1.1 Assessment – Developmental Checklist (PPR 3.5k)

7. SLO 3.2.1 Assessment – Music Plan and Presentation (PPR 1.16k, 1.1s, 1.11s, 1.16s, 1.20s, 3.7k, 3.11k, 3.8s, 3.9s, 3.10s, 3.12s, 3.13s, 4.12k; TS 1Bi, 1Biii, 1Ciii, 1Eiii; InTASC 1e, 1h, 2a, 2f, 4a, 4f, 4i, 4q, 5c, 5p, 7k, 7m, 8g, 8n, 8o, 8r, 9e, 9g, 9l, 9m, 10g)

8. SLO 3.2.2 Assessment – Movement Plan and Presentation (PPR 1.16k, 1.1s, 1.11s, 1.16s, 1.20s, 3.7k, 3.11k, 3.8s, 3.9s, 3.10s, 3.12s, 3.13s, 4.12k; TS 1Bi, 1Biii, 1Ciii, 1Eiii; InTASC 1e, 1h, 2a, 2f, 4a, 4f, 4i, 4q, 5c, 5p, 7k, 7m, 8g, 8n, 8o, 8r, 9e, 9g, 9l, 9m, 10g)

9. SLO 3.3.2 Assessment – Transitions Presentation (PPR 2.6k, 2.7k, 2.8k, 2.9s, 2.14s, 2.17s; TS 4Cii, 4Di; InTASC 3d, 3k, 3o, 10o)
Assignments in EC

The purpose of assignment guidelines is to provide you with basic information that will help you be successful in this class.

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

ECH 328 P is the first early childhood (ECH) practicum course in the sequence and provides a foundation for future courses.

3.4 Candidates investigate various classroom components including safe physical spaces, room arrangement, physical accessibility

3.4.1 Assessment – Classroom Design Assignment (PPR 2.19k, 2.22k, 2.4k, 2.6s; TS 4Bi, 4Bii, 4Cii; InTASC 3d, 10o; Technology 6.17s; ISTE 3d)

3.5 Candidates scrutinize activities related to promoting health, safety, and well-being of young children and how teachers design instructional activities

3.5.1 Assessment - Discipline Strategies Observation (PPR 2.16k, 1.1s, 1.11s, 1.16s, 1.20s, 2.14s, 3.8s, 3.9s, 3.10s, 3.12s, 3.13s, 4.12k; TS 1Bi, 1Bii, 1Ci, 1Cii, 1Ciii, 3Bi, 3Bii, 3Bi, 6A)

3.6 Candidates identify areas of diversity impacted (bias, language, culture, gender, ethnicity, race) in early childhood environments and throughout early childhood curriculum

3.6.1 Assessment – Anti-Bias Checklist (PPR 3.5k)

3.6.2 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical growth of all children.

3.6.3 Candidates explore purposes of assessment while examining authentic and standardized assessment tools including portfolios and time sampling/anecdotal records

3.6.4 Assessment – Time Sampling/Anecdotal Record Activity (PPR 2.17s; InTASC 3d, 3k)

3.7 Candidates 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.

3.7.1 Candidates evaluate the complexities of building partnerships with families in relation to parent/teacher conferences.

3.7.2 Assessment – Parent Teacher Conference Analysis Assignment (PPR 4.12k; TS6A; InTASC 4q, 9e, 9g, 9l, 9m)

3.8 Candidates recognize appropriate interaction strategies and techniques that demonstrate positive communication and demonstrate an understanding of effective guidelines for positive discipline strategies.

3.8.1 Assessment – Discipline Strategies Observation (PPR 3.2s, 2.14s; TS 4Cii)

3.9 Candidates understand how to create a classroom environment and space that is safe and fosters autonomy.

3.9.1 Assessment – Classroom Design Assignment (PPR 2.19k, 2.22k, 2.4k, 2.6s; TS 4Bi, 4Bii, 4Cii; InTASC 3d, 10o; Technology 6.17s; ISTE 3d)

3.10 Candidates support learning.

Assignments, Activities, Instructional Strategies, use of Technology:

3.10.1 Classroom Design: Students will design a developmentally appropriate classroom environment. (PPR 2.19k, 2.22k, 2.4k, 2.6s; TS 4Bi, 4Bii, 4Ci, 4Biii, 6A; InTASC 4q, 1Bi, 1Bii, 1Ci, 1Cii, 1Ciii, 3Bi, 3Bii, 3Bi, 6A)

3.11 Movement Lesson and Presentation: Students will plan and implement a movement activity in the classroom. (PPR 1.16k, 1.1s, 1.11s, 1.16s, 1.20s, 2.14s, 3.8s, 3.9s, 3.10s, 3.12s, 3.13s, 4.12k; TS 1Bi, 1Bii, 1Ci, 1Cii, 3Bi, 3Bii, 6A)

3.12 Anecdotal Records Observation: Students will complete an anecdotal record.

3.13 Parent Conference Discussion: Students will discuss and respond to peers after watching two parent conference videos online. (PPR 2.17s)

3.14 Transition Plan and Presentation: Students will plan and implement three transition activities in the classroom. (PPR 2.6k, 2.8k, 2.9k, 2.8s, 2.9s, 2.17s; TS 4Cii)

3.15 Discipline Observation Checklist: Students will observe discipline strategies in a classroom. (PPR 3.2s, 2.14s; TS 4Cii)

3.16 Movement Observation: Students will observe movement strategies in the classroom. (PPR 3.2s, 2.14s; TS 4Cii)

3.17 Bias Observations: Students will observe the classroom environment to identify anti-bias curriculum.

3.18 Room Design: Students will design a developmentally appropriate classroom environment.

ECED 3110 P

Assumptions, Activities, Instructional Strategies, use of Technology:

3.19 Classroom Observation Checklist: Students will observe discipline strategies in a classroom. (PPR 3.2s, 2.14s; TS 4Cii)

3.20 Movement Discussion: Students will discuss movement strategies in the classroom. (PPR 3.2s, 2.14s; TS 4Cii)

3.21 Anecdotal Records Observation: Students will complete an anecdotal record.

3.22 Movement Reflection: Students will observe a large group activity that is implemented in the classroom and reflect on their observation. (PPR 4.12k)

3.23 Transition Reflection: Students will observe three transition activities in the classroom. (PPR 2.6k, 2.8k, 2.9k, 2.8s, 2.9s, 2.17s; TS 4Cii)

3.24 Group Experience Reflection: Students will observe a large group activity that is implemented in the classroom and reflect on their observation. (PPR 4.12k)

3.25 Discipline Observation: Students will observe discipline strategies in a classroom. (PPR 3.2s, 2.14s; TS 4Cii)

3.26 Movement Observation: Students will observe movement strategies in the classroom. (PPR 3.2s, 2.14s; TS 4Cii)

3.27 Bias Observations: Students will observe the classroom environment to identify anti-bias curriculum.

3.28 Room Design: Students will design a developmentally appropriate classroom environment.

Please be aware childcare facilities have a process to approve anyone coming in and working with children. As required in this course, you will be interacting with children in an early childhood setting. You will be observing, presenting lessons, evaluating and reflecting on best practices. You will need to go before the first week of class and secure a location. You will report the location in an activity dropbox.

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IV. Evaluation and Assessments (Grading):

As a professional, it is your responsibility to keep up with your grades, calculate your grades, and make sure EACH grade is correctly recorded. Posted rubrics are used to guide all assignment grades. When an assignment is graded, immediately look at it and any comments. **If you have a question about a grade or feel it is incorrect, bring this to my attention with ONE WEEK of me posting.** DO NOT wait until dead week OR AFTER final grades are posted to become concerned about your grades. At that point, it is TOO LATE. To calculate your grade, combine the total number of points earned and divide by the possible number of total points you could have earned. This gives you a percentage grade that corresponds to the following grading scale:

- A = 90 to 100% = 254-282 pts.
- B = 80 to 89% = 226-253 pts.
- C = 70 to 79% = 197-225 pts.
- F = 69% or less = 0-196 pts.

<table>
<thead>
<tr>
<th>Assignments in ECH 328 P</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Permission Letter</td>
<td>10</td>
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<tr>
<td>Discipline Observation Checklist</td>
<td>23</td>
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<tr>
<td>Discussion Board</td>
<td>20</td>
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<tr>
<td>Experience Reflection</td>
<td>25</td>
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<tr>
<td>Plan and Presentation</td>
<td>25</td>
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<tr>
<td>and Presentation</td>
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<tr>
<td>Module 2 Discussion</td>
<td>20</td>
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<tr>
<td>Observations</td>
<td>20</td>
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<tr>
<td>Lesson and Presentation</td>
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<tr>
<td>Development Checklist</td>
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<tr>
<td>Anecdotal Records Observation</td>
<td>24</td>
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<td>Movement Lesson and Presentation</td>
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<tr>
<td>Bias Observations</td>
<td>24</td>
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<tr>
<td>Classroom Design</td>
<td>25</td>
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</tbody>
</table>

Total Points 282

V. Tentative Course Outline/Calendar:

ECED 3110 Practicum Timeline
Summer I 2021

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Module</th>
<th>Actions Due</th>
</tr>
</thead>
</table>
| Week 1 (5/17 – 5/21) | Module 1 Getting Started | • Read all Module Information  
• Contact a parent to find a child to work with for the course  
• Complete parent permission letter and submit to dropbox  
• Complete Checklist  
• All Module Components are due by Sunday night at 11:59 |
| Module 2 Discipline and Guidance | • Read all Module Information  
• Complete the Discipline Observation form and turn in to dropbox  
• Complete Checklist  
• All Module Components are due by Sunday night at 11:59 |
| Week 2 (5/24 - 5/28) | Module 3 Transitions | • Read all Module Information  
• Participate in the Transitions Discussion board with post and responses  
• Complete the Large Group Experience Reflection assignment and turn in to dropbox  
• Complete Checklist  
• All Module Components are due by Sunday night at 11:59 |
| Module 4 Application of Transition Content | • Read all Module Information  
• Plan four transitions, do two, video tape, submit to dropbox  
• Complete Checklist  
• All Module Components are due by Sunday night at 11:59 |
| Week 3 (5/31 – 6/4) | Module 5 Music | • Read all Module Information  
• Complete Checklist  
• All Module Components are due by Sunday night at 11:59 |
| Module 6 Music Plan | • Read all Module Information  
• Complete your Music Lesson Plan |
| Week 4  
(6/7 – 6/11) | **Module 7 Parent Conferences** | • Present your Music Lesson Plan, attach video, and turn in all information to the dropbox  
• Complete Checklist  
• All Module Components are due by Sunday night at 11:59 |
| Week 5  
(6/14 – 6/18) | **Module 9 Safety** | • Read all Module Information  
• Complete Room Assignment and turn in to Dropbox  
• Complete Checklist  
• All Module Components are due by Sunday night at 11:59 |
| Week 6  
(6/21 - June 25) | **Module 10 Movement** | • Read all Module Information  
• Plan movement lesson complete with necessary props  
• Present lesson, reflect, attach video and submit to dropbox  
• Complete Checklist  
• All Module Components are due by Sunday night at 11:59 |

**Final Examinations**  
• This is a practicum course. There is NO FINAL EXAM for ECED 3110P  

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

- Transitions by Cay McAninch and Vikki Boatman. Publisher SFA University Press. ISBN 9781936205141
- Learning on the move k-6: 85 Engaging movement activities MI: HighScope Press.

**LiveText/Watermark Statement:**

The course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, or 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 filters. The email will be from support@watermarkinsights.com.

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 and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

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**Course Evaluations:**

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this
Please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of 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.

Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

II. 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 in 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 days attendance report) in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored activities. 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 absences during 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.

III. Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Students should request services in a timely manner to avoid delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

IV. Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

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

Student Appeals

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

VI. Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

If a student has been found guilty of academic dishonesty, a grade of "WP" or "WH" may be changed to "WF" at the discretion of the faculty member. In the case of a grade change to "WF" the course will not count towards the six course drop limit since the student is incurring an academic penalty.
**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 participate in 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.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and well-being. These resources are free, and all of them are confidential.

**Campus Resources:**
- **SU Counseling Services**
  - [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
  - Floor Rusk Building
  - 468-2401
- **SU Human Services Counseling Clinic**
  - [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
  - Human Services Room 202
  - 468-1041

**Crisis Resources:**
- 24-hour crisis line 1(800) 392-8343
- Suicide Prevention Lifeline 1(800) 273-TALK (8255)
- Crisis Text Line: Text HELLO to 741-741

**Code of Ethics for the Texas Educator:**
Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honest 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 maintaining the dignity of the profession and safeguarding academic freedom, shall respect and obey the law, demonstate personal integrity, and exemplify honest character. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honest character. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honest character. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honest character.

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

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 the 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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.