Department of Elementary Education
ECED 3110P 512
Foundations of Early Childhood Practicum
Summer I 2021

Dr. Yuan He

Office Hours: By appointment
Credits: 1
Email: hey2@sfasu.edu

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 face-practicum 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 ideas, case studies, and research related to development of children and young adolescents to construct learning opportunities that are developmentally appropriate practice, and compare/contrast learning experiences for early childhood students. For every hour, a student spends engaging with the content, he/she spends at least one hour completing associated activities and written assignments associated with ECED 3110P.

Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared decision-making, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, region, and spiritual values in order to enhance the quality of life in a diverse, global community. James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about/

Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

I. Course Description:
ECED 3110P is aligned with the mission of the College of Education (COE), which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, lifelong learning, academic excellence, life-long intellectual and professional development. The COE theme is “preparing professional educators who positively impact learning for all students.” In the COE at Stephen F. Austin State University, we are committed to the following core values:

- Academic excellence through critical, reflective, and creative thinking
- Rigorous learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Responsibility, diligence, and ethical behavior, and service that enriches the community.

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

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

Learning Outcomes and Student Learning Outcomes:

Students know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities for all student development, acquisition of knowledge, and motivation.

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

- SLO 1.1.1 Assessment – Developmental Checklist (PPR 3.5k)
- SLO 3.1.1 Assessment – Developmental Checklist (PPR 3.5k)

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

- SLO 3.1.2 Assessment – Transitions Presentation (PPR 4.12k)
- SLO 3.3.2 Assessment – Transitions Presentation (PPR 2.6k, 2.7k, 2.9k, 2.8s, 2.14s, 2.17s; TS 4Ci, 4Di; InTASC 3d, 3k, 3o, 10o)

3.1 Candidates probe components of child development including physical aspects.

- SLO 3.2.1 Assessment – Developmental Checklist (PPR 3.5k)
- SLO 3.3.1 Assessment – Large Group Experience Reflection (PPR 4.12k)

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

- SLO 3.2.2 Assessment – Movement Plan and Presentation (PPR 1.16k, 1.1s, 1.11s, 1.16s, 1.20s, 3.7k, 3.11k, 2.14s, 3.8s, 3.9s, 3.10s, 3.12s, 3.13s, 4.12k; TS 1Bi, 1Biii, 1Ciii,1Eiii, 3Bi; InTASC 1e, 1h, 2a, 2f, 4a, 4f, 4g, 4i, 4q, 5c, 5p, 7k, 7m, 8g, 8n, 8o, 8r, 9e, 9g, 9l, 9m, 10g)

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

- SLO 3.3.2 Assessment – Transitions Presentation (PPR 2.6k, 2.7k, 2.9k, 2.8s, 2.14s, 2.17s; TS 4Ci, 4Di; InTASC 3d, 3k, 3o, 10o)
The purpose of assignment guidelines is to provide you with basic information that will help you be successful in this class. Assignment in EC

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

Understanding how to create a classroom environment and space that is safe and fosters autonomy, recognize appropriate assessment strategies to support learning.

Assignments, Activities, Instructional Strategies, use of Technology:

- Assignments are submitted and returned through the assignments link in D2L unless otherwise noted. Always keep a copy of your work. Do not wait until the last minute to submit assignments. Submit ALL assignments by the stated due date significantly influences your course grade and can result in a failing grade.
- Assignments are deadline driven. Each assignment, assessment, or reading has a due date. Meeting deadlines is an integral part of being a successful teacher. Any assignment not in before the due date (without prior permission from the instructor) will receive NO CREDIT.
- Late submissions are 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. If you choose to submit late work, contact a childcare facility about participating in several different activities. Some are strictly observations and others are activity based.
- Be aware childcare facilities have a process to approve anyone coming in and working with children. Most of them have a background check that can take up to 2 weeks to complete. You will need to go before the first week of class and secure a location. You will report the location in an activity dropdown.

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

- Classroom Design: Students will design a developmentally appropriate classroom environment. (PPR 2.19k, 2.22k, 2.4k, 2.6s; TS 4Bi, 4Bii, 4Ci; InTASC 3d, 10o; Technology 6.17s; ISTE 3d)

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IV. Evaluation and Assessments (Grading):

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 and exam grading. If you have a question about a grade or feel it is incorrect, bring this to my attention within one week of me posting grades. DO NOT wait until the end of the course or after final grades are posted to become concerned about your grades. At that point, it is too late. To calculate your grade, combine the total number of points earned and divide by the possible number of total points you could have earned. This gives you a percentage grade that corresponds to the following grading scale:

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

Assignments in ECH 328 Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<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>Transitions Discussion Board</td>
<td>20</td>
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<tr>
<td>Transitions 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>Final Presentation</td>
<td>50</td>
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<tr>
<td>Conference Discussion</td>
<td>20</td>
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<tr>
<td>Anecdotal Records Observation</td>
<td>24</td>
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<tr>
<td>Classroom Design</td>
<td>25</td>
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<tr>
<td>Developmental Checklist</td>
<td>15</td>
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<tr>
<td>Movement Lesson and Presentation</td>
<td>25</td>
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<tr>
<td>Total Points</td>
<td>282</td>
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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>
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</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 |
| Week 1 (5/17 – 5/21) | 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 |
| Week 2 (5/24 - 5/28) | 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 |
| Week 3 (5/31 – 6/4) | Module 6 Music Plan | ● Read all Module Information  
● Complete your Music Lesson Plan |
<table>
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<tr>
<th>Week 4 (6/7 – 6/11)</th>
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<tbody>
<tr>
<td><strong>Module 7 Parent Conferences</strong></td>
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<td>Present your Music Lesson Plan, attach video, and turn in all information to the dropbox</td>
<td>Complete Checklist</td>
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<td>All Module Components are due by Sunday night at 11:59</td>
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<tr>
<td><strong>Module 8 Assessment</strong></td>
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<td>Read all Module Information</td>
<td>Watch Videos</td>
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<td>Participate in the Parent Conference Discussion Board</td>
<td>Complete Checklist</td>
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<td>Complete Anecdotal Records Assignment and turn in to dropbox</td>
<td>Complete Checklist</td>
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<td>All Module Components are due by Sunday night at 11:59</td>
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<tr>
<th>Week 5 (6/14 – 6/18)</th>
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<tbody>
<tr>
<td><strong>Module 9 Safety</strong></td>
<td></td>
<td>Read all Module Information</td>
<td>Complete Room Assignment and turn in to Dropbox</td>
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<td></td>
<td></td>
<td>Complete Checklist</td>
<td>All Module Components are due by Sunday night at 11:59</td>
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<tr>
<td><strong>Module 10 Movement</strong></td>
<td></td>
<td>Read all Module Information</td>
<td>Plan movement lesson complete with necessary props</td>
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<td>Present lesson, reflect, attach video and submit to dropbox</td>
<td>Complete Checklist</td>
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<td>All Module Components are due by Sunday night at 11:59</td>
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<th>Week 6 (June 21 - June 25)</th>
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<tr>
<td><strong>Module 11 Physical Development</strong></td>
<td></td>
<td>Read all Module Information</td>
<td>Complete Developmental Checklist Assignment and submit to dropbox</td>
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<td></td>
<td></td>
<td>Complete Checklist</td>
<td>All Module Components are due by Sunday night at 11:59</td>
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<tr>
<td><strong>Module 12 Anti-Bias</strong></td>
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<td>Read Module</td>
<td>Participate in the Anti-Bias Observations Discussion Board</td>
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<td>Complete Checklist</td>
<td>All Module Components are due by <strong>Friday (6/25) night at 11:59</strong></td>
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<tr>
<td><strong>Final Examinations</strong></td>
<td></td>
<td>This is a practicum course. There is NO FINAL EXAM for ECED 3110P</td>
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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: High/Scope Press.


**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...
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.

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

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

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 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. Students are responsible for notifying their instructors in advance of 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.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

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, the course will not count towards the six course drop limit since the student is incurring an academic penalty.
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.

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 wellness. Many of these resources are free, and all of them are confidential.

Campus Resources:

SFASU Counseling Services
www.sfasu.edu/counselingservices
Floor Rusk Building
468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
468-1041

Crisis Resources:

Burke 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:

A 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 in Texas who become employed in public schools of the state. This chapter shall also apply to the certification of educators employed in school districts that operate schools accredited by the Texas Education Agency.

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.

2. 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 eligibility 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.texas.ets.org/registrationBulletin/ <http://www.texas.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.