INSTRUCTOR INFORMATION

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Adam Akerson, Ed.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>ECRC 209 O - TAMU RELLIS Campus</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:akersona@sfasu.edu">akersona@sfasu.edu</a></td>
</tr>
<tr>
<td>Office Phone</td>
<td>936-468-2269</td>
</tr>
<tr>
<td>Office Hours Email</td>
<td>M 10:00 -12:00 (virtual)</td>
</tr>
<tr>
<td></td>
<td>W 1:00 -3:00 (virtual)</td>
</tr>
<tr>
<td></td>
<td>F 11:00-12:00 (virtual)</td>
</tr>
</tbody>
</table>

COURSE INFORMATION

<table>
<thead>
<tr>
<th>Course Time</th>
<th>T/Th 12:00-2:30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Location</td>
<td>RELLIS ACB2, 316</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>3</td>
</tr>
</tbody>
</table>

I COURSE INFORMATION

COURSE BULLETIN DESCRIPTION

This 3-credit lecture course provides a study of child-centered environments for infants through third grade. It includes an in depth look at learning centers, positive classroom climate, teacher planning and interaction, assessment, and facilitation of a constructivist classroom environment. It also includes investigation of theories supporting development of an interactive environment fostering the whole child. (As detailed in Undergraduate Bulletin)

COURSE JUSTIFICATION

ECED 3301-This three-hour course meets weekly and utilizes Brightspace-D2L. Teacher candidates have significant weekly reading assignments, are expected to take content specific quizzes, complete weekly assignments, and complete one or more early childhood observations. The course requirements takes an average of six more hours of work each week outside of the time required for course attendance or for content module engagement (a minimum of two hours of class preparation for each credit hour). Additionally, Zoom meeting(s) may be required at the beginning of the semester, prior to some units, and as needed during the semester. **Additionally, this course has Program Requirements for EPP (EPP Essay and 240 Tutoring).

CO-REQUISITES (Courses taken with this course.)

READ 3320; C or higher required for all courses; failure to achieve a C or higher in ECED 3301 will delay proceeding to Field I Semester

PRE-REQUISITES (Courses that must be completed before taking this course.)

ECED 3300-Foundations of ECH

II COURSE OBJECTIVES & ASSESSMENTS

Vision, Mission, and Values of the College of Education

The College of Education at Stephen F. Austin State University (SFA) will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

Mission Statement

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

Values

In the College of Education at SFA, we value and are committed to

- Service that enriches the community,
- Openness to new ideas, to culturally diverse people, and to innovation and change;
- Collaboration and shared decision-making,
- Integrity, responsibility, diligence, and ethical behavior
- Academic excellence through critical, reflective, and creative thinking; and
- Life-long learning.

Course content is designed to prepare competent, successful, caring, and enthusiastic professional who are dedicated to continued professional and intellectual development.

Please follow this link to visit the SFASU College of Education Conceptual Framework:
http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/
Additionally, the James I. Perkins College of Education Diversity Statement can be found at the following link: http://coe.sfasu.edu/about-us/

PROGRAM LEARNING OUTCOMES, STUDENT LEARNING OUTCOMES AND ASSESSMENT

Program Learning Outcomes & Student Learning Outcomes:

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

A. 1.a – Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children.

SLO 1.a.1 Assessment- Worksheet to LCA Lesson Planning Assignment PPR 1.1s (TS1Bi), 2s (TS2Bi, TS2Ciii); PPR 1.6s (TS3Bi); PPR 1.7k (TS3Ci); PPR 1.16k; PPR 1.6s (TS3Bi); PPR 1.2s (TS2Bi, TS2Ciii); PPR 1.6s (TS3Bi); PPR 1.7s (TS1Ai); PPR 1.16s (TS1Ciii); PPR 1.20s (TS1Biii); PPR 1.19k, 20k, 22k, 23K(TS3Cii); PPR 3.7s, 8s, 9s(TS1Eiii); PPR 3.10s; PPR 2.9k; PPR 2.8s (TS4Dii); PPR 2.9s,10s,14s (TS4Cii); PPR 2.18s (TS4Bi,TS4Bi); PPR 2.19s; PPR 3.1k, 2k, 4k; PPR 3.7s, 8s, 9s (TS1Eiii); PPR 3.10s; Technology 1.3k, ISTE 5a, 5b, 5c, 6d; Technology 2.1s, ISTE 5c; Technology 2.5s, ISTE 4a, 4b, 4c, 4d, 5a, 5b, 6d; Technology 2.8s, ISTE 6b; Technology 6.23s, ISTE 2c; Technology 6.30s, ISTE 5b;

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

Livetext FEM Assignment

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

- SLO 1.a.3 Assessment-D2L Course and Classroom Discussions PPR 1.7k (TS3Ci); PPR 1.19k, 20k, 22k, 23K(TS3Cii); PPR 1.6s (TS3Bi), 7s (TS1Aiii); PPR 1.12s,13s,14s (TS2Bi); 15s, 16s (TS1Ciii); PPR 2.8s (TS4Dii); PPR 2.9s,10s, 14s (TS4Cii); PPR 2.18s (TS4Bi,TS4Bi); PPR 2.19s; PPR 3.1k,2k,4k;

B. 1.b – Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs.

- SLO 1.b.1 Assessment Worksheet to LCA Lesson Planning Assignment PPR 1.7k (TS3Ci); PPR 1.16k; PPR 1.19k, 20k, 22k, 23K(TS3Cii); PPR 1.1s (TS1Bi); PPR 1.4s, PPR1.10s (TS1Ei); PPR 1.12s,13s,14s (TS2Bi); PPR 1.15s, 16s (TS1Ciii); PPR 3.7s,8s,9s (TS1Eiii); PPR 3.10s; PPR 2.19k (TS4Bi); PPR 1.26k (TS5Ai); ELAR 4.2s (Math/Literacy LCA); Technology 6.4k, ISTE 5b; Technology 6.23s, ISTE 2c; Technology 6.30s, ISTE 5b; TEKS System: Curriculum Alignment, Curriculum Standards, Understanding The TEKS Organization and Structure, Understanding the Verbs and Cognitive Rigor, TEKS Identification for Lesson Plans, Learning Objectives, ELPS, Lesson Planning Models (Learning Center Lesson Plan)

- SLO 1.b.2 Assessment-D2L Course and Classroom Discussions PPR 1.7k (TS3Ci); PPR 1.19k, 20k; PPR 1.26k (TS5Ai); PPR 1.6s (TS3Bi); 7s (TS1Ai); PPR 1.2s (TS2Bi); PPR 1.6s (TS3Bi); PPR 1.7s (TS1Ai); PPR 1.12s,13s,14s (TS2Bi); PPR 1.15s, 16s (TS1Ciii); PPR 2.4s; PPR 2.22k (TS4Bi); PPR 3.1s, 4s (TS1Di,TS1Eii); PPR 3.5s; ELAR 4.2s (Math/Literacy LCA);
PLO 2: Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.

- 2.a – Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication.
  
  o SLO 2.a.1 Assessment - D2L Course and Classroom Discussions PPR 1.1k; PPR 1.7k (TS3Ci); PPR 1.19k, 20k, 22k, 23k (TS3Cii); PPR 1.26k (TS5Ai); PPR 2.8s (TS4Dii) 9s, 10s; PPR 2.5k; PPR 2.9k; 2.22k (TS4Bii); PPR 1.26k (TS5Aii); PPR 2.18s (TS4Bii; TS4Bi); PPR 2.19s; PPR 3.1s; PPR 3.4s (TS1Dii; TS1Eii); 5s; PPR 3.10s; (TS4Bi; TS4Bii); PPR 3.7k; PPR 4.3k; PPR 4.16k;

  o SLO 2.a.2 Assessment - Whole Child Paper PPR 1.14s (TS2Bi); PPR 2.2k (TS4Aiii); PPR 2.18s (TS4Bi; TS4Bii InTASC); Technology 7.12s. ISTE 5b

  o SLO 2.a.3 Assessment - Quizzes PPR 1.7k (TS3Ci); PPR 1.19k, 20k, 22k, 23k (TS3Cii); PPR 1.12s, 13s, 14s (TS2Bi), 15s, 16s (TS1Ciii); 1.20s (TS1Bii); PPR 2.18s (TS4Bii; TS4Bi), 19s, 20s (TS1Bii); PPR 2.2k (TS4Aii); PPR 2.9k ; PPR 2.19k (TS4Bi); 2.22k (TS4Bi); PPR 2.8s (TS4Dii); 9s, 10s; PPR 3.7k; ELAR 4.2s;

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

- 3.b – Candidates use assessment results to improve instruction and monitor learning.
  
  o SLO 3.a.1 Assessment - Course/Classroom Discussions PPR 1.1k; PPR 1.7k (TS3Ci); PPR 1.19k, 20k, 22k, 23k (TS3Cii); PPR 1.26k (TS5Ai); PPR 2.8s (TS4Dii) 9s, 10s; PPR 2.5k; PPR 2.9k; 2.22k (TS4Bii); PPR 1.26k (TS5Aii); PPR 2.18s (TS4Bii; TS4Bi); PPR 2.19s; PPR 3.1s; PPR 3.4s (TS1Dii; TS1Eii); 5s; PPR 3.10s; (TS4Bi; TS4Bii); PPR 3.7k; PPR 4.3k; PPR 4.16k;

  o SLO 3.a.2 Assessment - LCA in a Box Assignment PPR 1.14s (TS2Bi); PPR 2.2k (TS4Aiii); PPR 2.18s (TS4Bi; TS4Bii) Technology 7.12s. ISTE 5b

  o SLO 3.a.3 Assessment - Worksheet to LCA Assignment PPR 1.1s (TS1Bi), 2s (TS2Bii, TS2Ciii); PPR 1.6s (TS3Bi); PPR 1.7k (TS3Ci); PPR 1.16k; PPR 1.6s (TS3Bi); PPR 1.2s (TS2Bii, TS2Ciii); PPR 1.6s (TS3Bi); PPR 1.7s (TS1Ai); PPR 1.16s (TS1Ciii); PPR 2.8s (TS4Dii); PPR 2.9s, 10s, 14s (TS4Cii); PPR 2.18s (TS4Bi; TS4Bi); PPR 2.19s; PPR 3.1k, 2k, 4k; PPR 3.7s, 8s, 9s (TS1Eii); PPR 3.10s;

  o SLO 3.c.1 Assessment - Worksheet to LCA Lesson Planning Assignment PPR 1.1s (TS1Bi), 2s (TS2Bii, TS2Ciii); PPR 1.6s (TS3Bi); PPR 1.7k (TS3Ci); PPR 1.16k; PPR 1.6s (TS3Bi); PPR 1.2s (TS2Bii, TS2Ciii); PPR 1.6s (TS3Bi); PPR 1.7s (TS1Ai); PPR 1.16s (TS1Ciii); PPR 1.20s (TS1Bii); PPR 1.19k, 20k, 22k, 23k (TS3Cii); PPR 3.7s, 8s, 9s (TS1Eii); PPR 3.10s; PPR 2.9k; PPR 2.8s (TS4Dii); PPR 2.9s, 10s, 14s (TS4Cii); PPR 2.18s (TS4Bi; TS4Bi); PPR 2.19s; PPR 3.1k, 2k, 4k; PPR 3.7s, 8s, 9s (TS1Eii); PPR 3.10s;

  o SLO 3.c.2 Assessment - Course/Classroom Discussions PPR 1.7k (TS3Ci); PPR 1.19k, 20k, 22k, 23k (TS3Cii); PPR 1.12s, 13s, 14s (TS2Bi); 15s, 16s (TS1Ciii); PPR 2.18s (TS4Bii; TS4Bi), 19s, 20s (TS1Bii); PPR 2.2k (TS4Aii); PPR 2.9k ; PPR 2.19k (TS4Bi); 2.22k (TS4Bi); PPR 2.8s (TS4Dii); 9s, 10s; PPR 3.7k; ELAR 4.2s;
5.b – Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.

- **SLO 5.a.1 Assessment** Worksheet to LCA Assignment  
  PPR 1.7k (TS3Ci); PPR 1.16k; PPR 1.2s (TS2Bi, TS2Cii); PPR 1.11s (TS3Bi,TS3iii); PPR 1.20s (TS1Bi,TS1iii); PPR 3.7k; PPR 3.1s,4s (TS1Di,TS1Eii); PPR 3.5s; PPR 3.7s, 8s, 9s (TS1Eii); PPR 3.10s;

- **PPR 3.1k; PPR 3.1s; Technology 2.7s, ISTE 5c; Technology 3.4s, ISTE 3b; Technology 4.12s, ISTE 7b, 7c; Technology 6.4k, ISTE 5b; Technology 6.28, ISTE 4c;

- **SLO 5.a.2 Assessment** Course/Classroom Discussions  
  PPR 1.7k (TS3Ci); PPR 1.16k; PPR 1.19k, 20k, 22k, 23k (TS3Cii); PPR 1.26k (TS5Ai); PPR 1.2s (TS2Bi, TS2Cii); PPR 1.11s (TS3Bi,TS3iii); PPR 1.12s, 13s, 14s (TS2Bi), 15s, 16s (TS1Cii); PPR 1.20s (TS1Bi,TS1iii); PPR 1.2s, 8s, 9s, 10s (TS1Eii), 10s; PPR 2.9s, 10s, 14s (TS4Cii); PPR 1.19k, 20k, 22k, 23k (TS3Cii); PPR 2.2k (TS4Aii) (In TASC); PPR 2.5k; 9k; PPR 2.4s, 8s (TS4Di, 9s, 10s; PPR 2.9k; 2.18k; PPR 2.8s (TS4Di), 9s, 10s, 14s (TS4Cii); PPR 3.1k, 2k, 4k; PPR 3.1s,4s (TS1Di,TS1Eii); PPR 3.5s; PPR 3.7k; PPR 4.12s (TS6Aii); PPR 4.2k, 3k, 9k; PPR 4.12s (TS6Aii); PPR 4.9k;

- **SLO 5.c.1 Assessment** Classroom Layout Assignment  
  PPR 3.1k; PPR 3.1s; MTH 7.4k, 7.10k, 7.11k, 7.15k, 7.16k; 7.4s; PPR 3.9s (TS1Eii); Technology 2.7s, ISTE 5c; Technology 3.4s, ISTE 3b; Technology 4.12s, ISTE 7b, 7c; Technology 6.4k, ISTE 5b; Technology 6.28, ISTE 4c;

- **SLO 5.c.2 Assessment** - Quizzes  
  PPR 1.12s, 13s, 14s (TS2Bi), 15s, 16s (TS1Cii), 20s (TS1Bi); PPR 3.7s, 8s, 9s, (TS1Eii),10s;

- **SLO 5.c.3 Assessment** - Course/Classroom Discussions  
  PPR 1.19k, 20k, 22k, 23k (TS3Cii); PPR 1.26k (TS5Ai); PPR 1.12s, 13s, 14s (TS2Bi), 15s, 16s (TS1Cii); PPR 1.20s (TS1Bi,TS1iii); PPR 1.2s, 8s, 9s, 10s (TS1Eii), 10s; PPR 2.9s, 10s, 14s (TS4Cii); PPR 1.19k, 20k, 22k, 23k (TS3Cii); PPR 2.2k (TS4Aii) (In TASC); PPR 2.5k; 9k; PPR 2.4s, 8s (TS4Di, 9s, 10s; PPR 2.9k; 2.18k; PPR 2.8s (TS4Di), 9s, 10s, 14s (TS4Cii); PPR 3.1k, 2k, 4k; PPR 3.1s,4s (TS1Di,TS1Eii); PPR 3.5s; PPR 3.7k; PPR 4.12s (TS6Aii); PPR 4.2k, 3k, 9k; PPR 4.12s (TS6Aii); PPR 4.9k;

- **SLO 5.c.4 Assessment** - Worksheet to LCA Assignment  
  PPR 1.7k (TS3Ci); PPR 1.16k; PPR 1.2s (TS2Bi, TS2Cii); PPR 1.11s (TS3Bi,TS3iii); PPR 1.20s (TS1Bi,TS1iii); PPR 3.7k; PPR 3.1s,4s (TS1Di,TS1Eii); PPR 3.5s; PPR 3.7s, 8s, 9s (TS1Eii); PPR 3.10s;

- **SLO 5.c.5 Assessment** - LCA in a Box Assignment  
  PPR 1.7k (TS3Ci); PPR 1.16k; PPR 1.19k, 20k, 22k, 23k (TS3Cii); PPR 1.26k (TS5Ai); PPR 1.2s (TS2Bi, TS2Cii); PPR 1.11s (TS3Bi,TS3iii); PPR 1.12s, 13s, 14s (TS2Bi), 15s, 16s (TS1Cii); PPR 1.20s (TS1Bi,TS1iii); PPR 3.7s, 8s, 9s, (TS1Eii); 10s; PPR 2.9s, 10s, 14s (TS4Cii); PPR 1.19k, 20k, 22k, 23k (TS3Cii); PPR 2.2k (TS4Aii) (In TASC); PPR 2.5k; 9k; PPR 2.4s, 8s (TS4Di, 9s, 10s; PPR 2.9k; 2.18k; PPR 2.8s (TS4Di), 9s, 10s, 14s (TS4Cii); PPR 3.1k, 2k, 4k; PPR 3.1s,4s (TS1Di,TS1Eii); PPR 3.5s; PPR 3.7k; PPR 4.12s (TS6Aii); PPR 4.2k, 3k, 9k;
ASSIGNMENTS, PROJECTS & EVALUATION

III COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY

Assignments, assessments, and discussion links are presented in class and through D2L. It is your responsibility to complete work ONLY AFTER you have read the assigned information in the text and modules. Going straight to the assignments IS NOT considered responsible and may show in your work.

You must have a browser that supports D2L at SFA. All necessary software information is available from SFAOnline. This course is completely web-based on D2L. This course may be accessed through MySFA or directly at https://d2l.sfasu.edu/

Success with Accessing Assignments

Not being able to view all information is NOT a valid reason to miss requirements. Please make arrangements ahead of time to ensure that you are able to access all components of the course that are available online. Begin your assignments early in case you have technology problems. Then you have time to receive the technology help you need and still complete course requirements on time. If you encounter issues with D2L, please contact the Office of Instructional Technology (OIT) at 936-468-1919.

ASSIGNMENTS

Assignments will be submitted via D2L, unless otherwise specified by your instructor. Plan ahead so that you will not miss a due date in the event of personal issues or technical difficulties. If you experience extenuating circumstances, contact the instructor via D2L email prior to missing the due date. In the event of a truly extenuating circumstance (e.g., you are in the hospital for several days) that prevents you from contacting the instructor ahead of time, you must contact the instructor via D2L email within 24 hours of missing an assignment to make arrangements for making it up. Please be aware that you may be asked to provide documentation of the extenuating circumstance and that the instructor reserves the right to not grant an opportunity to submit a missed assignment, in which case a grade of zero will be earned. All assignments must be typed and submitted as a Microsoft Word (or Rich Text Format) document online through D2L. You are responsible for checking your attachment to ensure it is in the correct format. Assignments submitted in an incorrect file type may earn a grade of zero. In order to enhance learning in this course, assignments may be altered, or additional assignments may be added as the need arises.

The following assignments must be completed and submitted according to the directions in the course modules:

<table>
<thead>
<tr>
<th>ECED 3300 Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Module Discussions</em> (4 @ 10 pts. each)</td>
<td></td>
</tr>
<tr>
<td>• Module 3: Dramatic Play</td>
<td></td>
</tr>
<tr>
<td>• Module 4: Discovery</td>
<td></td>
</tr>
<tr>
<td>• Module 5: Literacy</td>
<td></td>
</tr>
<tr>
<td>• Module 6: Blocks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Module Quizzes</td>
<td></td>
</tr>
<tr>
<td>• Picture Walk Quiz 1 (15 pts.)</td>
<td></td>
</tr>
<tr>
<td>• Picture Walk Quiz 2 (10 pts.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Outdoor Play Investigation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Morning Meeting Plan &amp; Presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Classroom Floor Plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Learning Center in a Box Planning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Worksheet to LCA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>30</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>190</strong></td>
</tr>
</tbody>
</table>

IV EVALUATION AND ASSESSMENTS (GRADING)

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Value</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>90%-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>80%-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>70%-79%</td>
</tr>
<tr>
<td>F</td>
<td>69 or fewer</td>
<td>0%-89%</td>
</tr>
</tbody>
</table>
Please note that grades will not be rounded up. (For example, a final score of 89.5 out of 100 points [89.5%] will be entered as a B). Anything below a “C” is a “F”, no “D” will be awarded.

Assignment Policy — Students must complete all assignments and be prepared to participate in all face-to-face and online class discussions. All students are expected to complete assignments on the due date shown in the course timeline. Failure to complete course work will result in a grade of zero, or “Fail”, for the assignment and an automatic reduction of the course grade earned by one letter grade for each missed assignment, regardless of total number of points earned during the semester. Of course, extenuating circumstances are always considered, but communication with the instructor is essential. Communicate with your instructor BEFORE, not after, problems occur.

### TENTATIVE COURSE TIMELINE

<table>
<thead>
<tr>
<th>Week</th>
<th>Tuesday Actions to be Taken</th>
<th>Actions to be Taken</th>
</tr>
</thead>
</table>
| Week 1     | Oct. 24 - Attend Class: Face-to-Face | In-Class Discussions & Activities  
- Course Introduction  
- Physical Environment  
- Social Environment  
- Temporal Environment  

**Module 1: Thursday/Asynchronous**  
- Read all Module information  
- Submit Outdoor Play Investigation Paper to dropbox (by midnight, Sunday) |
| Week 2     | Oct. 31 - Attend Class: Face-to-Face | In-Class Discussion & Activity  
- Learning Centers  
- Directional Guides, Picture Cards, & Data Sheets  

**Module 2A&B: Thursday/Asynchronous**  
- Read all Module information  
- Quizzes: Picture Cards 1 & 2 |
| Week 3     | Nov. 7 - Attend Class: Face-to-Face | In-Class Discussion & Activity  
- Dramatic Play Centers  
- Group 1 Morning Meeting  
- Classroom Layout – Building w/Google  
- Introduce Assignment: Classroom Layout (due in-class Nov. 15)  

**Module 3A: Thursday/Asynchronous**  
- Read all Module information  
- Complete Week 3 Discussion: Dramatic Play Centers (Initial response due by Thursday; responses to by midnight, Sunday)  
- Assignment: Classroom Layout (due in-class Nov. 15) |
| Week 4     | Nov. 14 – Attend Class: Face-to-Face | In-Class Discussion & Activity  
- Discovery & Science Centers  
- Group 2 Morning Meeting  

**Module 4: Thursday/Asynchronous**  
- Read all Module information  
- Complete Week 4 Discussion: Discovery Centers (Initial response due by Thursday; responses to by midnight, Sunday)  
- Assignment: Classroom Layout (due in-class Nov. 15) |

**Thanksgiving Break**  
**No Classes week of Nov. 20th**
| Week 5 | Nov. 28 – Attend Class: Face-to-Face | In-Class Discussion & Activity  
- Literacy Centers (Reading, Writing, & Listening) Embedding Content  
- Group 3 Morning Meeting  
- Classroom Layout Presentations  
- Learning Center in a Box (Assignment Introduced)  

**Module 5: Thursday/Asynchronous**  
- Read all Module information  
- Complete Week 5 Discussion: Literacy Centers (Initial response due by Thursday; responses to by midnight, Sunday)  
- Assignment: Learning Center Box Plan (due to dropbox by Nov. 27; Implementation due in-class Dec. 6) |
| Week 6 | Dec. 5 – Attend Class: Face-to-Face | In-Class Discussion & Activity  
- Table Games Centers  
- Art, Muscle, & Movement Centers  
- Group 4 Morning Meeting  
- LCA in a Box (work in-class)  
- Introduce Worksheet to LCA (due in-class Dec. 6th)  

**Module 6: Thursday/Asynchronous**  
- Read all Module information + assigned textbook pages  
- Complete Week 6 Discussion: Art, Muscle, & Movement Centers |
| Week 7 | Dec. 12 – Attend Class: Face-to-Face | In-Class Discussion & Activity  
- Group 5 Morning Meeting  
- Worksheet to LCA (due by midnight, Thursday, Dec. 8th)  

**Module 7: Thursday/Asynchronous**  
- Read all Module information  
- Assignment: Learning Center Box Implementation (due in-class Dec. 6)  
- Assignment: Worksheet to LCA (due by midnight, Thursday, Dec. 14th) |

### ADDITIONAL RESOURCES TO SUPPORT LEARNING

**VI READINGS/Resources**  
**Required Text:** This course is an Open Educational Resources (OER) Course. This means some course materials, readings, streaming videos, tests, and other tools to support access to knowledge are free to use.

This course will utilize 240Tutoring as part of the course requirements, which requires the purchase of a subscription. Additional details will be provided in-class.

**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.

UNIVERSITY POLICIES

VIII STUDENT ETHICS AND OTHER POLICY INFORMATION (WWW.SFASU.EDU/POLICIES)

ATTENDANCE

This course meets face-to-face and incorporates online components through Brightspace. Students are expected to attend ALL face-to-face class meetings. For any class a student misses, a make-up assignment will be provided by the instructor. The assignment must be completed by the end of the term according to the guidelines set forth by the instructor. The assignment will be evaluated as “pass” or “fail”. If the assignment is not completed or does not receive a grade of “pass”, a full-letter grade reduction will result in the overall course grade. Three or more absences will result in an automatic full-letter grade reduction for each absence with no opportunity for make-up work to be completed (i.e. 3rd absence = letter grade reduction, 4th absence = another letter grade reduction, etc.). It is imperative that students stay abreast of all assessments, assignments, chats, discussions, postings, and communications. Students should plan to login to Desire to Learn (D2L) EACH day. The only way to do this is to CHECK THE COURSE regularly. The university policy for attendance can be found here: Class Attendance, Policy 6.7

Additional Policies

Course Grades (Including WH), Policy 5.5

Final Course Grade Appeals by Students, Policy 6.3

Academic Accommodation for Students with Disabilities, Policy 6.1

Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6

Class Attendance, Policy 6.7

Code of Student Conduct and Academic Integrity, Policy 10.4

***Additional SFA Policies: Policy Information

IX RESOURCES

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.

- On-campus Resources:
  - SFASU Counseling Services, www.sfasu.edu/counselingservices, 3rd Floor Rusk Building, 936-468-2401
  - SFASU Human Services Counseling Clinic, www.sfasu.edu/humanervices/139.asp, Human Services Room 202, 936-468-1041

- 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

- SFASU Counseling Services
  - www.sfasu.edu/counselingservices
  - 3rd Floor Rusk Building
  - 936-468-2401

X 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.

For additional information, please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

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.

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. 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 SFA.

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

## Course Policies

### XI Course Policies

#### Email communication
During the week, I will do my best to answer your email within 24 hours. If you do not receive an answer in 24 hours (during the week), please re-send the email. I may not check email regularly on the weekends and may not check my email outside of normal working hours. If you email Friday night, you may not receive a response until Monday; if you email at midnight during the week, do not be surprised if I do not answer until normal working hours during the next business day. Please also make sure to check your email daily so you do not miss course information and announcements.

#### Drop Class
Sometimes students find it necessary to drop a course. Should you need to drop a course, it is a common (and professional) courtesy to notify the instructor of record. Failure to notify the instructor leaves him or her wondering why you are not participating in class or replying to emails.
Life Happens
In the event “life” happens to you and you see it will affect your work, it is your responsibility to contact your professors at the earliest moment possible. Often times we can provide assistance and help you handle the stresses of graduate school while dealing with your crisis or extenuating circumstance(s). To better enable me to help you, contact me immediately; do not wait until your situation is almost resolved.

Work Policies
• Late Work— Late work receives no points unless there is prior approval from the instructor.
• 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 not be allowed. In the event that make-up work is accepted, a grade reduction of the instructor’s decision will be applied to the work. Absolutely no make-up work will be accepted the last week of the session.
• “Redo Work” Policy— Some assignments may be subject to editing and resubmission at the discretion of the instructor or the instructional assistant. In this event, the resubmitted work is due no later than one day after it is returned. Edited work resubmitted without the original work will not be accepted. Do not ask permission to redo work to raise your grade. The instructor or the instructional assistant will approach you to see if you want to redo an assignment.

Course Resources:
Journals
• The Elementary School Journal, University of Chicago Press — www.press.uchicago.edu/ucp/journals/journal/esj.html
• The Science Teacher, National Science Teachers Association — http://www.nsta.org/
• Young Children, National Association for the Education of Young Children — http://www.naeyc.org/
• Columbus, Ohio: Pearson Prentice Hall.
• Bredekamp, S., and Copple, C. (2010). Developmentally Appropriate Practice in Early Childhood Programs: Revised
• Texas Education Agency. Texas Essential Knowledge and Skills (TEKS).
• Glencoe, Ill.: Pearson.
• Zemelman, S., Harvey, D., and Hyde, A. (2005). Best Practice: Today’s Standards for Teaching and Learning in
Websites
• Education Resources Information Center (ERIC) — www.eric.ed.gov
• Texas Education Agency — www.tea.state.tx.us
• Vaughn Gross Center for Reading and Language Arts, The University of Texas at Austin — www.meadowscenter.org/vgc