I. Course 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 "Child Centered Environments" (3 hours credit)- This three-hour course meets weekly either F2F (Tuesday/Thursday) or virtually via Brightspace-D2L. Teacher candidates have significant weekly reading assignments, are expected to take content specific quizzes, complete a professional development assignment, two professional written pieces, a conservation assessment activity with a child, and create Learning Center Activities. Additionally, the course has Program Requirements for EPP (EPP Essay and 240 Tutoring) The course requirements take 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). Completion of weekly Site-Based Observations are required for F2F Candidates at the Early Childhood Research Center. Observation requirements for hybrid on online courses as directed by the course instructor. Additionally, Zoom meeting(s) may be required at the beginning of the semester, prior to some units, and as needed during the semester for web-based courses.

*Approximately 6 Field Experience Hours are completed for this course, either in F2F settings or via embedded in module content. *This course is subject to include Q-Classroom requirements that will be used for accountability and accreditation.
Course Delivery Modality
ECED 3301 is currently offered in both F2F and Web-based Modalities. Sections 001 and 002 are F2F and 501 & 502 are Web-based.

Unit & Program Assessments

PCOE Diversity Statement:
The James I. 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 responsibility, faculty, staff and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion and spiritual values in order to enhance the quality of life in a diverse, global community.

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

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. 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 how to integrate core content and fine arts within the learning environment, including addressing all levels of student thinking (Bloom's Taxonomy), planning, set-up and interaction in learning environments with a Constructivist perspective.
Program/Student Learning Outcomes

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

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

1. 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(TS3Ciii); PPR 3.7s, 8s, 9s (TS1Eiii); PPR 3.10s; PPR 2.9k; PPR 2.8s (TS4Di); PPR 2.9s, 10s, 14s (TS4Ci); 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)

1. SLO 1.a.2 Assessment - Learning Center Observation Quizzes PPR 2.8s (TS4Di); PPR 2.9s, 10s, 14s (TS4Ci); PPR 2.18s (TS4Bi, TS4Bi); PPR 2.19s; PPR 3.1k, 2k, 4k;

1. SLO 1.a.3 Assessment D2L Course and Classroom Discussions PPR 1.7k (TS3Ci); PPR 1.19k, 20k, 22k, 23K(TS3Ciii); PPR 1.6s (TS3Bi), 7s (TS1Ai); PPR 1.12s, 13s, 14s (TS2Bi); 15s, 16s (TS1Ciii); PPR 2.8s (TS4Di); PPR 2.9s, 10s, 14s (TS4Ci); PPR 2.18s (TS4Bi, TS4Bi); PPR 2.19s; PPR 3.1k, 2k, 4k;

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.

1. SLO 1.b.1 Assessment Worksheet to LCA Lesson Planning Assignment PPR 1.7k (TS3Ci); PPR 1.16k; PPR 1.19k, 20k, 22k, 23K(TS3Ciii); PPR 1.1s (TS1Bi); PPR 1.4s, PPR 1.10s (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)
o 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 (TS2Bii); PPR 1.6s (TS3Bi); PPR 1.7s (TS1Ai); PPR 1.12s, 13s, 14s (TS2Bii); PPR 1.15s, 16s (TS1Ciii); PPR 2.4s; PPR 2.22k (TS4Bii); PPR 3.1s, 4s (TS1Dii, TS1Eii); PPR 3.5s; ELAR 4.2s (Math/Literacy LCA);

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

o 2.a – Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication

o SLO 2.a.2 Assessment Whole Child Paper PPR 1.14s (TS2Bii); PPR 2.2k (TS4Aiii); PPR 2.18s (TS4Bii; 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 (TS2Bii), 15s, 16s (TS1Ciii); 1.20s (TS1Biii); PPR 2.18s (TS4Bii; TS4Bii). 19s; 20s (TS1Bii); PPR 2.2k (TS4Aiii); PPR 2.9k; PPR 2.19k (TS4Bii); 2.22k (TS4Bii); 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 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.

o 3.b – Candidates use assessment results to improve instruction and monitor learning.

o SLO 3.a.1 Assessment D2L Course and Classroom Discussions PPR 1.1k; PPR 1.7k (TS3Ci); PPR 1.19k, 20k, 22k, 23k (TS3Cii); PPR 1.26k (TS5Ai); PPR 2.8s (TS4Dii) 9s, 10s; PPR 2.5k; PPR 2.9k; 2.22k (TS4Bii); PPR 1.26k (TS5Ai); PPR 2.18s (TS4Bii; TS4Bii); PPR 2.19s; PPR 3.1s; PPR 3.4s (TS1Dii; TS1Eii); 5s; PPR 3.10s; (TS4Bii; TS4Bii); PPR 3.7k; PPR 4.3k; PPR 4.16k;

o SLO 3.a.2 Assessment Literacy LCA Lesson Planning Assignment PPR 1.14s (TS2Bii); PPR 2.2k (TS4Aiii); PPR 2.18s (TS4Bii; TS4Bii); Technology 7.12s. ISTE 5b

o SLO 3.a.3 Assessment Worksheet to LCA Lesson Planning Assignment PPR 1.1s (TS1Bii), 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 (TS1Eiii); PPR 3.10s; PPR 2.9k; PPR 2.8s (TS4Dii); PPR 2.9s, 10s, 14s (TS4Cii); PPR 2.18s (TS4Bii, TS4Bii); PPR 2.19s; PPR 3.1k, 2k, 4k; PPR 3.7s, 8s, 9s (TS1Eiii); PPR 3.10s; TEKS System: Curriculum Alignment, Curriculum Standards, Understanding The TEKS Organization and Structure, Understanding the Verbs and Cognitive Rigor, TEKS Identification for Lesson Plans, Learning Objectives, ELPS, Lesson Planning Models (Learning Center Lesson Plan)

- **3.c** – Candidates plan instruction including goals, materials, learning activities and assessments.

- **SLO 3.c.1 Assessment** Worksheet to LCA Lesson Planning Assignment PPR 1.1s (TS1Bii), 2s (TS2Bii, TS2Cii); PPR 1.6s (TS3Bii); PPR 1.7k (TS3Cii); PPR 1.16k; PPR 1.6s (TS3Bii); PPR 1.2s (TS2Bii, TS2Cii); PPR 1.6s (TS3Bii); PPR 1.7s (TS1Aii); PPR 1.16s (TS1Cii); PPR 1.20s (TS1Bii); 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 (TS4Bii, TS4Bii); PPR 2.19s; PPR 3.1k, 2k, 4k; PPR 3.7s, 8s, 9s (TS1Eiii); PPR 3.10s;

- **SLO 3.c.2 Assessment** D2L Course and Classroom Discussions PPR 1.7k (TS3Cii); PPR 1.19k, 20k, 22k, 23k(TS3Cii); PPR 1.6s (TS3Bii), 7s (TS1Aii); PPR 1.12s, 13s, 14s (TS2Bii); 15s, 16s (TS1Cii); PPR 2.8s (TS4Dii); PPR 2.9s, 10s, 14s (TS4Cii); PPR 2.18s (TS4Bii, TS4Bii); PPR 2.19s; PPR 3.1k, 2k, 4k;

- **5.b** – Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.

- **SLO 5.a.1 Assessment** Worksheet to LCA Lesson Planning Assignment PPR 1.7k (TS3Cii); PPR 1.16k; PPR 1.2s (TS2Bii, TS2Cii); PPR 1.11s (TS3Biii); PPR 1.20s (TS1Bii); PPR 3.7k; PPR 3.1s, 4s (TS1Dii, TS1Eii); PPR 3.5s; PPR 3.7s, 8s, 9s (TS1Eiii); 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 (TS3Cii); PPR 1.16k; PPR 1.19k, 20k, 22k, 23k (TS3Cii); PPR 1.26k (TS5Aii); PPR 1.2s (TS2Bii, TS2Cii); PPR 1.11s (TS3Biii); PPR 1.12s, 13s, 14s (TS2Bii), 15s, 16s (TS1Cii); PPR 1.20s (TS1Bii); 26s; PPR 3.7s, 8s, 9s, (TS1Eiii), 10s; PPR 2.9s, 10s, 14s (TS4Cii); PPR 1.19k, 20k, 22k, 23k (TS3Cii); PPR 2.2k (TS4Aiii) (In TASC); PPR 2.5k; 9k; PPR 2.4s, 8s (TS4Dii), 9s, 10s; PPR 2.9k; 2.18k; PPR 2.8s (TS4Dii), 9s, 10s, 14s (TS4Cii); PPR 3.1k, 2k, 4k; PPR 3.1s, 4s (TS1Dii, TS1Eii); PPR 3.5s; PPR 3.7k; PPR 4.12s (TS6Aiii); PPR 4.2k, 3k, 9k; PPR 4.12s (TS6Aiii); PPR 4.9k;

- **5.c** - Candidates participate in peer and professional learning communities to enhance student learning.

- **SLO 5.c.1 Assessment** Math PTT/Analysis Assignment PPR 3.1k; PPR 3.1s; MTH 7.4k, 7.10k, 7.11k, 1.75k, 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 5.c.2 Assessment** Conservation Materials/Interaction Assignment PPR 1.16k, 26k (TS5Aii) (In TASC); PPR 4.16k; MTH 5.20s;

- **SLO 5.c.2 Assessment** Quizzes PPR 1.12s, 13s, 14s (TS2Bii), 15s, 16s (TS1Cii); 20s (TS1Bii); PPR 3.7s, 8s, 9s, (TS1Eiii), 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 (TS1Ciii); PPR 1.20s (TS1Bii); PPR 3.7s, 8s, 9s, (TS1Eiii), 10s; PPR 2.9s, 10s, 14s (TS4Cii); PPR 1.19k, 20k, 22k, 23k (TS3Cii); PPR 2.2k (TS4Aiii) (In TASC); PPR 2.5k; PPR 2.4s, 8s (TS4Dii), 9s, 10s; PPR 2.9k; 2.18k; PPR 2.8s (TS4Dii), 9s, 10s, 14s (TS4Cii); PPR 3.1k, 2k, 4k; PPR 3.1s; PPR 4.12s (TS6Aiii); PPR 4.3k, 9k; PPR 4.12s (TS6Aiii); PPR 4.9k;

○ SLO 5.c.4 Assessment- Worksheet to LCA Lesson Planning Assignment PPR 1.7k (TS3Cii); PPR 1.16k; PPR 1.2s (TS2Bii, TS2Ciii); PPR 1.11s(TS3Biii); PPR 1.20s (TS1Bii); PPR 3.7k; PPR 3.1s,4s (TS1Dii,TS1Eii); PPR 3.5s; PPR 3.7s, 8s, 9s (TS1Eiii); PPR 3.10s;

○ SLO 5.c.5 Assessment- Discovery/Science & Math Lesson Plans PPR 1.7k (TS3Cii); PPR 1.16k; PPR 1.19k, 20k, 22k, 23k (TS3Cii); PPR 1.26k (TS5Ai); PPR 1.2s (TS2Bii, TS2Ciii); PPR 1.11s (TS3Biii); PPR 1.12s, 13s, 14s (TS2Bi), 15s, 16s (TS1Ciii); PPR 1.20s (TS1Bii) 26s; PPR 3.7s, 8s, 9s, (TS1Eiii), 10s; PPR 2.9s, 10s, 14s (TS4Cii); PPR 1.19k, 20k, 22k, 23k (TS3Cii); PPR 2.2k (TS4Aiii) (In TASC); PPR 2.5k; 9k; PPR 2.4s, 8s (TS4Dii), 9s, 10s; PPR 2.9k; 2.18k; PPR 2.8s (TS4Dii), 9s, 10s, 14s (TS4Cii); PPR 3.1k, 2k, 4k; PPR 3.1s,4s(TS1Dii,TS1Eii); PPR 3.5s; PPR 3.7k; PPR 4.12s (TS6Aiii); PPR 4.2k, 3k, 9k;

**TEKS System:** Curriculum Alignment, Curriculum Standards, Understanding The TEKS Organization and Structure, Understanding the Verbs and Cognitive Rigor, TEKS Identification for Lesson Plans, Learning Objectives, ELPS, Lesson Planning Models (Learning Center Lesson Plan)
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

BACKGROUND CHECK Each teacher candidate will complete the background check as directed for the course. Each student must submit a copy of his/her driver’s license along with the background check. A completed Affidavit and Negative TB Test may also be required for those candidates observing at the ECRC Laboratory (PLO 5) (REUIREMENTS MAY DIFFER FOR SETTINGS OTHER THAN THE ECRC/CHARTER SCHOOL)

PROFESSIONALISM Teacher candidates will be expected to show professional behaviors at all times. Teacher candidates will earn their professionalism points throughout the semester by exhibiting professional characteristics and attitudes expected of them. (Final professionalism grading will be completed by professor at the end of the semester. (PLO 2/PLO 5)

PERSONAL PROFILE Each teacher candidate will complete a Personal Profile Assignment/Discussion. Follow the directions you find in D2L. (PLO 2/PLO 5)

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 modified or additional assignments may be added as the need arises to enhance learning in this course.

PROFESSIONAL DEVELOPMENT REFLECTION Teacher candidates will attend a professional development (F2F or Virtual) that will further the teacher candidate’s knowledge and connect to course content. A reflection will be submitted in D2L or as directed. This Assignment is subject to the Originality Reporting System. (PLO 2) (YOU NEED NOT WAIT UNTIL THE DUE DATE. THIS ASSIGNMENT CAN BE COMPLETED ANYTIME AFTER THE BEGINNING OF THE SEMESTER.)

EDUCATING the WHOLE CHILD PAPER (Essay) 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 prior courses/experiences. The candidates will compose a paper/essay to detail individual understanding (not just a restatement of course content). This Assignment is subject to the Originality Reporting System. (PLO 2)

MATH CONSERVATION INTERACTION ASSIGNMENT Teacher candidates will construct math manipulatives to help conduct an interaction assessment activity with a young child. This may be conducted f2f, via Facetime or Zoom. Instructor will offer specific expectations. (PLO 5)

MATH POWERPOINT ANALYSIS Teacher candidates will review a presentation related to the Domains of Mathematics. An analysis will then be made to show the information covered and learned through the PPT investigation. (PLO 5)
LEARNING CENTER PLANNING and ACTIVITIES Each student is responsible for planning and setting-up activities in their assigned classrooms, the lecture room, or other approved location (Instructor will address expectations for each specific course section). These activities will be based on developmental needs of children as assessed by teacher candidates in classroom observations. First plan will be a practice plan completed individually or in a group. The other 1-2 will be completed on a rotational basis, each student will plan, in a group or individually, and set-up a variety of learning center activities (prekindergarten through grade 3): learning centers may be discovery, math, or other core content with art, music, gross motor integration. In each center set-up, teacher candidates are responsible for the picture cards, directional guides, games/activities, data sheets, books, gathering/constructing materials and supplies based on assessed needs and interests of the student learners. Additional specifics may be detailed in D2L or by each specific instructor.

PICTURE WALK #1 & #2 (Quizzes) and other Course Content are aligned to help build background knowledge and support connections for success in completion of Learning Centers Plans and Activities. (PLO1/PLO2/PLO3/POL5)

*Worksheet to LCA Each teacher candidate will work independently to take a concept or skill from a worksheet and turn that into a Learning Center Activity with Fine Arts/Literacy Integration. This assignment will include a directional guide, data sheet, and ALL other necessary materials. (PLO1/PLO3/POL5)

LAB OBSERVATIONS Each teacher candidate will be expected to complete observations in the SFASU Early Childhood Laboratory, Charter School, or designated location by physically going to the classroom during learning centers and/or watching videos of classrooms online in addition to engaging in Module Course Content. The type of observation will depend on the course section you are taking and will be discussed in D2L or by instructor. (PLO1/PLO5)

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. This Assignment is subject to the Originality Reporting System. (PLO 2)

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.

Course Pages - This course web-based and you must plan on being able to use D2L regularly. Course pages may be accessed through MySFA or directly at http://D2L.sfasu.edu.

Your ability to understand and use technology is a must to ensure your success in this course.
**IV. Evaluation and Assessments (Grading):**

Assignments may be assessed using rubrics, scoring guides, and/or grading forms. Please note that some Grading Rubrics may use a weighted scale. 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 their understanding of content, using proficient writing skills. Some assignments may also be observed and assessed by peers in the classroom and used as a learning tool to help deepen the understanding of all students (e.g. Peer Review)

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 your own average use the following: Total points earned divided by total points possible. (Tentative Total Number of Points=750 (please note-some assignments have weighted rubrics)

- **A = 90-100% (750-675 points)**
- **B = 80-89% (674-600 points)**
- **C = 70-79% (599-525 points)**
- **D = 69%-60 (524-450 points)**
- **F = 59% or below (449... points)**

**ASSIGNMENTS**

Required Paperwork Associated with Observation Site &/or EPP  
Course Professionalism (30 Points)  
SYLLABUS QUIZ (5 Points) (PLO 5/ PLO)  
Profile Introduction Discussion (5 Points) (PLO 2/PLO 5)  
How to Interact in LCAs QUIZ (5 Points) (PLO1/PLO2/PLO3/POL5)  
Educating the Whole Child Module Quiz (10 Points) (PLO 5)  
Teacher Interaction Module Quiz (5 Points) (PLO1/PLO2/PLO3/POL5)  
Dramatic Play Module Quiz (5 Points) (PLO1/PLO2/PLO3/POL5)  
Art/Music/Muscle Module Quiz (10 Points) (PLO1/PLO2/PLO3/POL5)  
LCA in Box Quiz (5 Points) (PLO1/PLO2/PLO3/POL5)  
Data Sheet Quiz (5 Points) (PLO1/PLO2/PLO3/POL5)  
Directional Guide Quiz (5 Points) (PLO1/PLO2/PLO3/POL5)  
Picture Card Quiz (5 Points) (PLO1/PLO2/PLO3/POL5)  
Blooms Taxonomy QUIZ (5 Points) (PLO1/PLO2/PLO3/POL5)  
Lesson Plan QUIZ (5 Points) (PLO1/PLO2/PLO3/POL5)  
Examining and Unpacking the TEKS QUIZ (5 Points) (PLO1/PLO2/PLO3/POL5)  
MODULE QUIZ/Discovery Science (25 Points) (PLO 2/ PLO 5) TEKS System
OBSERVATION QUIZZES (Completed for Online Course Sections) *F2F Classes will complete Observation Reports on Site

General Information Quiz (5 Points) (PLO1/PLO2/PLO3/POL5)
LCA Picture Walk #1 (20 Points) (PLO 2/PLO 5)
LCA Picture Walk #2 (10 Points) (PLO 2/PLO 5)

Group or Individual ASSIGNMENTS

Educating the Whole Child Essay (50 Points) (PLO 2)
Analysis Math PPT (25 Points) (PLO 2/PLO 5)
Math Conservation Interaction (25 Points) (PLO 2/PLO 5) TEKS System
Discovery/Math LCAs (25 Points/45 Points) (PLO1/PLO2/PLO3/POL5)
LCA Justification Letter (200 Points) (PLO 2/ PLO 5)
Professional Development (10 Points) (PLO 5)
Worksheet to LCA (200 Points) (Fine Arts/Literacy LCA Integration) (PLO1/PLO2/PLO3/POL5)

TEKS System

V. Tentative Course Outline/Calendar:
All dates and assignments are tentative. Alternate date changes may be given verbally in class, through D2L communications, or by revised calendar. Please note that most assignments are due by 11:59 PM in D2L. However, the course final may have a differing timeframe. Please note that not all are due on Sunday night, some assignments have due dates during the week as they may be important spirals for other assignments. F2F Course Instructors may require in-class submissions of some assignments. It is your responsibility to follow your timeline and meet deadlines. You may not always receive a D2L alert.

DOWNLOAD OR PRINT YOUR SYLLABUS TIMELINE AND FOLLOW IT!! SEE FOLLOWING PAGE(S)

*Additional quizzes, discussions, or assignments may be added based on need.

PLEASE SEE THE FOLLOWING PAGES.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>MODULE</th>
<th>Associated ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1-A</td>
<td>Getting Started</td>
<td>Review all Module Content</td>
</tr>
<tr>
<td></td>
<td>Syllabus/Timeline</td>
<td>- Introduction Discussion (W- May 31)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Syllabus Quiz (W-May 31)</td>
</tr>
<tr>
<td>Week 1-B</td>
<td>Observation and Interactions</td>
<td>Review all Module Content</td>
</tr>
<tr>
<td></td>
<td>Whole Child</td>
<td>- How to Interact in LCA’s Quiz (F-June 2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Module Quiz- Whole Child (F-June 2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Educating the Whole Child Paper (S-June 4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- EPP INFORMATION (VERIFICATION DROPBOX to Confirm EPP Status-REQUIRED ALL EPP CANDIDATES) (F-June 2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- TESTING SPIRAL INFORMATION (Mrs. Landreneaux)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- YOU MAY BEGIN 240 Tutoring (Math &amp; Science Content Practice Completed during 3301)</td>
</tr>
<tr>
<td>Week 1-C</td>
<td>LCA Background Module/General Information: Learning Center Activities (LCA) Module</td>
<td>Review all Module Content</td>
</tr>
<tr>
<td></td>
<td>Picture Walks Module</td>
<td>- General Information Quiz (S-June 4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- LCA Picture Walk #1 Quiz (S-June 4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- LCA Picture Walk #2 Quiz (S-June 4)</td>
</tr>
<tr>
<td>Week 2-A</td>
<td>Teacher Interaction Module</td>
<td>Review all Module Content</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Module Quiz- Teacher Interaction (W-June 7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- 240 Tutoring (Math &amp; Science Content Practice Completed during 3301)</td>
</tr>
<tr>
<td>Week 2-B</td>
<td>Dramatic Play Module</td>
<td>Review all Module Content</td>
</tr>
<tr>
<td></td>
<td>Art, Muscle, Music</td>
<td>- Module Quiz- Dramatic Play (F-June 9)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Module Quiz- Art, Muscle, Music (F-June 9)</td>
</tr>
<tr>
<td>Week 2-C</td>
<td>Setting Up the Center: LCA in a Box</td>
<td>Review all Module Content</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- LCA in a Box Quiz (S-June 11)</td>
</tr>
<tr>
<td>Week 3-A</td>
<td>Directional Guides, Picture Cards, Data Sheets</td>
<td>Review all Module Content</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Directional Guide Quiz (W-June 14)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Picture Cards Quiz (W-June 14)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Data Sheet Quiz (W-June 14)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- 240 Tutoring (Math &amp; Science Content Practice Completed during 3301)</td>
</tr>
<tr>
<td>Week 3-B</td>
<td>Blooms Taxonomy, TEKS, Lesson Plans</td>
<td>Review all Module Content</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Blooms Quiz (F-June 16)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Lesson Plan Quiz (F-June 16)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Examining and Unpacking TEKS (F-June 16)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>240 Tutoring Math &amp; Science Practice Tests</strong></td>
</tr>
<tr>
<td>Week 3-C</td>
<td>Discovery, Science Center</td>
<td>Review all Module Content</td>
</tr>
<tr>
<td></td>
<td>Discovery/Science Planning Begins</td>
<td>- Module Quiz-Discovery and Science (S-June 18)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>240 Tutoring Math &amp; Science Practice Tests</strong></td>
</tr>
<tr>
<td>Week 4-A</td>
<td>June 19-June 25</td>
<td>Assessment Module</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dis/Sci Planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continued</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4-B</th>
<th>June 19-June 25</th>
<th>Math Basics and Background</th>
<th>Review all Module Content</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Math in the Beginning</td>
<td>• Analysis on Math PPT Assignment (F-June 23)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Math Conservation Interaction Assignment (F-June 23)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4-C</th>
<th>June 19-June 25</th>
<th>Math LCA Planning</th>
<th>Review all Module Content</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Math Learning Center Activity Assignment (S-June 25)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5-A</th>
<th>June 26-June 30</th>
<th>*MAY Begin Confirming Worksheet to LCA Teacher Roles Resources for Literacy Planning</th>
<th>Review all Module Content</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• <strong>240 Tutoring</strong> <em>(Math &amp; Science Content Practice Completed during 3301)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• WORKSHEET TO LCA CONFIRMATION IN PROGRESS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Professional Dev Reflection (W-June 28)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• LCA Justification Letter (W-June 28)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5-B</th>
<th>June 26-June 30</th>
<th>Resources for Literacy Planning Worksheet to LCA Course Completion &amp; Finals</th>
<th>Review all Module Content</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Worksheet to LCA Confirmed and In-Progress</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Worksheet to LCA Assignment (F-June 30)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Final Deadline for Completion of 240 Tutoring Math &amp; Science Practice Tests</strong></td>
<td></td>
</tr>
</tbody>
</table>
VI. Required Text and Other Required Materials:

1) This course is an Open Educational Resources (OER) Course. This means all COURSE materials, readings, streaming videos, tests, and other tools used to support access to knowledge are free to use.
2) Q-Classroom Requirements May Apply
3) 240 Tutoring (1month allocation) Practice Tests Math/Science
   *Details in D2L for $20 allocation code

VII. Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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 summarized data 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/

Student Academic Dishonesty: Policy 4.1

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

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

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

Student Appeals

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

Withheld Grades: Policy 5.5

Upon the request from student to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future 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
Disorderly conduct including but not limited to: (a) disruption or interference of students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct.

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.

SFA 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
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

SFASU Human Services Counseling Clinic • www.sfasu.edu/humanservices/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

Additional Information Specific to Educator Preparation:

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.

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.
IX. Other Relevant Course Information

1.) Professionalism in ECED 3301 You will demonstrate professionalism by:

- attending all class and face-to-face meetings in accordance with the policies of the university; Logging into D2L daily (missing class and missing/late assignments will cause professionalism grade to drop)
- 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—See Criteria for VALID University Excused Absences);
- 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.) 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.

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

Attendance – Attendance will be taken each class meeting day. Missed classes will adversely affect your final grade by causing professionalism grade to drop. (Teachers are to notify their principal when absent. Notifying your instructor/professor prior to an absence prepares the teacher candidate for the future.) Being online regularly in a web-based course is expected to meet attendance expectations in a web-based course.
Expectations—Teacher candidates are expected to keep up with the assigned readings listed in the course calendar. Teacher candidates will be responsible for taking quizzes (over readings in the text books and modules) in D2L as dated in the course calendar and in D2L. Readings in the assigned texts will allow all teacher candidates to create or add to their schema on the subject and participate intelligently in the classroom discussions. These quizzes are due and are expected to be completed before discussed in class or may be given in class to help recall material to be discussed in class. Missed quizzes, online or in class, may not be made up and will adversely affect your professionalism grade and course grade. Quizzes may be added during semester, as needed, to help in the recalling of important information in readings.

Course Resources:

Journals—
- Language Arts, National Council of Teachers of English — http://www.ncte.org/
- Young Children, National Association for the Education of Young Children — http://www.naeyc.org/

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