Instructor:

Office Hours:

Office:

Phone Number: Fax Number:

Email Address:

Course Description: Participation in a service-learning program in an early childhood education setting. Emphasis is placed on weekly observations and interactions with young children and families, future teacher meetings, and reflection. The service-learning site must be approved by the instructor. Two hours of lecture and two hours of laboratory per week. Field experience will be required.

Form/Credit: Seminar and Field Experiences - 3 credit hours
Prerequisites: None

Statement of Conceptual Framework: In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare candidates for the future, the College of Education and Human Development (COEHD) has identified four critical components of *The Effective Educator*: Professional Standards (PS), Knowledge of Learner (KL), Strategies and Methods (SM), and Content Knowledge (CK). The Conceptual Framework provides direction for the development of effective professionals. Diversity is an integral part of each component, and Technology is emphasized throughout all programs in the educational unit (diversity) (technology).

Course Goals and Objectives: The following course objectives have been developed to address the COEHD Conceptual Framework, INTASC standards, and NAEYC standards. Upon completion of this course, the candidate will be able to:

1. participate as partners in children’s play (KL, SM, diversity) (INTASC 5, 6) (NAEYC 4a)
2. use a variety of strategies to encourage and support children’s language and communication (CK, KL, SM, PS, diversity, technology) (INTASC 3, 4, 6) (NAEYC 4b)
3. demonstrate effective reading strategies with children (KL, SM, diversity) (INTASC 2, 3, 4) (NAEYC 4b, 4c)
4. encourage and provide opportunities for children to explore and use materials at their own developmental pace (CK, KL, SM, PS, diversity, technology) (INTASC 2, 3, 4, 6) (NAEYC 4b)
5. encourage and support children to solve problems and do things for themselves (CK, KL, SM) (INTASC 5, 6) (NAEYC 4b)
6. use classroom management strategies that respect children’s input and encourage children to resolve conflicts (KL, SM,) (INTASC 5, 6) (NAEYC 4b)
7. plan and initiate activities (e.g. for large/small group learning experiences) that incorporate the active learning ingredients of materials, manipulation, and choice (CK, KL, SM, PS, diversity, technology) (INTASC 1, 3, 4, 5, 7) (NAEYC 4b, 4c)
8. integrate language, literacy, reading, and writing materials throughout the classroom environment and adult-child interactions (CK, SM) (INTASC 5, 6) (NAEYC 4b, 4c)
9. show consideration of children’s individual interests or needs by using observations of children to plan for adult-child interactions (CK, KL, SM, PS, diversity) (INTASC 3, 7, 9) (NAEYC 3b)
10. use a collaborative model and share responsibilities for planning and implementing service-learning program activities (CK, PS) (INTASC 7, 10) (NAEYC 5c)
11. communicate effectively with families by having respectful and honest exchanges about children (KL, SM) (INTASC 6, 10) (NAEYC 2c)
12. monitor ongoing performance of children (CK, KL, SM, PS) (INTASC 1, 2, 5, 8) (NAEYC 3b)
13. describes and reflects on relationship between course content and service-learning experiences (PS) (INTASC 9) (NAEYC 5d)

**Textbooks: Required** (May be rented at the Southeastern Louisiana University Bookstore or online at www.efollett.com)


** You will also be required to purchase some supplies for the case study assignment (children’s scissors, markers, pen, pencil, crayons, construction paper, paper, etc.).

**Artifacts Appropriate for Portfolios:** No required artifacts. For this course, you may choose your case study final project for a portfolio artifact.

**Field Experience:**

| Hours: | Fifteen (15) hours total in a preschool (10 hours) and family/school involvement activities (5 hours on your own time) |
| Types: | Classroom Observations |
| Documentation: | Cooperating teacher/principal/university instructor |
| Arrangements: | School approvals will be provided early in the semester. |
| Travel: | Responsibility of the student |

**COURSE REQUIREMENTS:** Please review the university academic integrity policy on pp. 64-65 of the current catalog. Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Examples are the use of unauthorized material, communication with fellow students during an examination, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work. Cheating on examinations, plagiarism, improper
acknowledgment of sources in essays and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined in the current General Catalog.

COURSE REQUIREMENTS:

Class Participation: Your class attendance, interaction, and participation are required. In-class activities will be scored with participation points, and may not be made up.

Materials needed: Every class meeting at SLU we will need to bring your textbook. For your in-school days (Thursdays once in the school placement) you will need the following supplies: Water color markers, scissors, glue, pen, pencil, paper, construction paper and crayons. You will need your textbook and these supplies to be able to participate in activities.

Required lab 2 hours per week or the equivalent thereof during the semester: A total of 15 field experience hours must be completed during the semester (10 hours are required in the preschool setting during class time on Thursdays and 5 hours of your own time are required in a family involvement/school event – choices will be provided).

Field Involvement in Family/School Activities in School/Reflection Paper: Family activities at your assignment school will be provided. You will be required to participate in these activities on your own time outside of class time.

Content Knowledge Quizzes: For chapters 1-9 in the textbook, both multiple choice and T/F quizzes will be offered online for you to take and submit according to course schedule. (Due: According to weekly course schedule/chapters assigned - TBA)

Field Experiences Preschool Reflection Journal: Weekly reflections about your experiences in the preschool setting, class discussions, and observations are required. Included in this assignment will be your “Day 1 observation form/reflection information. All journal entries MUST be dated. A copy of your Form C’s will need to be included. (Keep the original Form C for assistance in submitting information on PASSPORT.)

Center Lesson Activity Plans: One lesson plan for a center activity that you have developed which reflects your individual planning for the center. You should be able to document that you have planned all parts of the lesson by the lesson plan you submit.

Family Involvement Activity: You will individually develop a literacy “buddy bag” for a child. Included in the “buddy bag” will be themed activities and suggestions for the family to follow when reading the book(s) in the buddy bag with their child. We will use resources from the website: http://www.buddyproject.org/backpack/theme.asp to assist in ideas for themes/books. Instructor will have the available books for your use, along with the bags. You will be responsible for developing/coordinating the activities and ideas associated with your buddy bag. Further information will be provided in class.

Midterm: The midterm will be an Early Childhood Environment Rating Scale (ECERS) activity.
Final – Case Study/Presentation: The final for this course will be a case study with a presentation. The case study you develop will be based on your observations and interactions with your partner child throughout the semester.

EVALUATION: (based on quality of work)

1. Participation
2. Field Involvement Reflection (5 hours)
3. Content Knowledge Web Quizzes
4. Field Exp. Preschool Reflection Journal
5. Lesson Plan for Center Activity
6. Family Involvement Activity
7. Midterm
8. Case Study Final/Presentation

SUGGESTION: KEEP COPIES OF EVERYTHING YOU TURN IN!

ATTENDANCE POLICY: The university class attendance regulations as stated in the current Southeastern General Catalog will be followed. Excuses for absences must be submitted, in writing, directly to the instructor by the next class meeting (or before absence, if possible). Students are expected to attend all classes and will find that excessive absences may jeopardize the learning experience. If a student has unexcused absences equaling ten percent (5 absences) of the total number of class periods by the withdrawal date, the instructor will drop you from the class.

LATE WORK/MAKE UP WORK: Late assignments will receive a 20% grade penalty if received during the week after the due date. Assignments turned in over one week late will not be accepted. In some instances (instructor's discretion), points lost because of absence may be made up with extra readings and/or written assignments. ** 2 tardies = 1 absence

CLASSROOM BEHAVIOR: Free discussion, inquiry, and expression are encouraged in this class. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Examples may include routinely entering class late or departing early; use of beepers, cellular telephones, or other electronic devices; repeatedly talking in class without being recognized; talking while others are speaking; or argumentative remarks or comments that are perceived as "crossing the civility line." In the event of a situation where a student legitimately needs to carry a beeper/cellular telephone to class, prior notice and approval of the instructor is required. Classroom behavior that is deemed inappropriate and cannot be resolved by the student and the faculty member may be referred to the Office of Judicial Affairs for administrative or disciplinary review as per the Code of Student Conduct, which may be found at http://www.selu.edu/StudentAffairs/Handbook/.

DRESS CODE: See the Field Experience Student Handbook at the Southeastern Louisiana University, College of Education and Human Development, Teaching & Learning website for information and guidelines regarding Field Experience Dress Code policy. http://www.selu.edu/Academics/Education/TEC/StudentForms/StudentForms.htm
STUDENT TEACHING AND GRADUATION POLICIES

Praxis Requirement--See pp. 201-205 of the current Southeastern General Catalog.

Student teachers and interns **must successfully pass** all required parts of the Praxis prior to student teaching or an internship effective with the Fall Semester 2003. This includes the test titled Principles of Learning and Teaching (PLT) for all majors and the Specialty/Content test when required in the major field.

For Student Teaching Requirements for Elementary and Secondary Education, refer to the Office of Performance Assessment: [www.selu.edu/Academics/Education/opa.htm](http://www.selu.edu/Academics/Education/opa.htm)

**PORTFOLIO REQUIREMENT** - Students are required to complete an Introductory Level Portfolio and a Developing Level Portfolio prior to student teaching/internship and receive a satisfactory/exemplary rating. During the student teaching/internship semester, student teachers/interns must complete a Competency Level Portfolio. The Competency Level Portfolio must receive a satisfactory/exemplary rating for the student teacher to graduate and/or the intern/alternate certification student to receive certification.

**IMPORTANT REMINDERS** - Do not wait until the last test date prior to student teaching to schedule the PLT and Specialty/Content tests. Attend a workshop presented by the Teacher Development Center prior to taking the PLT. Remember to code Southeastern (RA 6656) to send your official scores to the College of Education and Human Development Dean’s office. The Dean’s office must have original copies. Include your social security number on all Praxis registration forms.

**UNIVERSITY CORRESPONDENCE POLICY** - It is University policy that only Southeastern's email addresses be used for email communication.

**ACADEMIC INTEGRITY** - Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Examples are the use of non-authorized material, communication with fellow students during an examination, intent of an examination or other class work. Cheating on examinations, plagiarism, improper acknowledgement of sources in essays, and the use of a single essay or paper in more than one course without permission are considered very serious offences and shall be grounds for disciplinary action as outlined in the current General Catalogue.

**PROFESSIONAL STANDARDS OF BEHAVIOR:** Students are expected to maintain professional standards of behavior at all times when fulfilling course requirements. Free discussion, inquiry, and expression are encouraged in this class. However, classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Examples of unprofessional behavior may include outbursts in the classroom, arguing in a way that is perceived as crossing the civility line, routinely entering class late or departing early; use of beepers, cellular phones, or other electronic devices; repeatedly talking in class without being recognized; or talking while others are speaking. Additionally, professional behavior warrants that if a student has any concerns about assignments, grading, and individual circumstances, these concerns **should not** be discussed in class but in private with the instructor by making an appointment. Classroom
behavior, which is deemed inappropriate and cannot be resolved by the student and faculty member, may be referred to the Teaching and Learning Department Head and the Office of Judicial Affairs for administrative or disciplinary review as per the Code of Student Conduct that may be found at [http://selu.edu/StudentAffairs/Handbook/2003/codeofconduct.html](http://selu.edu/StudentAffairs/Handbook/2003/codeofconduct.html)

Thought should also be given to appropriate attire during visits to school setting requirements. Please follow parish dress codes, including tattoos and body piercing. Student Confidentiality should be maintained at all times.

**ACCOMMODATIONS NEED.** If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the office of Disability Services, Room 203, Student Union. No accommodations will be granted without documentation from the Office of Disability Services.

**IMPORTANT DATES:**

**CHILD CARE:** If children require care, then the employee/student is expected to provide that care in an environment other than Southeastern office/classroom space.

**PROCEDURES/POLICIES**

All coursework must be successfully completed prior to student teaching or internship.

All PRAXIS exams must be successfully completed prior to student teaching/internship.

Students who took EDUC 201 or MAT 610 during or after Fall 2004 MUST submit their portfolios electronically through Passport.

It is the responsibility of the student to contact his/her advisor to review portfolio contents and reflections at each gate.

Students will be permitted to **enroll** in any EDUC, MAT, EPSY, ECE course only twice.

Students will be permitted to **repeat** only two EDUC, EPSY, ECE, or MAT course twice.

All cell phones should be silenced for the duration of the class.

Prerequisites for courses and academic policies are based on the current school year catalogue.
REFERENCES


