

COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: Elementary, Early and Special Education

Course No. CE368

Title of Course: Early Childhood Field Experience

Date: September 21, 2018

Please check: New
 Revision

I. Catalog Description (Credit Hours of Course):

This course is an integration of appropriately designed field experiences in a Pre-K sitting with early childhood course work (2 hours credit, 75 clock hours field)

II. Prerequisite(s):

Admission to the Teacher Education Program
CF 285 Learning Theory and Application: Infant and Toddler

Co-requisite(s):

CE 364 Methods of Teaching Math, Science and Social Studies in Early Childhood and Elementary Education
CE 365 Observation, Assessment and Data Analysis in Early Childhood
CE 330 Classroom Management and Environmental Organization
CE 366 Curriculum, Theory and Program Management

III. Purposes or Objectives of the Course (optional): Teacher Candidates will:

- A. Implement integrated lessons (Literacy, Social Studies, Math and Science) that reflect children's development and learning characteristics including English Language Learners, difficulties in the content, disabilities or developmental delays and exceptional abilities.
- B. Implement developmentally appropriate practices with young children.
- C. Reflect and evaluate developmentally meaningful and challenging curriculum for each child.
- D. Demonstrate an understanding of how to implement play-based curriculum and assessment strategies with young children.
- E. Demonstrate reflective practice, including setting professional goals and analyzing the impact of instruction and the use of technology upon children's learning and development.

IV. Course Learning Outcomes (Minimum of 3):

- A. Implement integrated lessons (Literacy, Social Studies, Math and Science) that reflect children's development and learning characteristics including English Language Learners, difficulties in the content, disabilities or developmental delays and exceptional abilities
- B. Reflect and evaluate developmentally meaningful and challenging curriculum for each child.
- C. Demonstrate reflective practice, including setting professional goals and analyzing the impact of instruction and the use of technology upon children's learning and development.

V. Names of Faculty Qualified to Teach the Proposed Course:

- A. Dr. Sharon J. Dees
- B. Dr. Julie Ray
- C. Ms. Brooke Uchtmann
- D. Ms. Laura Johnson
- E. Dr. Susan Davis

VI. Course Content or Outline (Indicate number of class hours per unit or section):

Field will be 70 hours contact in the PreK classroom (7 hours for 10 weeks). Field Seminar will be five hours with the instructor.

Attach the following:

- copy of example class syllabus and course schedule.
- memo from Library Dean assessing available and needed library holdings and resources.
- memo(s) from Department Chairs in affected departments stating possible issues and/or conflicts are resolved.

Signature: Julie Ray
Chair

Date: 10/29/18

Signature: D. Rogers-Adkinson
Dean

Date: 10/29/18

COURSE APPROVAL DOCUMENT

Reference Sheet

Department: Elementary, Early and Special Education

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CE 365 Observation, Assessment and Data Analysis in Early Childhood

CE 330 Classroom Management and Environmental Organization

CE 366 Curriculum, Theory and Program Management

III. Purposes or Objectives of the Course (optional):

Teacher Candidates will:

1. Implement integrated lessons (Literacy, Social Studies, Math and Science) that reflect children's development and learning characteristics including English Language Learners, difficulties in the content, disabilities or developmental delays and exceptional abilities.
2. Implement developmentally appropriate practices with young children.
3. Reflect and evaluate developmentally meaningful and challenging curriculum for each child.
4. Demonstrate an understanding of how to implement play-based curriculum and assessment strategies with young children.
5. Demonstrate reflective practice, including setting professional goals and analyzing the impact of instruction and the use of technology upon children's learning and development.

IV. Course Learning Outcomes (Minimum of 3):

1. Implement integrated lessons (Literacy, Social Studies, Math and Science) that reflect children's development and learning characteristics including English Language Learners, difficulties in the content, disabilities or developmental delays and exceptional abilities
2. Reflect and evaluate developmentally meaningful and challenging curriculum for each child.
3. Demonstrate reflective practice, including setting professional goals and analyzing the impact of instruction and the use of technology upon children's learning and development.

V. Names of Faculty Qualified to Teach the Proposed Course:

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VI. Course Content or Outline (Indicate number of class hours per unit or section):

Field will be 70 hours contact in the PreK classroom (7 hours for 10 weeks). Field Seminar will be five hours with the instructor.

**Attach copy of example class syllabus and schedule:
Fall 2018**

CE368 Syllabus

Southeast Missouri State University
Department: Elementary, Early & Special Education
Course No.: CE 366
Title of Course: Early Childhood Field Experience
Date: Approved, 2014
Revised: Fall 2018

Catalog Course Description and Credit Hours of Course:

This course is an integration of appropriately designed field experiences in a Pre-K setting with early childhood course work (2 hours credit, 75 clock hours field)

Class Meeting Time and Location: Monday, 1:00-2:50, SC303
Instructor Name and Contact Information: Dr. Sharon J. Dees, **Honors Faculty**,
SC401E, 651-2122
sdees@semo.edu
Office Hours: Tuesday and Thursday at LaFerla, 9:15-9:45
Tuesday and Thursday at SC401E, 10:00-11:00

Pre-Requisites:

Admission to the Teacher Education Program

CF 285 Learning Theory and Application: Infant and Toddler

Co-Requisites:

CE 364 Methods of Teaching Math, Science and Social Studies in Early Childhood and Elementary Education

CE 365 Observation, Assessment and Data Analysis in Early Childhood

CE 330 Classroom Management and Environmental Organization

CE 366 Curriculum, Theory and Program Management

Class Concerns

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Julie Ray, Chair of the Department of Elementary, Early and Special Education.

Course Learning Outcomes (Minimum of 3):

1. Implement integrated lessons (Literacy, Math, Science and Social Studies) that reflect children's development and learning characteristics including English Language	Teacher Candidate Field Evaluation: Missouri Educator
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Learners, difficulties in the content, disabilities or developmental delays and exceptional abilities.	Assessment System (MEES)
2. Reflect and evaluate developmentally meaningful and challenging curriculum for each child.	Reflection of field work: Common Assessment of Reflection and Planning (CARP) and Co-Teaching and Lesson Reflections
3. Demonstrate reflective practice, including setting professional goals and analyzing the impact of instruction and the use of technology upon children’s learning and development.	Goals pre / post for Teacher Candidate (rubric)

Purposes or Objectives of the Course:

Teacher Candidates will:

1. Implement integrated lessons (Literacy, Social Studies, Math and Science) that reflect children’s development and learning characteristics including English Language Learners, difficulties in the content, disabilities or developmental delays and exceptional abilities.
2. Implement developmentally appropriate practices with young children.
3. Reflect and evaluate developmentally meaningful and challenging curriculum for each child.
4. Demonstrate an understanding of how to implement play-based curriculum and assessment strategies with young children.
5. Demonstrate reflective practice, including setting professional goals and analyzing the impact of instruction and the use of technology upon children’s learning and development.

ACCESSIBILITY STATEMENT

Southeast Missouri State University is committed to providing services for students with disabilities to ensure equal access as outlined in the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Disability Services is the institutionally recognized program designed to provide both federally mandated services as well as proactive services for students with disabilities by ensuring equal access. By providing leadership, advocacy, resources, mediation, and guidance to students with disabilities, Disability Services assists students with identifying barriers to their success and thus identifying ways to address those barriers.

While Disability Services strives to reduce barriers that students encounter at Southeast, academic accommodations are often necessary in the classroom. Academic accommodations are adjustments made to provide students equal access. Students wishing to use academic accommodations that are associated with their disability should contact Disability Services to determine how best accommodations may be provided. When accommodations are needed, they are implemented on a case by case basis. Disability Services staff consult with each student individually to identify how to best meet their needs.

For more information, see the Disability Services page or contact Disability Services located in Dearmont Hall Wing B1, One University Plaza MS 2030, Cape Girardeau, MO 63701; (573-651-5927)

Disability Services

If a student has a special need addressed by the Americans with Disabilities Act (ADA) please notify the instructor at the beginning of the course. You must register as a student with a disability in the office of [Disability Services](#) located in Dearmont Hall Wing B1, One University Plaza MS 2030, Cape Girardeau, MO 63701; (573-651-5927).

It is the responsibility of the student to notify the instructor after requesting reasonable accommodations with DS. Failure to do this may result in not receiving the requested accommodations. Refer to <http://www.semo.edu/ds/index.htm>

ACADEMIC HONESTY

Policy. Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University.

Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty.

Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the Undergraduate or Graduate Bulletin. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

Plagiarism. In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student's computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

Cheating. Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination;

2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another.

General Responsibilities for Academic Honesty. It is the University's responsibility to inform both students and faculty of their rights and responsibilities regarding such important matters as cheating and plagiarism. Most of what is considered unethical or dishonest behavior can be avoided if faculty and students clearly understand what constitutes such practices and their consequences. The University community should also be aware of the procedures to be followed should a breach of academic honesty occur.

The faculty member is responsible for clarification to his/her class of those standards of honesty for class assignments or functions where such standards may be unclear or when such standards vary from the accepted norm. Further, some faculty may choose to utilize preventive measures (multiple exams, alternate seating, etc.) to help insure the maintenance of academic honesty. However, the use of such measures is the prerogative of the individual faculty member and is not a responsibility or requirement of faculty in general.

The fundamental responsibility for the maintenance of honesty standards rests upon the student. It is the student's responsibility to be familiar with the University policy on academic honesty and to uphold standards of academic honesty at all times in all situations.

Protocol for Adjudicating Alleged Violations of Academic Honesty. Faculty members who discover evidence of academic dishonesty should contact the student within five business days of discovering the alleged dishonesty to arrange to meet and discuss the allegation. Prior to this meeting the faculty member may consult with the Department Chairperson, the appropriate Dean, and the Office of Judicial Affairs. The following sections describe the procedures to be adhered to in each of the listed instances: the student acknowledges the violation, the student denies the violation, and the appeals process. If the faculty member is the Department Chairperson, a departmental designee will assume the Department Chairperson's role in this protocol and references to the Department Chairperson should be read as departmental designee. The procedures below should be followed with online, ITV or face-to-face classes.

From Faculty Senate Bill 11-A-16 <http://www.semo.edu/facultysenate/handbook/5d.html>

CIVILITY AND HARASSMENT

A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Some of the texts and issues we will discuss may cause disagreements among members of the class. Multiple viewpoints are an essential component of any college course, and disagreeing with someone is fine. However, rude, disrespectful, aggressive, offensive, harassing, or demeaning behavior —either face-to-face or in an online discussion— toward anyone in the class will not be tolerated; students are expected to abide by the Code of Student Conduct ([Statement of Student Rights and Code of Student Conduct](#)). Should a student feel someone has acted inappropriately toward them in class, please speak with the instructor at once so

the situation can be addressed. The instructor for the course reserves the right to ask a student to leave the classroom or the online discussion for any inappropriate behavior, and if the situation warrants, may call campus security to remove the offending student from class.

Attendance and make-up work

Students are expected to attend all classes and to complete all assignments for courses in which they are enrolled. An absence does not relieve the student of the responsibility to complete all assignments. If an absence is associated with a university-sanctioned activity, the instructor will provide an opportunity for assignment make-up. However, it is the instructor's decision to provide, or not to provide, make-up work related to absences for any other reason.

A student not present for class during the entire initial week of a scheduled course may be removed from the course roster unless the student notifies the instructor by the end of the first week of an intention to attend the class. Questions regarding the removal process should be directed to the Registrar.

In order to complete missed or late work an agreement must be made with the instructor. All late work will have a reduction of points. No missed or late work will be accepted after the last regular day of the class (the week before finals).

All assigned papers should be completed in a timely manner and submitted for grading by the indicated date. Points will be deducted for late assignments:

10% 1 – 3 days late

20% 4 - 7 days late

50% 7 – 14 days late

Work more than 14 days late will be given 0 points, but is still due.

Each teacher candidate is expected to attend field (arrive on time and stay until the end of field) and take an active role in the classroom.

Writing Effectively

All assignments should demonstrate professional writing abilities, including grammar and spelling. Points will be deducted for writing errors, and papers with repeated unprofessional writing may be returned for revision without being graded. Assistance with writing may be obtained from the Center for Writing Excellence, located at <http://ustudies.semo.edu/writing> or the Writing Excellence's Online Writing Lab (OWL), located at: <http://ustudies.semo.edu/writing/owl.asp>.

All assignments should be typed, double-spaced, 12 point font, standard margins.

Assignments	Percentage of Total Grade
Personal Goals Pre / Post	10%
Letter to Families, Time log, Teacher Evaluations, Video Reflection	10%
Co-Teaching and Lesson Reflections	15%
MEES	50%
CARP	10%
Dispositions	5%

Grading scale and policies:

- 90% - 100% A
- 80% - 89% B
- 70% - 79% C
- 60% - 69% D
- Below 60% F

A grade of C or higher is required

Any teacher candidate who is asked to leave a field or clinical experience by a partner school district before the end of the semester, due to performance or dispositional issues, will not be given a new placement for that semester. The teacher candidate will also receive a failing grade for the field experience course. The teacher candidate must repeat the field or clinical course, and if a grade of C or higher is not received in the second attempt, the teacher candidate will be removed from the College of Education program. This policy does not pertain to any teacher candidate whose field placement termination is due to circumstances unrelated to teaching performance or dispositions, such as a cooperating teacher illness.

No text is required for this course.

Course Objective	MoSPE QIs	NAEYC
1. Implement integrated lessons (Literacy, Math, Science and Social Studies) that reflect children’s development and learning characteristics including English Language Learners, difficulties in the content, disabilities or developmental delays and exceptional abilities.	2.4, 3.2	1a
2. Implement developmentally appropriate practices with young children.	3.2	4b, 4c
3. Reflect and evaluate developmentally meaningful and challenging curriculum for each child.	3.3, 8.1	4d, 5c
4. Demonstrate an understanding of how to implement play-based curriculum and assessment strategies with young children.	3.2	4b, 4c

5. Demonstrate reflective practice, including setting professional goals and analyzing the impact of instruction and the use of technology upon children's learning and development	8.1	6d
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Course Hours:

Field will be 70 hours contact in the PreK classroom (7 hours for 10 weeks). Field Seminar will be five hours with the instructor.

Attach Memo from the Library Dean:

Since library resources are crucial to successful instruction, new course and course revision proposals must include an assessment of available and needed library holdings and resources. A memo from the Library Dean providing this assessment for the proposed course must be attached.

Attach Memo from All Affected Departments:

If the proposed course impacts programs or courses offered through other departments in any way (i.e. enrollment, duplication of offerings, etc.), a memo from the Chair of all affected departments stating issues have been discussed and resolved must be attached to the new course proposal.