HDFS 1111 Online Practicum

Introduction to Early Childhood Education

Fall 2020

Instructor: Louann Williams   D2L e-mail or lawilliams@sfasu.edu

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Office: 106 A  (At this time due to Covid 19 I will not have face to face office time. You may email, call, FaceTime, text, or we can set up a Zoom meeting)

Credits: 1 hour

Prerequisites: Taken concurrently with HDFS 1211 Lecture

I. Course Description:

Introduction to the profession of early childhood education focusing on developmentally appropriate practices, interaction with young children, observing and assessing young children, and creating developmentally appropriate activities. The practicum must be taken concurrently with HDFS 1211.

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

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

In the Perkins College of Education, we value and are committed to:

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

This course supports the vision, mission, and core values of the Perkins College of Education which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The course enhances student learning in the area of child development and serves as one of the foundation courses in the Human Development and Family Studies in the Department of Human Sciences, and aligns with the standards of the National Council on Family Relations and the National Association for the Education of Young Children to promote learning and understanding of child development and family relationships.
Program Learning Outcomes

- Learners will identify social & cultural influences affecting family life (CFLE content area #1))
- Learners will recognize healthy & unhealthy characteristics pertaining to family relationships. (CFLE content area #2)
- Learners will apply appropriate practices based on theories of human growth & development to individuals and families (CFLE content area #3)
- Learners will demonstrate professional behaviors that are reflective of ethical standards & practice (CFLE content area #9)
- Learners will develop culturally competent educational materials and learning experiences. (CFLE content area # 10)
- Learners will apply strategies based on the child's age/stage of development to promote effective developmental outcomes (CFLE content area #7)

Course Objectives:

NCATE COURSE OBJECTIVES:

Standard 1- Promoting Child Development and Learning

- The candidate knows and understands young children’s characteristics and needs.
- The candidate knows and understands the multiple influences on development and training.
- The candidate uses developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

Student Learning Outcomes (SLO):

Upon completion of the course, the successful student will:

- Be able to implement a short developmentally appropriate group experience for toddlers. (SLO 1)
- Be able to identify developmentally appropriate learning center activities for toddlers that promote learning. (SLO 2)
- Be able to identify skills and behaviors that are characteristics of toddlers which include physical development, cognitive development, language development, and social/emotional development. (SLO 3)
- Be able to utilize appropriate interaction techniques with toddlers that include: positive guidance strategies and communication skills. (SLO 4)

- Be able to plan a learning center activity utilizing the adaptive processes that foster appropriate developmental skills for toddlers. (SLO 5)

- Have the knowledge and be able to construct song cards and pictures using block manuscript. (SLO 6)

- Be able to identify a developmentally appropriate environment for toddlers that promote learning. (SLO 7)

III. Course Assignments, Activities, Instructional Strategies:

Introduce Yourself Assignment: 10 pts.

Students will receive 10 points for participation in this discussion. 7 points for posting about yourself, and 3 points for responding to at least one post by a classmate. Response posts need to be thoughtful and engage with the original post to earn credit (ex: "that's interesting" or "I agree" or "I think the same" will not earn credit).

Art Sample: 10 pts.

Students will look at art sample from a young children and discuss what stage of art the child is in, and what type of pencil grip the child is holding. (SLO 1)

Discovery Activity: 10 pts.

Students will select a discovery activity to create and submit a photo/video of themselves with the discovery item they created. (SLO 1)

Cooking Activity: 10 pts.

Students will select a cooking activity to create and submit a photo/video of themselves with the cooking item they created. (SLO 1)

Handwriting- Manuscript Assignment: 10 pts.

Students will practice their (block manuscript) printing skills. Students will be responsible for printing by hand the practice handwriting assignment. (SLO 6)

Song Card File: 20 pts.

Students will construct two (2) song cards to begin their song card file. Both song cards will be used along with the Learning Center Activity. One song card will be an action song and the other song card will be movable parts. (SLO 6)

Picture Card File: 16 pts.

Student will construct two (2) picture cards to be used in their Learning Center Activity. (SLO 6)
Learning Center Activity Internet Search: **20 pts.**

Search the internet for six (6) toddler age activities that relate to art and discovery (science) outdoor centers. Students will be able to identify developmentally appropriate outdoor learning center activities for toddlers that promote learning. Three (3) activities for art and three (3) activities for discovery. This assignment will be turned into the drop box. (SLO 5)

Learning Center Activity (LCA): **100 pts.**

Students will work to set up one learning center activity (LCA). Students will be responsible for conducting a small developmentally appropriate group experience for young children.

Students may do either an art or discovery activity. (SLO 1, 2, 4, 5, 7)

LCA plans (learning center activity): **20 pts.**

One LCA plan will be submitted to the instructor prior to the date of the activity set-up. Students will be able to plan an learning center activity utilizing the adaptive processes that foster appropriate developmental skills for toddlers. (SLO 2).

Developmentally Appropriate Practice (DAP) Assignment: **10 pts.**

Students are responsible to for completing the DAP assignment in D2L to show their understanding of DAP. (SLO 7)

Case Study: **100 pts.**

Students will be responsible for working on and completing a case study. Students will be able to identify skills and behaviors that are characteristics of toddlers which include physical development, cognitive development, language development, and social/emotional development. (SLO 3)
**IV. Evaluation and Assessment:**

Grades will be assigned according to the total number of points earned. Candidates will not receive a final course grade until all assignments are completed and submitted to the instructor. This also includes completing observation hours. Grades are determined by dividing the total earned by the total number of possible points.

Grades are based on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Introduction Assignment</td>
<td>10 pts</td>
</tr>
<tr>
<td>Art Sample Activity</td>
<td>10 pts</td>
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<tr>
<td>Discovery Activity</td>
<td>10 pts</td>
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<tr>
<td>Cooking Activity</td>
<td>10 pts</td>
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<tr>
<td>Learning Center Activity Internet Search</td>
<td>20 pts</td>
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<tr>
<td>Manuscript Activity</td>
<td>10 pts</td>
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<tr>
<td>Song cards</td>
<td>20 pts</td>
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<tr>
<td>Picture cards</td>
<td>16 pts</td>
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<tr>
<td>Learning Center Activity Plans</td>
<td>20 pts</td>
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<tr>
<td>Learning Center Activity</td>
<td>100 pts</td>
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<tr>
<td>DAP Assignment</td>
<td>15 pts</td>
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<tr>
<td>Case study</td>
<td>100 pts</td>
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<tr>
<td>General Overview Discussion</td>
<td>10 pts</td>
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</tbody>
</table>

**Total Points**  

351 pts
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Description</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>August 24th</td>
<td>Introduction to course: Practicum Syllabus,</td>
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<tr>
<td>Week 2</td>
<td>August 31st</td>
<td>Introduce Yourself Assignment</td>
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<tr>
<td>September 3rd</td>
<td></td>
<td>Introduce Yourself Assignment due</td>
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<tr>
<td>Week 3</td>
<td>September 7th</td>
<td>Case study information</td>
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<tr>
<td>Week 4</td>
<td>September 14th</td>
<td>Art for toddlers and the stages of art</td>
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<tr>
<td>September 18th</td>
<td></td>
<td>Art Assignment due at 11:59 pm</td>
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<tr>
<td>Week 5</td>
<td>September 21st</td>
<td>Discovery for toddlers</td>
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<tr>
<td>September 25th</td>
<td></td>
<td>Discovery Assignment due at 11:59 pm</td>
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<tr>
<td>Week 6</td>
<td>September 28th</td>
<td>Cooking for toddlers</td>
</tr>
<tr>
<td>October 2nd</td>
<td></td>
<td>Cooking Assignment due at 11:59 pm</td>
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<tr>
<td>Week 7</td>
<td>October 5th</td>
<td>Ideas for learning center activities (LCA). Find 3 discovery and 3 art activities that can be conducted with toddlers.</td>
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<tr>
<td>October 9th</td>
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<td>Learning Center Activity Internet Assignment due at 11:59 pm</td>
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<tr>
<td>Week 8</td>
<td>October 12th</td>
<td>Group music and transitions- find 2 songs you want to sing (1 action, 1 with moveable parts), choose 1 waiting and 1 capturing attention transition.</td>
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<tr>
<td>Week 9</td>
<td>October 19th</td>
<td>Song card and picture card directions and block lettering for proper ECHL and Charter School manuscript</td>
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<tr>
<td>October 23rd</td>
<td></td>
<td>Manuscript Assignment due at 11:59 pm</td>
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<td>Week 10</td>
<td>October 26th</td>
<td>Construction of song cards and picture cards (suggested to create in Microsoft Publisher)</td>
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<td>October 30th</td>
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<td>Song cards and picture cards are due at 11:59 pm</td>
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<td>Week 11</td>
<td>November 2nd</td>
<td>LCA plans using the ECHL Pathways</td>
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<td>November 6th</td>
<td></td>
<td>LCA Planning Sheet due at 11:59 pm</td>
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<tr>
<td>Week 12</td>
<td>November 9th</td>
<td>Once your LCA plans are graded you may submit your video of your LCA. Your project must be complete by December 2nd.</td>
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<tr>
<td>November 13th</td>
<td></td>
<td>Case study due to drop box by 11:59 pm</td>
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<tr>
<td>Week 13</td>
<td>Developmentally Appropriate Practices (DAP)</td>
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<td>November 16th</td>
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<tr>
<td>November 20th</td>
<td>DAP assignment due to drop box by 11:59 pm</td>
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<tr>
<td>Week 14</td>
<td>Happy Thanksgiving</td>
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<td>November 23rd</td>
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<tr>
<td>Week 15</td>
<td>LCA activity must be complete and videos submitted by 11:59 pm</td>
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<tr>
<td>November 30th</td>
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<tr>
<td>December 2nd</td>
<td>General Overview of Practicum Discussion Due at 11:59 pm</td>
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<tr>
<td>Week 16</td>
<td>Merry Christmas! (There is no final for this course).</td>
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<tr>
<td>December 7th</td>
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Due Dates Recap:

**September 3rd** - Introduction Assignment

**September 18th** - Art Assignment Due

**September 25th** - Discovery Assignment Due

**October 2nd** - Cooking Assignment Due

**October 9th** - Outdoor LCA Internet Activity (submit 3 art and 3 discovery activities)

**October 23rd** – Manuscript Assignment

**October 30th** - Song Card and Picture Cards Due

**November 6th** - LCA Planning Sheet (activity is carried out in class)

**November 13th** - Case Study

**November 20th** - Developmentally Appropriate Practices

**November 30th** – Group Time and Activity Project must be submitted.

**December 2nd** – General Overview of Practicum Discussion

*All drop box items are due at 11:59pm on the due date- No late work is accepted.*
VI. Readings

- Students are required to look for articles on the internet relating to toddler age art and discovery activities.
- Students are responsible for reading the information and assignments from the D2L website.
- No required textbook for the HMS 241 practicum.

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: Course and program improvement, planning, and accreditation, and instruction evaluation purposes. As you evaluate this course, please be thoughtful and accurate in completing the evaluation. 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.

VIII. Student Ethics and Other Policy Information:

Professionalism Work Policies:

Late Work receives no points. Five (5) points will be also be deducted from your professionalism grade for every assignment that is not submitted. Of course, extenuating circumstances such as health reasons, family emergencies, or student participation in approved university-sponsored events are always considered.

- Late work that is approved by the instructor must be turned in no later than one week after the due date.
- Complete all assignments independently unless otherwise stated by the instructor
- 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 Accommodations 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, 468-3004/468-1004 (TDD) 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/. Location: Human Services Building, room 325. Phone: (936) 468-3004.
Academic Integrity:

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

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 (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

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

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within 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., Active Military Service (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.
Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. 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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

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.


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.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

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 (additional information available at www.texas.ets.org/registrationBulletin/<http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take 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 SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

LiveText:

LiveText/Watermark is a data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do
not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

There are no assignments in HDFS 1111 practicum that are required to be submitted through Livetext.