HMS 241 Practicum

Introduction to Early Childhood Education

Spring 2020

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

Toddler I classroom: 106
Phone: (936) 468-4006

Office: 106A
Course Time: 1:00-1:50 W

Location: ECRC Room 212
Office Hours: 12:30-2:00 M, T, R, and F

Credits: 1 hour

Prerequisites: none

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. In addition to the 50 minute weekly class meeting in the ECRC Room 212, fifteen (15) hours of observation in the Toddler I classroom must be met. The lab must be taken concurrently with HMS 241. There is a $5 lab fee per student which is added to tuition upon course registration.

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:

1. Be able to implement a short developmentally appropriate group experience for toddlers. (SLO #1)
2. Be able to identify developmentally appropriate outdoor learning center activities for toddlers that promote learning. (SLO #2)
3. 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)

4. Be able to utilize appropriate interaction techniques with toddlers that include: positive guidance strategies and communication skills. (SLO #4)

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

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

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

III. Course Assignments, Activities, Instructional Strategies:

Information and Assignments Folder: 10 pts.

The information and assignments must be placed in a folder/binder and brought to class for a grade. This will include the manuscript and numeral practice pages, song card information, picture card information, learning center activity information, learning center plans, developmentally appropriate practices, and case study.

Handwriting

Students will practice their (block manuscript) printing skills. Students will be responsible for printing by hand the titles on two (2) song cards and the labeling on the back of the song and picture cards. A practice handwriting assignment will be given in class. (SLO #6)

Song Card File: 20 pts.

Students will construct two (2) song cards to begin their song card file. Both of the song cards will be used along with the LCA (Learning Center Activity). One song card will be an action song and the other song card will be movable parts. Block manuscript is required to be used on the titles and labeling of the cards. (SLO #6)

Picture Card File: 20 pts.

Student will construct two (2) picture cards to be used in their LCA (Learning Center Activity). Block manuscript is required to be used for the labeling on the back of both picture cards. (SLO #6)
LCA Internet Search: **20 pts.**

Search the internet for two (2) toddler age activities that relate to art and discovery (science) centers. Students will be able to identify developmentally appropriate learning center activities for toddlers that promote learning. One (1) activity for art and (1) one activity for discovery. This assignment will be turned into the D2L drop box. (SLO #5)

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

Students will work in groups of three (3) to set up one learning center activity (LCA). Students will be responsible for collaborating with group members and conducting a small developmentally appropriate group experience with the toddler I children.

Activities will follow the guidelines and criteria outlines by the lab course instructor. Students will sign up for this activity. Students may choose either an art or discovery activity. (SLO #1, 2, 4, 5, and 7)

**LCA plans (Learning Center Activity): 20 pts.**

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

**LCA reflection (learning center activity): 15pts.**

Students will submit a reflection after the learning center activity is completed. Students will be able to utilize appropriate interaction techniques with toddlers that include: positive guidance strategies and communication skills. The reflection will be due the following week after completing the outdoor learning center activity. (SLO #2, 3, 4, 5, and 7)

**Developmentally Appropriate Practice (DAP) Assignment: 15pts.**

Students will be responsible for observing the toddler II classroom and identifying three (3) physical environment characteristics that are different from the toddler I classroom. Students will be able to identify a developmentally appropriate environment for toddlers that promote learning.((SLO #7)

**Case Study: 100 pts.**

Students will be responsible for working on and completing a case study on one (1) child. 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. This will be done during the fifteen (15) hours of observation. Students will sign up for a child in the toddler I classroom. (SLO #3)
Professionalism: 50 pts.

- Attend all class meetings in accordance with the university policies;
- Read course outline-syllabus and follow directions for assignments;
- Arrive before class begins (arriving late will result in a loss of 5 professionalism points, unless student has made arrangements with the instructor);
- Unexcused absences will result in a loss of 5 professionalism points;
- Participate intelligently in class discussions;
- Dress professionally for observations (refer to ECRC dress code). Dressing inappropriately will result in a loss of 5 professionalism points.
- Remain confidential at all times
- Choosing not to submit an assignment will result in a zero on the assignment, and a loss of 5 points from professionalism.
- Observation time cards will be assessed periodically to check for attendance, if you are behind you will lose 5 points from professionalism
- **Professionalism points once lost cannot be made up.**

IV. Evaluation and Assessment (Grading):

**Grading:** 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>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information /Rubric Folder</td>
<td>10 pts.</td>
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<tr>
<td>LCA internet search</td>
<td>20 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>20 pts.</td>
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<tr>
<td>LCA plans</td>
<td>20 pts.</td>
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<tr>
<td>LCA set-up</td>
<td>100 pts.</td>
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<tr>
<td>LCA reflection</td>
<td>15 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><strong>Professionalism</strong></td>
<td>50 pts.</td>
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<tr>
<td><strong>Total Points</strong></td>
<td>370 pts.</td>
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</tbody>
</table>
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>January 15&lt;sup&gt;th&lt;/sup&gt;</th>
<th><strong>Introduction to 241 Practicum:</strong> Syllabus, Criminal History Check, TB Test, Dress Code</th>
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</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>January 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td><strong>Introduction to 241 Lab</strong>&lt;br&gt;Toddler 1 Welcome letter, ECHL/SFA Charter School Name badge policy, Toddler 1 schedule, and reminders Observation sign-up (Fill out time card)</td>
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<tr>
<td>Week 3</td>
<td>January 29&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Discuss case study&lt;br&gt;&lt;strong&gt;Case study due in dropbox by Sunday, April 5&lt;sup&gt;th&lt;/sup&gt; by 11:59 pm&lt;/strong&gt;&lt;br&gt;Begin observations in the Toddler 1 room if you have received your name badge.</td>
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<tr>
<td>Week 4</td>
<td>February 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Art for Toddlers&lt;br&gt;&lt;strong&gt;(sign-up for case study child)&lt;/strong&gt;</td>
</tr>
<tr>
<td>Week 5</td>
<td>February 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Discovery for Toddler&lt;br&gt;&lt;strong&gt;(sign-up for case study child)&lt;/strong&gt;</td>
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<tr>
<td>Week 6</td>
<td>February 19&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Discuss LCA plans&lt;br&gt;LCA Internet search assignment&lt;br&gt;&lt;strong&gt;LCA Internet assignment due in dropbox Sunday, February 23&lt;sup&gt;rd&lt;/sup&gt; by 11:59&lt;/strong&gt;</td>
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<tr>
<td>Week 7</td>
<td>February 26&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Divide into groups of three for LCA activity.&lt;br&gt;Get with group members and work on LCA planning sheets&lt;br&gt;&lt;strong&gt;(Plans due to dropbox by Sunday, March 22&lt;sup&gt;nd&lt;/sup&gt; by 11:59)&lt;/strong&gt;</td>
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<tr>
<td>Week 8</td>
<td>March 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Finalize LCA plans&lt;br&gt;&lt;strong&gt;(Plans due to dropbox by Sunday, March 22&lt;sup&gt;nd&lt;/sup&gt; by 11:59)&lt;/strong&gt;&lt;br&gt;LCA activities will begin on Thursday, April 9&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Week 9</td>
<td>March 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Spring Break</td>
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<tr>
<td>Week 10</td>
<td>March 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Picture card and song card discussion/ block lettering</td>
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<tr>
<td>Week 11</td>
<td>March 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Work on picture and song card construction in class&lt;br&gt;LCA activities will begin on Thursday, April 9&lt;sup&gt;th&lt;/sup&gt;&lt;br&gt;&lt;strong&gt;Case study due in dropbox by Sunday, April 5&lt;sup&gt;th&lt;/sup&gt; by 11:59 pm&lt;/strong&gt;</td>
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<tr>
<td>Week 12</td>
<td>April 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Group music and transitions&lt;br&gt;&lt;strong&gt;Picture and Song cards due in class (be sure to include picture and song card rubrics in bag)&lt;/strong&gt;</td>
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<tr>
<td>Week 13</td>
<td>April 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Developmentally appropriate practice (DAP)&lt;br&gt;DAP assignment will be given&lt;br&gt;&lt;strong&gt;DAP assignment due in dropbox, TUESDAY, April 21&lt;sup&gt;st&lt;/sup&gt; by 11:59&lt;/strong&gt;</td>
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<tr>
<td>Week 14</td>
<td>April 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Language Development&lt;br&gt;Physical Development&lt;br&gt;Cognitive Development&lt;br&gt;Social/Emotional Development</td>
</tr>
<tr>
<td>Week 15</td>
<td>April 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>General overview of practicum</td>
</tr>
<tr>
<td>Week 16</td>
<td>April 29&lt;sup&gt;th&lt;/sup&gt;</td>
<td>No Final in Practicum</td>
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</tbody>
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Due Dates:

January 26th - Information and Assignment Folder (Items to print)

February 23rd – LCA Internet Assignment

March 22nd - LCA Planning Sheet

April 1st - Song cards (2) and Picture cards (2)

April 5th - Case study

April 21st - Developmentally Appropriate Practice (DAP) assignment

LCA Reflection is due one week after your Learning Center Activity

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 and printing off the information and assignments from the HMS 241 D21 website.
- No required textbook for the HMS 241 lab.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the COE. 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 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:

Attendance:

Lab class attendance and promptness is expected and attendance will be taken each class day. Failure to attend class without an excused absence will result in a loss of five (5) professionalism points for each missed class. In the event a student is unable to attend class, the lab instructor must be notified before via e-mail. Excused absences include health reasons, family emergencies, or student participation in approved university-sponsored events.
Interaction/Observations requirements:

Successful completion of 15 lab room observations hours. **One hour = 50 minutes.**  
**Uncompleted lab hours will result in a failing grade.** Students are expected to observe and interact with the children in a meaningful and appropriate manner. **All fifteen (15) hours of observation must be completed by May 1st.**

In the event a student/teacher candidate is unable to observe during his/her scheduled time, the lab instructor must be notified before the observation time. Students may contact the lab instructor via e-mail. Reasons for excused absences include health, family emergencies, or student participation in approved university-sponsored events.

Name tags:

While on the bottom floor of the ECRC name tags must be worn at **ALL** times. Students/teacher candidates not wearing the **appropriate name badges will be asked to leave the building.** You will be issued a name tag by your 241 lab instructor. Name tags must be returned at the end of the semester. **Refer to the ECHL/SFA Charter School Name badge Policy handout.**

Observation cards will be checked weekly and five (5) professionalism points will be deducted if observations are not done on a weekly basis.

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 turned in. 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;
- All assignments must be typed in Century Gothic;

Students with Disabilities:

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/](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.

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

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior:

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 (see the Student Conduct Code, policy D-34.1). 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 prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is considered appropriate or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due during the first class day. **Students will not be allowed in the classroom with the children until the form is completed, approved and name badges are handed out by your instructor.** If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers 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.

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.

**LiveText:**

LiveText is the data management system used by the Perkins College of Education for program improvement, accountability, and accreditation. All PCOE majors (includes Human Sciences) and Secondary Education minors are required to purchase a LiveText account, either through the University Bookstore or at [www.livetext.com](http://www.livetext.com). This is a one-time purchase and the account will be used throughout your program. Required program assignments that are connected to courses across your major/minor must be submitted through LiveText. **If you have already purchased LiveText, you will use that account and do not need to buy it again.** Failure to submit required assignments into the LiveText system will result in a penalty assessed to the assignment grade. **There are no assignments in HMS 241 and HMS 241 practicum that are required to be submitted through Livetext.**

**IX. Other Relevant Course Information**

**Cell Phones**

Cell phones should be **turned off** upon entering the classroom and **not visible** turning class time. **Cell phones are not allowed while observing children in the toddler classroom.** Students who do not abide by this policy will not be able to remain in class. **Students must obtain instructor's permission to use laptops in class for taking notes.**

**Food Consumption**

Eating and drinking is prohibited in the classrooms. Students should inform the instructor if a health condition requires the eating and drinking of food at regular intervals.