HMS 241 Practicum
Introduction to Early Childhood Education
Spring 2020

Instructor: Ginny Watkins
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Toddler II Classroom: 107
Phone: (936) 468-4006

Office: 107A
Course Time: 1:00-1:50 M

Location: ECRC Room 212
Office Hours: T, W, R 12:00-1:30

Credits: 1 hour

Prerequisites: Taken concurrently with HMS 241 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. In addition to the 50-minute weekly class meeting in the ECRC Room 212, fifteen (15) hours of observation in the Toddler II classroom must be met. The practicum 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:

- Be able to implement a short developmentally appropriate group experience for toddlers. (SLO 1)
- Be able to identify developmentally appropriate outdoor 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 an outdoor 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:

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, outdoor 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 (under the lamination). 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 (Outdoor Learning Center). 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 outdoor LCA (learning center activity). Block manuscript is required to be used for the labeling on the back of both picture cards (under the lamination). (SLO 6)

Outdoor LCA Internet Search: 20 pts.

Search the internet for two (2) 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. One (1) activity for art and (1) one activity for discovery. This assignment will be turned into the drop box. (SLO 5)

Learning Center Activity (LCA): 100 pts.
Students will work in groups of three (3) to set up one outdoor learning center activity (LCA). Students will be responsible for collaborating with group members and conducting a small developmentally appropriate group experience with the Toddler II children.

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

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

One outdoor 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 an outdoor learning center activity utilizing the adaptive processes that foster appropriate developmental skills for toddlers. (SLO 2)

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

Students will submit a reflection after the outdoor 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.

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

Students will be responsible for observing the Toddler I 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 II 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;
- 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:

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:

- Information/Rubric Folder: 10 pts.
- Outdoor LCA internet search: 20 pts.
- Song cards: 20 pts.
- Picture cards: 20 pts.
- Outdoor LCA plans: 20 pts.
- Outdoor LCA set-up: 100 pts.
- Outdoor LCA reflection: 15 pts.
- DAP assignment: 15 pts.
- Case study: 100 pts.
- Professionalism: 50 pts.

370 pts.

A= 333-370 points, B= 296-332 points, C= 259-295 points, D= 222-258 points, F= 0-221
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>January 20&lt;sup&gt;th&lt;/sup&gt;</th>
<th>MLK Day – No Class, Please take the time to fill out your background check</th>
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</thead>
</table>
| **Week 2**  | January 27<sup>th</sup> | **Introduction to course:** Practicum Syllabus, Criminal History Check, TB Test, Discussion of ECHL/SFA Charter School Name Badge Policy, observation sign-up and dress code, Toddler II Welcome Letter, Toddler II Practicum Reminders, Toddler II Classroom Information, Toddler II Classroom Schedule, fill out time card  
(Begin observations in Toddler II on February 3<sup>rd</sup>) |
| **Week 3**  | February 3<sup>rd</sup>  | Discuss case study  
Bring Information/Rubric Folder to Class |
| **Week 4**  | February 10<sup>th</sup> | Art for toddlers and the stages of art |
| **Week 5**  | February 17<sup>th</sup> | Discovery for toddlers |
| **Week 6**  | February 24<sup>th</sup> | Discuss outdoor LCA plans  
Outdoor LCA Internet search activity  
Divide into groups of three for outdoor LCA |
| **Week 7**  | March 2<sup>nd</sup>    | Ideas for outdoor learning center activities (LCA). Bring 2 (two) ideas to class to share, and submit assignment through drop box.  
**Outdoor LCA Internet Activity is due to drop box by 11:59 pm** |
| **Week 8**  | March 9<sup>th</sup>     | Spring Break |
| **Week 9**  | March 16<sup>th</sup>    | Group music and transitions |
| **Week 10** | March 23<sup>rd</sup>    | Song card and picture card discussion/block lettering for song cards |
| **Week 11** | March 30<sup>th</sup>    | Construction of song cards and picture cards- bring materials to class |
| **Week 12** | April 6<sup>th</sup>     | Continuation of outdoor LCA using the ECHL Pathways (Group members sit together).  
**Song cards and picture cards are due at the end of class**  
**Outdoor LCA plans are due to drop box by 11:59 pm** |
| April 8<sup>th</sup> |                          | **Case study due to drop box by 11:59 pm** |
| **Week 13** | April 13<sup>th</sup>    | In-class assignment: Students will break into their groups and practice their group times.  
Begin Outdoor LCA’s in Toddler II |
| **Week 14** | April 20<sup>th</sup>    | Discussion of developmentally appropriate practice (DAP)  
(DAP assignment will be given) |
| April 24<sup>th</sup> |                          | LCA Reflection Due to drop box by 11:59 pm |
| **Week 15** | April 27<sup>th</sup>    | General overview of practicum.  
DAP assignment due to drop box by 11:59 pm |
| **Week 16** | May 4<sup>th</sup>       | Happy Summer! (There is no final for this course). |
Due Dates Recap:

February 3rd - Information and Assignments Folder (Items to Print) due at the beginning of class

March 2nd - Outdoor LCA Internet Activity (share 2 in class, submit 3 online)

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

April 6th - Song Cards and Picture Cards due at the end of class

April 8th - Case Study

April 24th - LCA Reflection

April 27th - Developmentally Appropriate Practices

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 and printing off the information and assignments from the HMS 241 D2L website. The information and assignments must be placed in a binder and brought to class for a grade.
- 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:

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.

Practicum 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 practicum instructor must be notified before via e-mail. Excused absences include health reasons, family emergencies, or student participation in approved university-sponsored events.

**Interaction/Observation Requirements:**

Successful completion of 15 practicum observations hours. **One hour = 50 minutes. Uncompleted practicum 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 before finals week.** No more than two (2) observations may be complete in a week.

In the event a student/teacher candidate is unable to observe during his/her scheduled time, the practicum instructor must be notified before the observation time. Students may contact the practicum 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 practicum 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.

**TB Test:**

All students must obtain and submit negative TB test results through drop box on D2L before beginning observations.

**Transcripts:**

All students must submit a copy of their current transcript with any education and child development courses that you have taken highlighted, either attach a photo or scan back in your transcript through drop box on D2L before beginning observations.

**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/](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](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 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 during class time. Cell phones are not allowed while observing children in the Toddler II 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.