HMS 241 Practicum
Introduction to Early Childhood Education

Fall 2019

Instructor: Ginny Watkins  D2L e-mail or ginnywatkins@sfasu.edu
Toddler II Classroom: 107  Phone: (936) 468-4006
Office: 107A  Course Time: 4:00-5:40 M
Location: HMS North 201  Office Hours: T, W, R 12:00-1:30

Credits: 2 hour

Prerequisites: Taken concurrently with HMS 241 Practicum

I. Course Description:

- An introduction of the importance and need for early childhood education; birth to age 8.
- This course focuses on developmentally appropriate practice and gives an overview of observing and assessing young children.
- Other topics to be discussed include historical perspectives and the development of young children through the classroom curriculum.

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 dedicated to responsible service, leadership and continued professional and intellectual development. 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

This course enhances student learning in the area of child develop and serves as one of the foundation courses in the Child and Family Development Program in the School of Human Sciences. It also 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 develops and family relationships.
Program Learning Outcomes
- Learners will identify social and cultural influences affecting family life.
- Learners will recognize healthy and unhealthy characteristics pertaining to family relationships.
- Learners will apply appropriate practices based on theories of human growth and development to individuals and families.
- Learners will apply strategies based on child’s age/stage of development to promote effective developmental outcomes.
- Learners will demonstrate professional behaviors that are reflective of ethical standards and practice.
- Learners will develop culturally-competent educational materials and learning experiences.

Student Learning Outcomes:

Upon successful completion of the course, the student will know:
- The purpose of Developmentally Appropriate Practices (DAP)
- Diverse methods of play for children within different cultures.
- Theoretical frameworks in early childhood education and the importance of theory and research.
- How to promote independence and exploration for children.
- How to create a developmental/age appropriate curriculum based on the cognitive, social, emotional, and physical domains of early childhood.
- How to help children develop coping skills and resiliency.

Family Life Educator Certification
Course content in HMS 241 emphasizes the following four of the ten Family Life Content Areas identified by the National Council of Family Relations (NCFR).

- **Family Life Content Area I**: Families and individuals in societal contexts - an understanding of families and their relationships to other institutions, such as the educational, governmental, religious, and occupational institutions in society.
- **Family Life Content Area V**: Interpersonal relationships - an understanding of the development and maintenance of interpersonal relationships.
- **Family Life Content Area VII**: Parent education and guidance - an understanding of how parents teach, guide, and influence children and adolescents.
- **Family Life Content Area IX**: Professional ethics and practice - an understanding of the character and quality of human social conduct, and the ability to critically examine ethical questions and issues.

*The notes from this class should be retained to use for review purposes for the CFLE exam*
Teacher Certification
Course content in HMS 241 provides information related to the following standards for the professional qualifying exam (TExES) for students certifying to teach EC-6.

NCATE Objective Standard I- Promoting Child Development and Learning

1a. The candidate knows and understand young children’s characteristics and needs

1b. The candidate knows and understands the multiple influences on development and learning

1c. The candidate uses developmental knowledge to create healthy, respectful supportive and challenging learning environments.

The notes from this class should be retained to use for review purposes for the TExES

III. Course Assignments, Activities, Instructional Strategies:

Use of technology may include: D2L (My Courses), internet assignment/activities/research, and word processing.

1. HMS 241.001 is a D2L enhanced course. Information notices will be posted on the course homepage. The homepage includes icons for class assignments, discussion questions, pop quizzes, exams, and Dropbox assignments. Students are strongly encouraged to contact the instructor and/or other students via the homepage mail icon.

2. Course content is delivered but not limited to class lectures and discussions, D2L (My Courses), scheduled assignments with deadlines, offline reading assignments, online readings and participation, utilizing web pages, Power Points, emails, the Dropbox assignments. Students should check the homepage on a daily basis for notices, mail, and assignments. Neglecting to check the homepage is NOT a valid excuse for missing an assignment due date.

3. Students should check their grade points at least once a week. Any discrepancies in points must be resolved within one week after assignment grades have been posted otherwise the posted grade points are considered final and will not be reviewed at a later date.

4. Course Points are earned through:

   Out of Class Assignments: 120 pts
   Students will be assigned a room arrangement assignment a stress essay, and a friendship essay. Room arrangement will use the following website: classroom.4teachers.org

   Pop Quizzes: 30 pts.
   Students will periodically be given pop quizzes in class.

   Group Presentation (Early Childhood Development Topics Presentation): 100 pts.
Students enrolled in HMS 241 will explore a specific early childhood topic that would be of interest to parents or families of young children. In this assignment, students will work in small groups to research this information. Each group will have fifteen (15) minutes to present this information to the class. (Visual and Quality of Information Presented) Students will be assigned dates to present. No late submissions or presentations accepted.

Chapter Exams: 300 pts.

3 Exams = 100 points each. Exams will be Multiple Choice and True/False. Refer to the syllabus timeline for dates.

Comprehensive Final: 125 pts.

The course final will cover chapter 10, 13, 14, and 16 with spot check questions from previous chapters (whole concepts not specific). There will be 50 questions from the chapters covered in this unit, and 25 questions from the course as a whole. All new questions will be worth two (2) points each and previous questions will be worth one (1) point each.

Professionalism: 50 pts.

Professionalism is based on attendance and participation in class.

- 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;
- Choosing not to submit an assignment will result in a zero on the assignment, and a loss of 5 points from professionalism.
- Professionalism points once lost cannot be made up.

5. The time to worry about your grade in this class is at the BEGINNING of the course, not at the end. If you are as concerned about your grade every day of the semester as most students are on the last couple of days, you will not need to be concerned those last couple of days. The grades you receive throughout the semester will determine your final grade in the course. I will not change the grade you earn. Please do not contact me at the end of the semester with the “story” of why you need me to GIVE you extra points. If you keep up with the work and do your best throughout the semester, you will earn the points you need for the class.

IV. Evaluation and Assessment:

The course is graded on a letter grade basis (A-F). The final grade will be determined by a percentage of required points earned. A tentative grading scale is listed below. (The grading scale is subject to
change to reflect additional points earned through participation in various in-class activities as assigned by the professor).

Grades are based on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out of Class Assignment: Room Arrangement (Dropbox)</td>
<td>40 points</td>
</tr>
<tr>
<td>Out of Class Assignment: Stress Essay (Dropbox)</td>
<td>40 points</td>
</tr>
<tr>
<td>Out of Class Assignment: Friendship Essay (Dropbox)</td>
<td>40 points</td>
</tr>
<tr>
<td>Pop Quizzes</td>
<td>30 points</td>
</tr>
<tr>
<td>Group Presentation of Early Childhood Development Topics</td>
<td>100 points</td>
</tr>
<tr>
<td>Chapter Exams (3 exams at 100 points each)</td>
<td>300 points</td>
</tr>
<tr>
<td>Comprehensive Final</td>
<td>125 points</td>
</tr>
<tr>
<td>Professionalism</td>
<td>50 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>725 points</strong></td>
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A = 652.5-725 points, B = 580-652.4 points, C = 507.5-579 points, D = 435-507.4 points, F = 0-434
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>January 20th</th>
<th>MLK Day- No Class. Take time to review Chapters 1 and 2</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>January 27th</td>
<td>Introduction to course: Syllabus&lt;br&gt;Chapter 1 (Need) and Chapter 2 (Children): Developmental Milestones&lt;br&gt;Small Groups Activity</td>
</tr>
<tr>
<td>Week 3</td>
<td>February 3rd</td>
<td>Chapter 3 (Families) and Chapter 4 (Teachers/Caregivers): Case Study (individual) and Characteristics of a Successful Teacher Small Group</td>
</tr>
<tr>
<td>Week 4</td>
<td>February 10th</td>
<td>Exam 1 over Chapters 1-4&lt;br&gt;All exams are on D2L and are available from 4-5:40pm.</td>
</tr>
<tr>
<td>Week 5</td>
<td>February 17th</td>
<td>Chapter 5 (Theorist) and Chapter 6 (Accountability, Standards and Assessment): Theories Bingo&lt;br&gt;Discuss group presentations and break into groups</td>
</tr>
<tr>
<td>Week 6</td>
<td>February 24th</td>
<td>Chapter 7 (Stress) and Chapter 8 (Environment): Stress and Room Arrangement Assignments due to Dropbox March 6th</td>
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<tr>
<td>Week 7</td>
<td>March 2nd</td>
<td>Exam 2 over Chapters 5-8&lt;br&gt;All exams are on D2L and are available from 4-5:40pm.</td>
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<tr>
<td></td>
<td>March 6th</td>
<td>Room Arrangement and Stress Essay due to Dropbox by 11:59pm</td>
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<tr>
<td>Week 8</td>
<td>March 9th</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Week 9</td>
<td>March 16th</td>
<td>Chapter 9 (Scheduling and Curriculum Planning) and Chapter 15 (Routines and Activities): Scheduling Case Study (individual) and Routines Open Forum</td>
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<tr>
<td>Week 10</td>
<td>March 23rd</td>
<td>Chapters 11 (Physical Development) and Chapter 12 (Cognitive Development): Manipulatives Small Group Activity</td>
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<tr>
<td>Week 11</td>
<td>March 30th</td>
<td>Exam 3 over Chapters 9, 11, 12, and 15&lt;br&gt;All exams are on D2L and are available from 4-5:40pm.</td>
</tr>
<tr>
<td>Week 12</td>
<td>April 6th</td>
<td>Early Childhood Development Topics Presentations</td>
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<tr>
<td>Week 13</td>
<td>April 13th</td>
<td>Finish Early Childhood Development Topics Presentations&lt;br&gt;Chapter 14 (Social-Emotional) and Chapter 16 (Social Behaviors): Friendship Essay and Aggressive Behavior Small Groups</td>
</tr>
<tr>
<td>Week 14</td>
<td>April 20th</td>
<td>Chapter 10 (Creative Development-Art) and Chapter 13 (Language): Show Examples of Art Stages&lt;br&gt;Friendship Essay is due to Dropbox by 11:59pm.</td>
</tr>
<tr>
<td>Week 15</td>
<td>April 27th</td>
<td>Dead Week</td>
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<tr>
<td>Week 16</td>
<td>May 4th</td>
<td>Final over Chapter 10, 13, 14, and 16 with spot-check questions from previous chapters whole concepts not specific.</td>
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Due Dates Recap:

February 10th – Exam 1

March 2nd – Exam 2

March 6th - Room Arrangement and Stress Essay

March 30th – Exam 3

April 6th – Early Childhood Development Topics Presentations

April 20th – Friendship Essay

May 4th - Final

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

VI. Readings (Required and recommended- including texts, websites, articles, etc.)


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.

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 polity 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/](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.