Department of Child and Family Development

CFD 598: Reflective Learning Portfolio

Spring 2015

Instructor Contact Information
Instructor: Pamela W. Gardner, M.S.
Office: EBA 259
Office hours: Hours will vary weekly to accommodate student schedules. Check Blackboard for office hours.
Phone: 619 594-7035
Email: pgardner@mail.sdsu.edu

Section and Enrollment Information
Class meeting: Monday 2-2:50pm
Class location: NE 272
Schedule number: 20563
Course prerequisites: In order to be enrolled in this class, students must have achieved senior standing. In addition, students must be graduating in Spring 2015 or Summer 2015.
Enrollment and crashing policies: Students must present proof of prerequisites to the instructor by the first day of class. Students who do not meet the prerequisites will be dropped from the class.

Course Description
CFD 598 is an upper division capstone course designed to help CFD majors integrate their knowledge and experience acquired throughout the CFD program. In the course, students will design a professional electronic portfolio. The e-portfolio serves as a vehicle to assess whether students are meeting the goals and learning outcomes of the field’s three main professional organizations: the National Association of the Education of Young Children (NAEYC); the National Council on Family Relations (NCFR); and the National Council on Accreditation of Teacher Education (NCATE). Students will earn “Credit” or “No Credit” for this course. Letter grades will not be assigned.
Student Learning Outcomes

Upon successful completion of this course, students will:

1. design a professional online portfolio.
2. provide evidence of meeting CFD Department and professional standards.
3. articulate the principles that guide and will guide their practice, reflect on the program experiences that contributed to the development of these principles, and provide evidence that supports each of these guiding principles.
4. present their portfolios to Department faculty.

Course Materials

Required Readings and Materials

Taskstream Account: Everyone enrolled in this course will need to have a TaskStream electronic portfolio subscription, and be enrolled in the appropriate TaskStream "Program" which contains your program portfolio. More information about purchasing a TaskStream subscription and enrolling into a TaskStream Program will be presented in class.

Blackboard Account: All students are required to have a blackboard account.
https://blackboard.sdsu.edu/webapps/login/

Recommended Readings and Materials

Students wishing assistance with assignments may use the Mentor Center located in the Department of Child and Family Development - Room 409 in the Education and Business Administration Building at SDSU.

Course Website

All course information will be presented through BlackBoard (https://blackboard.sdsu.edu/). Please contact SDSU’s Student Computing Center for assistance setting up and navigating your account (http://scc.sdsu.edu/home.php).

Assessment and Grading

The portfolio should demonstrate that the student has integrated theory and practice and actively monitored and reflected on his or her development. Students must provide evidence that documents the mastery of the Child and Family Development competencies. Students must earn a minimum of 300 points to earn “Credit” for the class. Students must also successfully complete the Presentation to earn “Credit” for the class.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Un satisfactory - 0%</th>
<th>Limited - 80%</th>
<th>Proficient - 90%</th>
<th>Exemplary - 100%</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction &amp; Home Page</td>
<td>The introduction is confusing, and it is difficult to locate artifacts and move to related pages or a different section. There are significant problems with pages connecting to preceding pages or to the homepage.</td>
<td>The introduction is somewhat confusing, and it is often unclear how to locate an artifact or move to related pages or a different section.</td>
<td>The introduction is somewhat well written. It is not always clear how to locate an artifact or move to related pages or different section.</td>
<td>The introduction is clearly written and inviting. The various parts of the portfolio are labeled, clearly organized and allow the reader to easily locate an artifact and move to related pages or a different section.</td>
<td></td>
</tr>
<tr>
<td>Educational Autobiography</td>
<td>Autobiography poorly written. It does not discuss students’ educational process.</td>
<td>Autobiography is difficult to follow and/or lacks insight. It does not discuss students’ educational process, but rather seems brief and matter of fact.</td>
<td>Autobiography is thoughtful. It demonstrates students’ reflection upon their educational process.</td>
<td>Autobiography is thoughtful, reflective, and interesting. It demonstrates insight into students’ educational process.</td>
<td></td>
</tr>
<tr>
<td>Resume</td>
<td>Resume is inaccurate, poorly organized, and/or uses poor word choices to describe work experience. There are more than four grammatical errors.</td>
<td>Resume is inaccurate, poorly organized, and/or uses poor word choices to describe work experience. There are more than three grammatical errors.</td>
<td>Resume is mostly accurate, easy to follow, and mostly uses verbs to describe work experience. There are few grammatical errors.</td>
<td>Resume is accurate, easy to follow, and uses strong verbs to describe work experience. There are no grammatical errors.</td>
<td></td>
</tr>
<tr>
<td>Selection of 7 Signature Assignments and Reflection Papers for Each</td>
<td>The artifacts and work samples do not relate to the purpose of the eportfolio.</td>
<td>Some of the artifacts and work samples are related to the purpose of the eportfolio.</td>
<td>Most artifacts and work samples are related to the purpose of the eportfolio.</td>
<td>All artifacts and work samples are clearly and directly related to the purpose of the eportfolio. A wide variety of artifacts are included.</td>
<td></td>
</tr>
<tr>
<td>175</td>
<td>The reflections do not illustrate the ability to</td>
<td>A few reflections illustrate the ability to</td>
<td>Most of the reflections illustrate the</td>
<td>All reflections illustrate the ability to effectively critique</td>
<td></td>
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</table>

Name:
<table>
<thead>
<tr>
<th><strong>Final Reflective Essay</strong></th>
<th>25 points</th>
<th>The reflection does not describe growth or include goals for continued learning.</th>
<th>The reflection somewhat describes growth and include goals for continued learning.</th>
<th>The reflection mostly describes growth and includes goals for continued learning.</th>
<th>The reflection clearly describes growth, achievement, accomplishments, and include goals for continued learning (long and short term).</th>
</tr>
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<tbody>
<tr>
<td><strong>Favorite Online Educational Resources</strong></td>
<td>25 points</td>
<td>Many of the external links do not connect to the appropriate website or file and/or are not relevant.</td>
<td>Some of the external links do not connect to the appropriate website or file and/or are not relevant.</td>
<td>Most of the external links connect to the appropriate website or file, and are interesting and relevant.</td>
<td>All of the external links connect to the appropriate website or file, and are interesting and relevant.</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>50 points</td>
<td>No eye contact with audience, as entire presentation is read from notes. Shows no interest in topic presented. Presenter does not have grasp of information; cannot answer questions about subject. The graphic elements or multimedia do not contribute to understanding concepts, ideas and relationships. Presentation has four or more misspellings or grammatical errors. The inappropriate use of language</td>
<td>Presenter displays minimal eye contact with audience, while reading mostly from notes. Shows some discomfort and/or negatively towards presenting portfolio. Presenter is uncomfortable with information and only able to answer rudimentary questions. Presentation has three or more misspellings or grammatical errors. Some of the graphic and multimedia elements are not relevant or appropriate</td>
<td>Presenter mostly holds attention of audience with the use of direct eye contact, but often looks at notes. Occasionally shows strong, positive feeling about the presentation. Demonstrates knowledge of each component of the portfolio by presenting information in a logical, interesting sequence and which audience can follow. Presentation has few misspellings or grammatical errors.</td>
<td>Presenter holds attention of audience with the use of direct eye contact, seldom looking at notes. Demonstrates a strong, positive feeling about the presentation. Demonstrates full knowledge of each component of the portfolio by presenting information in a logical, interesting sequence and which audience can follow. Presentation has no misspellings or grammatical errors. All of the photographs, graphics, audio elements are well integrated and enhance understanding.</td>
</tr>
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</table>
of multimedia detracts from the content. elements and multimedia do not contribute to understanding concepts, ideas and relationships. errors. Most of the graphic elements and multimedia contribute to understanding concepts, ideas and relationships, enhance the written material and create interest. and/or video files effectively enhance understanding of concepts, ideas and relationships, create interest, and are appropriate for the chosen purpose.

### Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points possible</th>
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<tbody>
<tr>
<td>Portfolio Introduction</td>
<td>25</td>
</tr>
<tr>
<td>Educational Autobiography</td>
<td>50</td>
</tr>
<tr>
<td>Resume</td>
<td>25</td>
</tr>
<tr>
<td>Seven Artifacts and Reflection Papers (25 points each)</td>
<td>175</td>
</tr>
<tr>
<td>• Appropriateness of Artifacts</td>
<td></td>
</tr>
<tr>
<td>• Reflections</td>
<td></td>
</tr>
<tr>
<td>Final Reflective Essay</td>
<td>50</td>
</tr>
<tr>
<td>Favorite Online Educational Resources</td>
<td>25</td>
</tr>
<tr>
<td>Presentation</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Possible Points in Class</strong></td>
<td><strong>400</strong></td>
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</table>
**Final Grades**

Students must earn a minimum of 300 points to receive “Credit” for the class. Students must also attend class sessions and the final presentations in order to receive “Credit” for the class. More than two unexcused absences will result in the student receiving “No Credit.”

**Grading Policies**

- Assignments are due on the date and time specified. Late assignment policy: 10% will be deducted for each week or portion of a week papers are late.
- Missing assignments will be counted as zero.
Course Activities and Schedule

***All assignments must be submitted on Taskstream as well as in hardcopy format in class.***

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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</thead>
</table>
| 1/26  | • Introductions  
• Purpose of the Professional Portfolio  
• Review of Syllabus  
• How to Sign Up for Taskstream |                                                                                                         |
| 2/2   | • Class Review of How Signature Assignments Align to CFD Dept Goals  
• Review of Taskstream Portfolio Template – Guest speaker, Nina Potter | • Sign up for Taskstream Account  
• Read CFD Dept Goals  
• Signature Assignments – Organize all signature assignments.  
• For each one, write down which of the CFD Dept goals you think are addressed in the assignment. |
| 2/9   | • Review Educational Autobiography Guidelines; Create Outline | • Submit Introduction Page of Taskstream Portfolio                                                   |
| 2/16  | • Developing a Professional Resume  
• A representative from SDSU Career Services will discuss preparation of professional resumes. | • Submit Educational Autobiography  
• Please bring your existing or draft resumes.                                                        |
| 2/23  | • Review CFD Goal #1 and Assignments  
• Review Reflective Paper Format for CFD Signature Assignments | • Submit Resume                                                                                      |
| 3/2   | • Review CFD Goal #2 and Assignments | • Submit CFD Goal #1 Signature Assignment  
• Submit CFD Goal #1 Reflective Paper                                                                  |
| 3/9   | • Review CFD Goal #3 and Assignments | • Submit CFD Goal #2 Signature Assignment  
• Submit CFD Goal #2 Reflective Paper                                                                  |
| 3/16  | • Review CFD Goal #4 and Assignments | • Submit CFD Goal #3 Signature Assignment  
• Submit CFD Goal #3 Reflective Paper                                                                  |
| 3/23  | • Review CFD Goal #5 and Assignments | • Submit CFD Goal #4 Signature Assignment  
• Submit CFD Goal #4 Reflective Paper                                                                  |
<p>| 3/30  | • SPRING BREAK – NO CLASS | • NO CLASS                                                                                             |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/6</td>
<td>Review CFD Goal #6 and Assignments</td>
<td>• Submit CFD Goal #5 Signature Assignment&lt;br&gt;• Submit CFD Goal #5 Reflective Paper</td>
</tr>
<tr>
<td>4/13</td>
<td>Review CFD Goal #7 and Assignments</td>
<td>• Submit CFD Goal #6 Signature Assignment&lt;br&gt;• Submit CFD Goal #6 Reflective Paper</td>
</tr>
<tr>
<td>4/20</td>
<td>• Review Guidelines for Writing Final Reflective Essay&lt;br&gt;• Review Favorite Online Educational Resources</td>
<td>• Submit CFD Goal #7 Signature Assignment&lt;br&gt;• Submit CFD Goal #7 Reflective Paper (Please submit assignments only on Taskstream this week)</td>
</tr>
<tr>
<td>4/27</td>
<td>• In-Class Peer Review of Final Reflective Essay&lt;br&gt;• Review Presentation Guidelines&lt;br&gt;• Pulling it All Together – Making Sure That Everything is Submitted!</td>
<td>• Submit Draft of Final Reflective Essay&lt;br&gt;• Submit Favorite Online Educational Resources</td>
</tr>
<tr>
<td>5/4</td>
<td>Portfolio Presentations&lt;br&gt;2:00-2:50 PM</td>
<td></td>
</tr>
<tr>
<td>Finals Week 5/11</td>
<td>Portfolio Presentations&lt;br&gt;1:00-3:00 PM</td>
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</table>

**Course Assignments**

All students in the CFD 598 course will develop an online professional portfolio.

**Portfolio Components**

Students must successfully thoroughly and thoughtfully complete all six sections of the portfolio (earn at least a level three on the rubric). The portfolio components include:

- Portfolio introduction
- Educational autobiography
- Resume
- Seven artifacts (aligned with each of 7 goals)
  - Seven artifact reflections (using form)
- Reflective essay
- Favorite online educational resources
**Portfolio Platform**

Students will create their portfolios using Taskstream.

**Portfolio Evaluation**

The development of this professional portfolio is mandatory. Portfolios will be evaluated using the Professional Portfolio Rubric. Students will be enrolled to CFD 598 a semester prior to graduation. Dr. Longstreth will meet with each student and assist in the process of developing the reflective learning portfolio. All students must present their portfolios to the Child and Family Development faculty. The portfolio presentation is an opportunity for students to showcase what they have learned and accomplished throughout the program. All portfolios must be submitted to faculty one week prior to the portfolio presentation.

*The portfolio presentation will be approximately 7-10 minutes in length and will include the Introduction, Educational Autobiography, Resume, highlight of 3 goals, and Final Reflective Essay.* The presentation should be approached as an opportunity to practice sharing their knowledge and expertise with professionals in the field.

**Portfolio Presentation Rubric**

The portfolio should demonstrate that the student has integrated theory and practice and actively monitored and reflected on his or her development. Students must provide evidence that documents the mastery of the Child and Family Development competencies. Students must earn a minimum of 300 points to receive “Credit” for the class. Refer to the rubric for specific grading criteria.

**Relationship of CFD 598 to Department Goals and Professional Standards**

CFD 598 is part of the Child and Family Development Department’s child development specialist program. This program aligns with standards for teacher licensure established by the National Association for the Education of Young Children (NAEYC), the major early childhood education professional organization in the United States (see [www.naeyc.org](http://www.naeyc.org)). CFD 598 is also part of the Child and Family Development Department’s family specialist program. This program aligns with standards established by the National Council on Family Relations (NCFR). Finally, this course addresses the National Council for the Accreditation of Teacher Education (NCATE) assessments. All three sets of standards, NAEYC, NCFR, and NCATE, are reflected within the Department’s seven goals. Students will need to demonstrate achievement of all seven goals via their electronic learning portfolio. The seven goals are listed below.
**CFD Department Goals and Student Learning Outcomes:**

1. **Students know and understand typical and atypical development characteristics and needs across the lifespan (NAEYC S1; NCATE S1; NCFR Area 3).**

   **Student learning Outcomes:**

   1.1 Know and understand the characteristics and needs of children with typical and atypical development

   1.2 Know and understand the multiple influences on development and learning.

2. **Students know and understand family dynamics and interaction across the lifespan (NAEYC S2; NCATE S1; NCFR Areas 1, 2, 5, 6, & 7).**

   **Student learning Outcomes:**

   2.1 Know and understand theories of family dynamics throughout the life span.

   2.2 Explain the dynamics of prevention and treatment in families.

   2.3 Apply family theories to contemporary and ethnically diverse families.

3. **Students use their understanding of and relationships with children and families to design, implement, and evaluate experiences that promote positive learning and development for all children and families (NAEYC S4; NCATE S3; NCFR Area 10).**

   **Student learning Outcomes:**

   3.1 Know, understand, and use positive relationships and supportive interactions as the foundation of work with children and families.

   3.2 Know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence child and family development and learning.

4. **Students demonstrate in-depth, critical knowledge of theory relevant to the child and family development profession (NAEYC S3 & S4; NCATE S1; NCFR Area 3).**

   **Student learning Outcomes:**

   4.1 Evaluate theories, research and practices relative to children and families

   4.2 Apply theories, research, and practice to children and families.

   4.3 Use systematic and professionally accepted research methods to investigate questions relevant to the child and family development profession.
5. **Students possess high-level communication skills (NAEYC S5; NCATE S1; NCFR Area 9).**

   **Student learning Outcomes:**
   5.1 Demonstrate a high level of oral, written, and technological communication skills, with specialization for the child and family professional role.

6. **Students demonstrate a high level of cultural competence (NAEYC S2; NCATE S4; NCFR Areas 1 & 9).**

   **Student learning Outcomes:**
   6.1 Demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity.

7. **Students identify and conduct themselves as a member of the child and family profession (NAEYC S5; NCATE S1; NCFR Areas 8 & 9).**

   **Student learning Outcomes:**
   7.1 Know and uphold ethical standards and other professional guidelines.
   7.2 Integrate knowledgeable, reflective, and critical perspectives on child and family development.
   7.3 Engage in informed advocacy for children and families and for the profession.

**Course Policies**

*Cheating*

Instances of cheating may result in failure of the course and referral for disciplinary procedures that may result in dismissal from the university.

*Plagiarism*

Plagiarism is simply the use of others’ words and/or ideas without clearly acknowledging their source. As students, you are learning about other people's ideas in your course texts, your instructors’ lectures, in-class discussions, and when doing your own work. When you incorporate those words and ideas into your own work, it is of the utmost importance that you give credit where it is due. Plagiarism, intentional or unintentional, is considered academic dishonesty and all instances will be reported to SDSU's Office of Judicial Procedures. To avoid plagiarism, you must give the original author credit whenever you use another person’s ideas, opinions, drawings, or theories as well as any facts or any other pieces of information that are not common knowledge. Additionally quotations of another person’s actual spoken or written words; or a close paraphrasing of another person’s spoken or written words must also be referenced. Accurately citing all sources and putting direct quotations – of even a few key words – in quotation marks are required. For further
information on plagiarism and the policies regarding academic dishonesty go to the Course Catalog section on Standards for Student Conduct (41310).

**Collection of Student Work Samples**

Your work may be selected to keep on file. The work that is selected will be used solely for the purposes of evaluation from higher education accreditation institutions (NAEYC, NCATE, etc.). If an assignment is to be used as an example for future classes, you will be asked individually for that and names will be removed.

**Religious Accommodations for Students**

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

**Military Personnel Statement**

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request complete or partial administrative unrestricted withdrawals or incompletes depending on the timing of the activation.

**Harassment Prohibited**

SDSU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the Office of Employee Relations and Compliance (http://oerc.sdsu.edu/discrimharasstoc.htm) if you feel another student or an SDSU employee is harassing you based on any of the factors above.

**Grade Appeals**

The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. If the dispute cannot be resolved directly with the course instructor, contact the Office of the Ombudsman at SDSU Student Affairs at: http://www.sa.sdsu.edu/ombuds/index.html.
**Students with Disabilities**

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Disability Services. Your cooperation is appreciated.

**Taskstream Account for Child and Family Development Majors**

CFD Majors who are enrolled in this course will need to have a TaskStream electronic portfolio subscription, and be enrolled in the appropriate TaskStream "Program" which contains your program portfolio. More information about purchasing a TaskStream subscription and enrolling into a TaskStream Program is available in the “CFD Portfolio” section of the Child and Family Development website: [http://coe.sdsu.edu/cfd/portfolio/index.php](http://coe.sdsu.edu/cfd/portfolio/index.php)