

NORTH CAROLINA A & T STATE UNIVERSITY

FCS 639 (Graduate): Applied Principles of Preschool/Kindergarten Curricula Webb Hall 216 SPRING 2009

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PROFESSOR CONTACT INFORMATION

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PROFESSOR OFFICE HOURS

MON	TUES	WED	THUR	FRI
*Appointment Only	1:30-5:00	12:30-4:00	2:00-5:00	*Appointment Only

COURSE DESCRIPTION

This course involves the study of child development and early childhood education principles, materials, and evaluation measures underlying recommended practices and experiences for the development of children's intellectual, social, emotional, language, and adaptive individual learning styles and skills. Special attention is given to developing goals and objectives; planning, implementing; and evaluating small and large group activities; daily routines and schedules; usage of assessment information, teacher-made materials, inquiry questioning techniques, and usage of technology for the children with and without disabilities.

TEXTBOOKS AND SUPPLEMENTAL RESOURCES

Gestwicki, C. (2007). Developmentally Appropriate Practice: Curriculum and Development in Early Education. Canada. Thomson & Delmar Learning.

North Carolina A&T State University School of Education. (September 2006). Field Experience Handbook. "Professional Educator: Catalyst for Learning." Office of Student Teaching, Internships, and School Services. North Carolina A&T State University. Greensboro, North Carolina.

The Department of Family and Consumer Sciences. (2007). Child Development and Family Studies (Non-Licensure) and Child Development Early Education and Family Studies (Birth-Kindergarten Licensure) Program Handbook. North Carolina A & T State University. Greensboro, North Carolina.

All students are required to purchase a black or blue portfolio for class activities.

Matrix of North Carolina B-K Standards and Program Courses for FCS 639

Indicator 2: Understand that appropriate assessment is an embedded (rather than pull-out) process that supports children a development and learning.
Standard 5: Birth-Kindergarten professionals prepare for teaching and learning by conducting appropriate, on-going formal and informal assessments.
Birth-Kindergarten professionals:
Indicator 1: Collect and synthesize relevant assessment information that informs practice.
Indicator 2: Share assessment information result with appropriate family members and professionals.
Indicator 3: Link assessment information to practice, including appropriate implementation of individualized Education Plans (IEPs) and individualized Family Service Plans (EFSPs).
Standard 6: Birth-Kindergarten professionals prepare for teaching and learning by creating an integrated curriculum and responsive environment.
Birth-Kindergarten Professionals:
Indicator 1: Plan a suitable balance between child-initiated and adult-initiated activities.
Indicator 2: Use strategies and tools that encourage ALL young children’s problem solving, thinking skills, and developmental and social competence.
Indicator 3: Use appropriate technology, including software, multimedia, and assistive technology, to support and enhance the learning of ALL young children.
Indicator 4: Use a variety of naturally occurring routines and activities, and responsive and incidental teaching techniques to promote emergent skills development.
Indicator 5: Facilitate effective transitions throughout the day.
Indicator 6: Use strengths-based practices as a focus for teaching and learning.
Standard 8: Birth-Kindergarten professionals recognize and respect individual differences in program planning and implementation.
Indicator 1: Create an environment that is reflective in the classroom setting that honors diversity.
Indicator 2: Integrate cultural diversity and an anti-bias perspective throughout all instructional activities.
Standard 10: Birth-Kindergarten professionals function professionally.
Birth-Kindergarten professionals:
Indicator 1: Respect confidentiality and informed consent.
Indicator 2: Know and follow legal and ethical mandates, policies, and procedures related to services for young children and families.
Indicator 3: Serve in the roles as advocate, consultant, collaborator, and team member.

Indicator 4: Integrate knowledge and strategies from other professionals in designing and implementing learning activities.
Indicator 5: Facilitate effective transitions between programs and services for children and their families.

Matrix of National Council For Accreditation of Teacher Education
The Standard of Excellence in Teacher Preparation for FCS 639

Candidate Performance
Standard 1: <i>Candidate Knowledge, Skills, and Dispositions</i> Candidates preparing to work in school as teachers or other personnel know and demonstrate the content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students learn. Assessments indicated that candidates meet professional, state, and institutional standards.
Unit Capacity
Standard 2: <i>Field Experience and Clinical Practice</i> The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.
Unit Capacity
Standard 3: <i>Diversity</i> The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Matrix of NAEYC Standards for Early Childhood Professional
Preparation for FCS 639

Candidate Performance
Standard 1: <i>Promoting Child Development and Learning</i> Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are health, respectful, supportive, and challenging for all children.
Key elements of Standard 1
1a. Knowing and understanding young children’s characteristics and needs.
1b. Knowing and understanding the multiple influences on development and learning
1c. Using development knowledge to create healthy, respectful, supportive, and challenging learning environments.
Candidate Performance
Standard 2: <i>Building Family and Community Relationships</i> Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal

relationships that support and empower families, and to involve all families in their children's development and learning.
<p>Sub-Standards</p> <p>4a: <i>Connecting with Children and Families</i></p> <p>Candidates know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children.</p>
<p>4b: <i>Using Developmentally Effective Approaches</i></p> <p>Candidates know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence young children's development and learning.</p>
<p>4c: <i>Understanding Content Knowledge in Early Education</i></p> <p>Candidates understand the importance of each content area in young children's learning. They know the essential concepts, inquiry tools, and structure of content areas including academic subject and can identify resources to deepen their understanding.</p>
<p>4d: <i>Building Meaningful Curriculum</i></p> <p>Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.</p>
<p>Key elements of Standard 4</p> <p>4a: Knowing, understanding, and using effective approaches, strategies and tools for early education.</p>

Course Objectives: The students will be able to acquire, apply, and evaluate knowledge, skills and dispositions regarding various curricula and service delivery models for socio-culturally diverse young children with and without disabilities and their families;

1. Demonstrate knowledge content in producing creative individualized and group instruction unit plans for eight developmental areas;
2. Articulate in a scholarly paper and presentation the context of the utilizing classroom management plan with typical and atypical children in a kindergarten classroom;
3. Demonstrate knowledge, skills, and dispositions in the planning, implementation, evaluation of activities for socio-culturally diverse young children with and without disabilities and their families;
4. Demonstrate knowledge and skills in selecting and creating developmentally, individually, and culturally appropriate materials and equipment of young children with and without disabilities and their families;
5. Demonstrate knowledge, skills, dispositions in creating or adapting developmentally and culturally appropriate indoor and outdoor learning environments for socio-culturally diverse young children with and without disabilities and their families;
6. Demonstrate knowledge, skills, and dispositions in the planning, implementing, and evaluating activities for socio-culturally diverse young children with and without

disabilities across developmental areas such as intellectual, social-emotional , language-communication, physical-motor, and adaptive;

7. Acquire, apply, and evaluate knowledge, skills, and dispositions in the usage of developmentally and culturally appropriate guidance techniques and behavior management methods with young children with and without disabilities and their families;
8. Develop a comprehensive graduate professional portfolio showcasing knowledge content, skills, dispositions, and legacy you hope to demonstrate in your field of B-K specialization.
9. Complete 45 hours of field-based experiences related to planning, implementing and assessing, and evaluating effective instructional practices for socio-culturally diverse young children with and without disabilities and their families.

10. **North Carolina A & T State University**

Professional Education Programs

Conceptual Framework Model



Professional Educator: Catalyst for Learning

C = Candidates • K = Knowledge • S = Skills • D = Dispositions

DART = Diversity • Assessment • Reflection • Technology

The Professional Education Programs' Foundation:

DPI Department of Public Instruction SPAS = Specialty Area Standards

NBPTS = National Board of Professional Teaching Standards

NCATE = National Council for Accreditation of Teacher Education

INTASC = Interstate New Teacher Assessment and Support Consortium

FCS CONCEPTUAL FRAMEWORK

Child Development Early Education and Family Studies (Birth-Kindergarten, BK) and Child Development and Family Studies (Non-Licensure, CDFS)

The Child Development Early Education and Family Studies (Birth-Kindergarten, BK) and Child Development and Family Studies (Non-Licensure, CDFS) Programs at North Carolina A&T State University are nationally accredited by the American Association of Family and Consumer Sciences (AAFCS). The B-K program is accredited by the National Council for the Accreditation of Teacher Education (NCATE), and approved by the North Carolina Department of Public Instruction. The programs' foundation is an extension of the Units' conceptual framework that articulates the philosophical foundations and provides direction for curricula, practical experiences, service, and candidates' performance. Candidates acquire content knowledge, skills knowledge, and dispositions through interdisciplinary coursework in the programs.

The B-K and CDFS Programs include an immersion in the disciplines of child development, early childhood education, special education, and family studies. Candidates engage in diverse, "real-life" field-based experiences and apply knowledge and practice skills in supervised internships with young children (infants, toddlers, preschoolers, and kindergartners) with and without disabilities, planned experiences with families and agency-related personnel, and student teaching. Faculty, B-K teachers, administrators, and other educational professionals guide candidates in the reflection of their teaching practices, work with socioculturally diverse families, interdisciplinary collaboration, and leadership through practical experiences and early childhood seminars. As an outcome, candidates are prepared to work with diverse young children within a broad context of families, sociocultural networks, communities, and global society.

The programs' theoretical framework is based in the ecological systems approach of Bronfenbrenner (1979, 1998, 2000), the developmental learning perspectives of Piaget (1950, 1970, 1977, 1985), the sociocultural learning process of Vygotsky (1962, 1978), the culturally responsive pedagogy of Gay (1981, 1999, 2000) and the multiple outcomes view of Gardner (1993, 1999, 2000). These researchers with their theoretical foundations are embedded in the programs' values of the **C.H.I.L.D.** The values of the programs reflect aspirations for candidates to demonstrate and communicate the understanding, ideals, and principles of the following key areas:

Cultural responsiveness

Holistic approach

Integrated perspective

Learning

Development

IMPORTANT- COURSE SPECIFIC INFORMATION

Academic Honesty

One of the highest virtues that one can attain in life is to develop a sense of trust with others as result of self-discipline in maintaining high standards of scholastic and moral honor. In consonance with the philosophy of North Carolina A&T State University, the instructor will endeavor to create an atmosphere of trust in a responsive teaching and learning community. Consequently, acts of plagiarism, collusion, cheating, impersonation, and other dishonest acts will not be tolerated. Violators of any of these acts will be reported to the proper administrative office(s) on campus.

Part of academic honesty is the student ability to act responsible and to cooperate with diverse individuals in different environmental settings. Therefore, students should act accordingly and present themselves as mature adults as they progress from a freshman to a senior in their specialization. Equally important, students must be extremely aware of their professional

image displayed in class, field-based experiences, and during professional development activities.

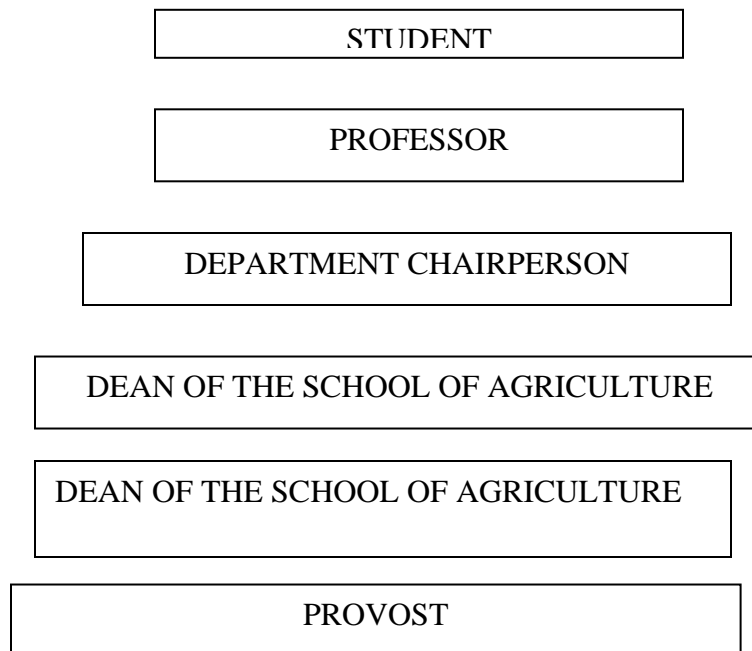
Advisement and Monitoring

Students should make regular appointments with their academic advisor to participate in think-share-pair discussions for professional and personal growth. Specifically, the FCS academic advisors in child development and early education students with the last names beginning with A-Z listed below:

- A-G Dr. Thurman Guy
- H-N Dr. Valerie McMillan
- O-S Dr. Rosemarie Vardell
- T-Z Dr. Meeshay Wheeler

Students Channel of Reporting Concerns or Major Problems

In the event if students have major concerns, problems or adjustments difficulties with their immediate professor or classmate(s), students should follow the sequential reporting chart below.



Attendance Policy

The University’s attendance policy will be adhered in this class. Due to the importance of this course in your training, it is essential that students actively participate in all aspects of the class during the semester. Of course, this objective cannot be achieved if you are absent from class. Therefore, students should attend class regularly and punctually. Students, who are absent when test or other assignments presented, should secure the necessary information from the professor outside of class time.

We all recognized that there are unforeseen circumstances and emergencies, which could affect one’s class attendance and performance. If such occasion arises, you should secure an official written excuse from the appropriate office. Once the professor received the official

written excuse in the designated timeframe, this document will void the recorded absences in the instructor's role book. Therefore, students will be responsible for all work he/she missed. Remember that your final grade must reflect your academic performance, not other factors. The instructor expects mature judgment and behavior of students concerning this course. Please consult the *University Bulletin 2008-2010* for complete details relative to class attendance policies for the academic year 2008-2009.

Classroom, Field- Based Experience, and Professional Development Activities Attire

Ladies should wear a dress, dress slacks, skirt with a top. Ladies should not have cleavage, exposed middle or bottom, tight fitting clothes, sandals, and athletic shoes worn during class, field-based experiences, and professional development activities.

Men should wear dress slacks, shirt and/or tie (jacket not required). Men should not wear jeans, baggy pants off the midsection or bottom, and no athletic shoes during class during field-based experiences, and professional development activities.

Use of Technical Devices

All cellular phones, pagers and/or beepers, and other electronic equipment that interfere with the teaching and learning process must be turned off or in a vibrate mode during each class period. In the event of an emergency call or alert, please leave the class quietly to answer the call.

E-mail Communication

If you do not have an e-mail account, please establish an e-mail account by the end of the third class session.

Weather Advisory

Class will be canceled in the event that the weather (e.g., hurricane, tornado, snow, ice, etc.,) causes hazardous conditions for travel in order to attend class. Should you attend class during weather advisory conditions and the instructor is not present within 15 minutes of class time, assume that the class is canceled. Please consult the local media services including NCA&TSU Internet and e-mail for additional information regarding the weather condition for the regular schedule class time.

Written Performance

All written performance required in the course must be submitted and typed. Upon request, the instructor will require an additional copy for some written work. Please notify the instructor at least one (1) day in advance if you are unprepared to turn in any written requirements that are due. After five school (5) days, no late work will be accepted. Written performance requirements will be taken at the beginning of class on the assigned due date(s). Written requirements for all students are due on the assigned date(s) unless the instructor has notified you otherwise. (*See Late Work for further information and review all Topical Modules for written requirements*).

Performance-Based Experience

Performance-based experience requirements for all students are due on the assigned date(s) unless the instructor has notified you. Please notify the instructor at least one (1) day in advance, if you are unprepared on any performance requirements that are due in class or the

field. After five school (5) days, no late performance work will be accepted. (*See Late Work for further information and review all Topical Modules for performance requirements*).

Late Work

All late work submitted without an official written excuse would be automatically lowered ten percent (10%) of the total points assigned for each day late. After five school (5) days, no late work will be accepted and a grade of zero (0) will be given for that particular requirement. Equally important, once an official excuse has been submitted to the instructor, the student has five school (5) days thereof to complete all late requirements. Please keep in mind that an official excuse does not exempt you from the class work you have missed during your absence(s).

Incomplete

A student because of sickness or some other unavoidable cause, has not fully satisfied the requirements of the course, may be given the grade of "I" if the successful completion of the work will enable the student to earn a passing grade. (See **Office of the Vice Chancellor for Academic Affairs-Administration** pertaining to academic policies).

Instructional Organization of Class Time

1. Approximately 85minutes of lecturing on specific course content will take place.
2. Approximately 85 minutes of group discussions on contemporary issues related to the course.
3. Approximately 60 minutes per week of stimulated and/or field-based experiences related to the course content

Instructional Delivery System and/or Teaching and Learning Strategies (Enabling Activities)

An instructional delivery system and/or teaching and learning strategies will incorporate the course content. Classroom teaching strategies that will be use in the course are:

1. Assessment and Evaluation-Two types of assessments tools are used that combines the core content of the class to deliver an enriching and engaging learning experience. (A) Constructed response assessments exercises to examine a student's ability to covey information and/or demonstrate skills (e.g., short answer quizzes, essay, reading visual depiction, outlining, or graphing). (B) Authentic assessments utilize a student's aptitude for communicating course information and applying it in a new way (e.g.,) presentations, demonstrations, journals, and ideas for scholarly and reflective research papers. Rubrics are used in all course requirements related to knowledge, skills, and dispositions in this course.
2. Audio and/or Visual Presentations– Audio and/or visual presentations will be employed as often as possible as valued added teaching and learning experiences.
3. Computer/Internet Systems– Students will participate in computer activities using the Internet system to assist in their growth and development.
- 4.Individual and Group Interactions and Reflections–Individual and small group interactions will be use in all phrases of the course. These individual and group interactions are essential for assessing knowledge content, skill levels, and dispositions between students and the instruction
- 5.Lecture/Guest Facilitators– Several organized lectures will be introduce to explain new concepts and issues. In addition, guest facilitators are carefully selected for special presentations pertinent to their expertise related to the course content.
6. Library– The library will act as a work area mostly for graduate students for several assigned activities.

7. LiveText- LiveText may be used accordingly to assess and evaluate the teaching and learning process.

8. Modules- Topical modules will be used in structuring subject content to introduce, explain, assess, and evaluate the knowledge content, skill levels, and dispositions expectations.

9. Peer Mentoring - Former students and current students will be used to provide guidance and support to aid students in the course.

10. Textbook/Journal Reviews and Special Readings- Textbooks, journal reviews, and other printed readings are a strict course requirement. Special assigned special readings given to students as handouts on various topics.

11. Field-Based Experiences- Each student will complete 45 hours of field-based experiences planned by the instructor.

Significant Learning Experiences

1. Department and/or Course Reference Reading List- Readings and other related literature in the course assigned to students.
2. Quizzes-Several quizzes will be administered 10-15 at the start of class on any given day.
3. Classroom Participation- Each student will participate in oral discussions, computer and group activities, and homework assignments.
4. Field-based Experiences- Each student will participate and attend all excursions and stimulated experiences related to the different course content.

**Department of Family and Consumer Sciences
Child Development & Family Studies Program
Child Development Early Education & Family Studies (Birth-Kindergarten) Program
PROGRAM SAFETY STATEMENT**

INSTRUCTIONS: Please answer all questions, making entries legible with a black or blue pen. Your signature is **required**. If this form is not signed, your file will be incomplete and your acceptance decision into the program will not be determined.

Your “**yes**” answer to one or more of the following questions will not necessarily preclude your being admitted. However, failure to provide complete, accurate, and truthful information will be grounds to deny or withdraw your enrollment, or to dismiss you after enrollment, in the program.

1. Have you been convicted of a crime? _____ Yes _____ No
2. Have you entered a plea of guilty, a plea of no contest, a plea of no contest, or an Alford plea, or have you received a deferred prosecution or prayer for judgment continued, to a criminal charge? _____ Yes _____ No
3. Have you otherwise accepted responsibility for the commission of a crime? No ___ Yes _____
4. Do you have any criminal charges pending against you? _____ Yes _____ No
5. Have you ever been subject to any disciplinary sanction by any school, college, or university? _____ Yes _____ No

6. If you have ever served in the military, did you receive any type of discharge other than an honorable discharge? _____ Yes _____ No

You must promptly notify the Department of Family and Consumer Sciences in writing of any criminal charge, any disposition of a criminal charge, or any school, college, or university disciplinary action against you, or any type of military discharge other than an honorable discharge that occurs at any time after you submit this application. Your failure to do so will be grounds to deny or withdraw your enrollment, or to dismiss you after enrollment in the program.

I have read this information carefully and I agree to abide by the policies and regulations of North Carolina Agricultural and Technical State University and to the best of my knowledge, the information of facts on this document will be cause for refusal of enrollment or cancellation of enrollment in the program.

Student's Signature

Social Security #

Date

Student's Print Signature

Student Self-discipline Responsibilities in FCS 639

- Honor your commitment to the Aggie Pride Compact by respecting students, professors, and guest facilitators involved in this course.
- Abide by the parameters of this course as set forth in the course syllabus.
- Attend all class activities and conduct yourself in an ethical and professional manner.
- Submit all course assignments in a timely manner. Written performance must be typed, double-spaced, and correct! Please proof read work carefully.
- Monitor your academic progress periodically in the course with the professor to review your performance.
- Meet with the professor to discuss any academic concerns of documented learning disabilities. Any request for academic accommodations for the class must process through the Veterans and Disability Services Office on campus. A plan of action of accommodations may be developed in a manner that will support the learning or physical disability of an individual while maintaining student confidentiality.

COURSE REQUIREMENTS

Student's final grade based on specific course requirements as evidence by their performance in the course. All required teaching and learning activities have a specific evaluation module for the student to follow. In addition, all required activities carry grade points except the pretest and student evaluation activity. All students expected to score a minimum of 80% accuracy on all course requirements. Finally, if a student has special classroom needs that might interfere with his/her learning, please notify the instructor as soon as possible, so that appropriate teaching and learning experiences can be discussed and later modified and/or closely monitored for the student.

1. A pretest of the course content will be administered to students during the first day of class. (There is no grade given for the pretest)
2. Student evaluation of the course will be administered to students during the semester. (A grade is not given for this activity)
3. Each student will participate in class interactions including oral, written, performance-based experiences assigned on a regular basis with a record kept for documentation purposes. The professor will keep an ongoing assessment record of the student's classroom interactions. **MAX 100 Points**
4. Each student will successfully complete one comprehensive exam during the semester. **MAX 150 Points**
5. Successfully complete develop a classroom management plan with typical and atypical children. **MAX100**
6. Design and implement an instructional unit with three simulated instructional lessons. **MAX100**
7. Complete a graduate professional portfolio in a disk, videotape, and hard copy document during the designated field-based experience. **MAX 100 Points**
8. Students will participate in a **45-hour** field-based experience concurrently with the class in order to apply active developmental instructional content, skill level, and dispositions practices in a B-K setting. **MAX 250 Points**

TOTAL POINTS 800

Mid-term Assessment and Semester Grade Determination

There will be a mid-term assessment of each student's progress and those students not making satisfactory progress will be required to have a conference with the professor to discuss their current performance status. All students will receive a mid-term correspondence from the instructor concerning their progress in class.

<u>Points</u>	<u>Final Grade for Semester</u>
800-700	A
699-600	B
599-500	C
499-400	D
399-0	F