



FAYETTEVILLE STATE UNIVERSITY
 School of Education
 Department of Elementary Education

1. LOCATOR INFORMATION

Instructor: Dr. Beverlyn Cain
 BU 347
 910-672-1537

Course Number and Name: Educ 434 Current Issues and Trends in Early Childhood Education

Semester: Spring 2012

Credit Hours: 3

Course Location & Meeting Time: Thursday 6pm – 8pm

II. FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

III. COURSE DESCRIPTION

This course encompasses a global perspective of economic and social contexts concerning the young child. Topics of examination include multicultural aspects in early learning, public policy, advocacy and leadership, media and technology, child health and risks, abuse neglect and violence in children’s lives, English as a Second Language, the family, developmentally appropriate practice and quality in childcare and early education

IV. Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

V.TEXTBOOK

Issues, Advocacy and Leadership in Early Education, Mary A. Jensen and Mary Anne Hannibal (2000) 2nd edition. Allyn and Bacon

VI. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision, which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the Birth-Kindergarten program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

VII. STUDENT OUTCOMES

At the end of this course, facilitators of learning as aligned with the Conceptual Frame will be able to:

- 1b.Demonstrate leadership in the school. Choose or collaborate a topic for program improvement in an early childhood program or an agency (1, 2, 4, and 7)
 - 1c Lead the teaching profession. Identify elements for specific program change. Use data that identifies need for program change. (Three, 4)
 - 2e.Work the families and significant adults in the lives of their students collaborating with program persons for program change (7, 2, 5)
 - 5b. Link professional growth to their professional goals. Students write a paper demonstrating a connection between their professional growth and their professional goals (3, 6,)
- FSU OPAR Elementary Educ Standards (8,6,5,4)

IX. Course Requirements and Evaluation Criteria

Modules(200 points)

On-site Program Study (200 points). The purpose of an on-site program or agency study is to familiarize students with program organizations, to collaborate through implementing a program change. Students will also observe advocacy issues and interpret their meaning as it pertains to the program of study.

A state licensed program, which serves children birth through 8 years, can be the focus of the study. High standards of professionalism and confidentiality are essential. Framework for this study can be found in your text. pages, 8-11.

Directions to the Students.

Candidates in Educ 434 will conduct an onsite program improvement plan with an early childhood program or an agency that services young children and their families. Second half of semester.

1. Choose a topic from selected list for investigation
2. Identify the critical elements for program improvement
3. Collaborate with program persons to formulate solutions for two program improvements
4. Use data that identifies the need for a program change.
- 5.. Urie Brofenbrenner's ecological theory frame will be used as a frame of reference to show the connection between the child, the home, the community and society in the realm of early childhood issues and trends that the student chose.
6. Create a multi modal PowerPoint presentation that demonstrates the process of the project, the connection of Urie Brofenbrenner's ecological system in regards to the program that you chose to collaborate with
7. Include an in-depth paper on professional skills that you developed during the process, the role that you played in the process, how this new knowledge relates to your professional aspirations. What segment of the project afforded a leadership role? What did you learn about collaboration and networking?

Standards Alignment

- 1b. Teachers demonstrate leadership in the school. Choose or collaborate a topic for program improvement in an early childhood program or an agency
- 1c. Teachers lead the teaching profession. Identify elements for specific program change. Use data that identifies need for program change.
- 2e. Teachers work the families and significant adults in the lives of their students collaborating with program persons for program change
- 5b. Teachers link professional growth to their professional goals. Students write a paper that demonstrates a connection between their professional growth with their professional goals.

Suggested Topics for Collaboration Project

Early Childhood Program

1. quality early childhood programs
2. Environmental rating scale use in the program
3. Developmentally Appropriate Practice
4. Multicultural and Anti Bias Curriculum Development

5. Professional Development for Teachers
6. Special Needs children
7. Parent Participation
8. Child Abuse and Neglect Practices

Early Childhood Agencies

1. State Licensing
2. Smart start
3. Headstart
4. More at Four
5. Community Agencies

Collaboration Project assessment guidelines: The assessments must be developed by the teacher candidate intended to specifically measure the goals of the Collaboration Project. The assessments must be measurable and quantifiable so that they yield a number such as number of items correct, percent correct, or a number on a rating scale. The Collaboration Project goals must be assessed at the beginning of the unit, at least once during the unit, and at the end of the unit. The Collaboration Project assessment plan should include the specific assessments intended to be used as required by the candidate's specialty area and university supervisor. Assessments must incorporate procedures consistent with best practices including the use of technology.

IMPORTANT TO KNOW: TO PASS THIS COURSE, ALL STUDENTS (TEACHING AND NON-TEACHING) MUST SUBMIT THE LEADERSHIP COLLABORATION PROJECT INTO TASKSTREAM AND GRADEBOOK.

Current Events Portfolio (100) A portfolio of 12 articles or reports from newspapers, news magazines, websites, or family magazines related to current issues concerning the welfare of young children (Parent and Child, Working Mother, Parenting) **These articles must be collected throughout the semester. They must come from different sources and they need to relate to topics in the text. Write a citation for each article. A reflection page completes the portfolio.. The reflection paper should answer the questions found on page 216 in your text.**

Midterm Exam (100) points

. Grading Scale: 600=A
500=B
400=C
300=D

Below 300=F

If there has been **timely communication with the instructor concerning illness, emergency etc, then the student is expected to submit the work on the agreed upon date.**

For an effective an communication rapport between instructor and student, please use the **Message Link** located on the left hand side of the Announcement Page

All assignments should demonstrate content and clarity, proper grammar usage, punctuation , sentence structure and spelling.
If you are having a problem, visit the Student Writing Center.
They are happy to assist you.

X. Academic Support Resources

<http://library@uncfsu.edu>

<http://writing@uncfsu.edu>

<http://naeyc.org>

XI. Course Outline and Assignment Schedule

MODULE 1

1.To begin: Introduce yourself on the Discussion Board’s “ The Chatting Place”

2.Complete the Conceptual Frame Activity on the Discussion Board
Read Chapter 1

3. Discuss some demographic trends in early education today. Which trend is an area of interest to you and why? Submit in a word document under Chapter 1 Assignment Link

Due January 11, 11pm

1.Submit Leadership Project Topic

Begin to collaborate with the director or person in charge an agency or early childhood program in early education.

2.Read Chapter 2-Gender Equity, Gender Role and Sex Education
Respond to Ask Yourself, pg 37-39, 1, 2, 9 and 10-13.

3.Read Wellhousen article. “Girls Can Be Bull Riders Too!” In regards to the article,
Respond to Advocacy and Leadership Strategies, pg 39-41 , 1-4

Due January 24

MODULE 2

Read Chapter 3-Media and Technology

1.Respond to the questions that follow the vignette “Television as Curriculum”pg 44, 45.
Pg55 Respond to 6,8.Pg 57

2.Design and submit a parent information brochure on television viewing that contains family viewing, tips on media violence, and websites for parents regarding children viewing, age appropriate viewing and suggestions for parent advocacy for quality viewing.

3.Read Chapter 4-Child Health and Child Health Risks. Respond to pg 81 #8 the Tiny Tots Child Care Center vignette.

Discuss early childhood resources available to young children in homeless shelters in your community. Be specific with names and functions of organizations. Give an idea that promotes advocacy for children in homeless situations.

What progress is North Carolina making and how does it compare with other states on health related criteria **for Goal 1- Ready to Learn – of the National Education Goals?** (See “State Scorecards” at the National Education Goals website: www.negp.gov and “Children in the States” at the Children’s Defense Fund website: www.childrendefense.org) Write a letter to your legislators about what you learned regarding child health issues in your state (See Appendix 3 for letter-writing tips)
DUE February 7, chapters 3 and 4

Submit Collaboration Leadership Project Outline. Due February 7

MODULE 3

Read chapter 5-Abuse, Neglect and Violence in Children’s Lives
Respond to the following question

2. Should pregnant women who abuse alcohol or drugs be charged with child abuse or neglect? ON THE OTHER HAND, as in Wisconsin, should pregnant mothers who consume alcohol or cocaine be detained and pushed to the front of the line for treatment but not judged or convicted? For any crime. Support your answer.

2. See www.child.cornell.edu

Click **Child Abuse Prevention Network**. See video “**Parenting: Breaking the Cycle of Abuse**” Discuss the three family situations. What are your thoughts? Is it the parent? The child? The situation? Support your responses.

Read chapter 6-Diversity and Equity

1. Read the scenario “Thanksgiving: Time for a unit on Native Americans pg 104 and respond to the questions following the vignette

Read the letters on page 133 and write a response to each letter. In your response focus on the child’s view and what a young child is learning. Should the school ignore the requests? Why or Why Not?

3. Research The Anti-Bias Curriculum Book, Louise Derman-Sparks. Choose one chapter to focus on. Discuss the importance of the chapter in regards to today’s 21st century children.

DUE: Chapters 5 and 6 February 21

Midterm ----Choose a topic from any of the chapters 1-5 and write a two-page paper on the topic in regards to advocacy and public policy. Support your stance with outside resources. (Journal articles, books,). Two internet articles only please. Use APA format. Use citations directly in your paper that should also create your references. Cutting and pasting not allowed.

Available Feb 25-8am.

Due Fe. 27, 11PM

Submit Collaboration Leadership Project Rough Draft INTO Taskstream and gradebook ----Due March 1

MODULE 4

Read chapter 7-The Family

Interview a family that lives a lifestyle different from you or practices cultural lifestyles different from yours. Develop a Comparison Chart. In regards to values and belief systems, what did you learn from this experience?

Due March 13

MODULE 4(CONTINUED)

Read chapters 8 Developmentally Appropriate Practice and chapter 9 Quality in Childcare and Early Education

Pg 164. Read the vignette “The Delight of Learning to Read” and respond to the questions on the article, pg 165

Go to www.naeyc.org website. Find developmentally appropriate practices for young children. Choose a segment to discuss in regards to curriculum development,

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Due April 3

Submit Online Current Events Portfolio---APRIL 17

Submit Collaboration Leadership Project (paper and powerpoint) into gradebook and Taskstream---April 1

XII. Teaching Strategies

Course Project

Class Discussions

Technology Use

Panel Discussions

Class Presentations

The competencies in this course are aligned with the Department of Public Instruction’s Core Standards for Birth through Kindergarten and the National Association for the Education of Young Children’s (NAEYC) standards.

References

- Adeola, F. O. (1994). Environmental hazards, health and racial inequity in hazardous waste distribution. *Environment and Behavior*, 26(1), 99-126
- Axelrod, L. (1997). *TV-proof your kids*. Secaucus, NJ: Carol Publishing, Citadel Press.

Bergsgaard, M. (1997). Gender issues in the implementation and evaluation of a violence prevention curriculum. *Canadian Journal of Education*, 22 (91), 33-45.

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Brick, P., Davis, N., Fischel, M., Lupo, T., Mac Vicar, A., & Marshall, J. (1989). *Bodies, birth & babies: Sexuality education in early childhood programs*. Hackensack, NJ: The Center for Family Life Education, Planned parenthood of Bergen county, Inc.

Derman-Sparks, L., Tanaka Higa, C., & Sparks, B. (1980). Children race and racism: How race awareness develops. *Bulletin*, 11 (3&4), 3-9.

Feeney, S., & Kipnis, K. (1992). *Code of ethical conduct and statement of professional commitment*. Washington D C. National Association for the Education of Young Children.

Healy, J. (1998). *Failure to connect: How computers affect our children's minds For better and worse*. New York Simon and Shuster.

Jipson, J. Developmentally appropriate practice: Culture, curriculum connections. *Early Education and Development*, 2(2) 120-136.

Pipher, M (1996). *The shelter of each other: Rebuilding our families*. New York. Ballentine.

Thomson, M., & Caulfield, R. (1998). Teen Pregnancy and parenthood: Infants and toddlers who need care. *Early childhood Education Journal*, 25 (3), 203-205.