

Course Title: Program Organization

Course Prefix: **ECED**

Course No.: **4023**

Section No.: **P01**

Department of | Curriculum and Instruction | College of | Education

Instructor Name:

Dr. Kitty Warsame

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Office Hours: | Monday, Wednesday and Friday 12:00 p.m. – 4:00 p.m.

Virtual Office Hours: |

Course Location: | Wilhelmina Fitzgerald Delco Building, Room 327

Class Meeting Days & Times: | Tuesday and Thursday 2:00 p.m. – 3:20 p.m.

Catalog Description: | (3-0) Program Organization (3-0) Credit 3.

A survey of programs for young children to include criteria for the selection and Evaluation of the physical environment, equipment, and materials for program Implementation; emphasis will be placed on legislation, public policy, children and their families.

Prerequisites: |

Co-requisites: |

Required Text: | Follari, L.M. (2011). **Foundations and best practices in early childhood education: history, theories, and approaches to Learning** (2nd Ed.). Upper Saddle River, NJ: Merrill. ISBN: 978-0-13-703446-8

Johnson S. (2009). Peaks and Valleys. Atria Books Publishers. ISBN 13: 978 – 4391 -0325 – 8

Recommended Text/Readings: |

Access to Learning Resources: |

PVAMU Library:

phone: (936) 261-1500;

web: <http://www.tamu.edu/pvamu/library/>

University Bookstore:

phone: (936) 261-1990;

web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

Course Goals or Overview:

The conceptual framework model, the Educator as Facilitator of Learning for Diverse Populations (E-FOLD-P), supports the major goals of the Teacher Education Unit.

E-FOLD-P guides the design and implementation of teacher education programs located in the College of Education and constitutes a commitment by the Unit to develop and prepare candidates as:

- Problem solvers, critical thinkers, and decision makers;
- Reflective and continual learners who utilize effective teaching practices;
- Facilitators of student growth and development, by precept and example; and
- Educators with understanding and appreciation of human diversity and global awareness

Course Outcomes/Objectives

At the end of this course, the student will

Upon completion of this course, candidates will be able to:

1. Identify, describe, compare and analyze child development and education theories as they relate to practice, policy and research.
2. Identify the theoretical underpinnings of current early childhood curriculum models.
3. Describe the early childhood education movement both in the historical and contemporary contexts as it relates to trends, issues and policies involving education for young children.
4. Examine early childhood policies from an ethical perspective.
5. Examine their own personal belief system about early education theory and practice in order to formulate a personal educational philosophy and practices statement.
6. Obtain an in-depth knowledge of an area of early childhood education in which they have an interest.
7. Identify research and advocate for an issue involving children and families.
8. Identify community educational programs and describe their value to child and family learning.
9. Identify professional organizations and resources serving early childhood professionals.
10. Identify qualities of an early childhood leader and describe ways that they can develop their own leadership skills within an early childhood context.
11. Describe the influence of community based educational programs on special populations and their families including young children with disabilities and young English Language Learners.

Course Requirements & Evaluation Methods

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Exams – written tests designed to measure knowledge of presented course material

Assignments/Exercises – written assignments designed to supplement and reinforce course material, reflective journal, preparation hours,

Teacher Work Sample – designed to measure ability to apply knowledge, skills and dispositions of an effective teaching.

Class Participation – daily attendance and participation in class discussions

Grading Matrix

Instrument	Instrument	Value (points or percentage)	Value (points or percentage)	Weight	Total
Assignments/Artifacts	Assignments/Artifacts	10 assignments at 5 points each	5 assignments at 5 points each	50%	50%
Mid Term Examination	Mid Term Examination	Formal Mid-Term Examination (Multiple Choice, Short Answer, Essay, etc.)	Formal Mid-Term Examination (Multiple Choice, Short Answer, Essay, etc.)	20%	20%
Final Examination	Final Examination	Formal Final Examination (Multiple Choice, Short Answer, Essay, etc.)	Formal Final Examination (Multiple Choice, Short Answer, Essay, etc.)	20%	20%
Ethics, Professionalism and Leadership	Ethics, Professionalism and Leadership	Development of professional characteristics, etc.	Class attendance, attendance at professional meetings, leadership characteristics, etc.	10%	10%
Total:	Total:			100%	100%

Grade Determination:

A	90-100	A	90-100	I	Incomplete	Incomplete
B	80-89	B	80-89	W	Withdrawal from a course	Withdrawal from a course
C	70-79	C	70-79	WV	Withdrawal from a course	University Voluntarily
D	60-69	D	60-69	MW	Military withdrawal	Military withdrawal
F	0-59	F	0-59			

Course Procedures

Submission of Assignments:

(if there are any special instructions relating to assignment submissions, they should be discussed here)

Formatting Documents:

Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

Exam Policy

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook). *(if there are any other special instructions relating to exams, they should be discussed here)*

References

Required Websites:

<http://ecourses.pvamu.edu>

<http://www.sbec.state.tx.us>

<http://www.tea.state.tx.us>

<http://www.myeducationlab.com>

TEXES Domains:

This course covers the following TEXES PPR Domains:

Domain I – Designing instruction and planning to promote student learning;

Domain II – Creating a positive, productive classroom environment;
Domain III – Implementing effective, responsive instruction and assessment;

CAEP Standards for Initial Licensure:

Standard I – Candidate Knowledge Skills and Professional Dispositions

- 1a. Content Knowledge for Teacher Candidates
- 1b. Pedagogical Content Knowledge for Teacher Candidates
- 1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates
- 1d. Student Learning for Teacher Candidates

ACEI Standards for Licensure:

1. Development, Learning and Motivation
2. Integrating and applying knowledge for instruction
3. Adaptation to diverse students
4. Development of critical thinking, problem solving, performance skills
5. Active engagement in learning
6. Communication to foster collaboration
7. Assessment for instruction
8. Practices and behaviors of developing career teachers
9. Reflection and evaluation
10. Collaboration with families

NAEYC Standards for Initial Licensure:

Standard I – Promoting Child Development and Learning

Standard II – Building Family and Community Relationships

Standard III – Observing, Documenting, and Assessing to Support Young Children and Families

Standard IV – Teaching and Learning

Standard V- Becoming a Professional

16 WEEK CALENDAR

Week	Reading Assignments	Class Discussions/Activities	Assignments/Artifacts
Week 1 August 30	Review class expected outcomes	Welcome Review of Syllabus	Each student must send me an email welcoming themselves to the class and their expectations via ecourses by Sept. 8, 2:00 p.m.
Week 2 September 6	Chapter 1	Pretest Introduction to the Field of Early Childhood Education	Good to Great Chapter 1 Artifact 1: Code of Ethics DUE
Week 3 September 13	Chapter 2	Historical Overview: People and Beliefs That Shaped the Field	Online: eCourses
Week 4 September 20	Chapter 3	Artifact 2: DUE Professionalism in Early Childhood Education: Defining Best Practices	Good to Great Quiz-Chapters 1-4 Online: eCourses
Week 5 September 27	Chapter 4	Online: eCourses Constructivist Learning: Building Knowledge From Within	Online: eCourses Artifact 3: Bill of Rights
Week 6 October 4	Chapter 5	Multiple Intelligences Theory: Applications in the Early Childhood Classroom Artifact 4: Philosophy of Learning	Good to Great Activity
Week 7 October 11		Online: eCourses	Artifact 5: TExES Preparation Hours DUE Documentation of TExES Preparation 6 Hours from lab
Week 8 October 18	Chapter 6	Head Start and Early Head Start: Empowering Change From Within	Online: eCourses
MIDTERM	MIDTERM	MIDTERM	MIDTERM
Week 9 October 25	Chapter 7	The High/Scope Foundation: Planning, Implementing, and Reviewing Best Practices	
Week 10 November 1	Chapter 8	The Project Approach: Active Inquiry in Early Childhood Online: eCourses	Good to Great Chapter 5
Week 11 November 8	Chapter 9	The Schools of Reggio Emilia: A Child's World	Artifact 6: Creating the Learning Environment DUE
Week 12 November 15	Chapter 10	Montessori Education: Environment, Materials, and Methods	Good to Great Chapters 6-7
Week 13 November 22	Chapter 11	Waldorf Education: Harmony and the Whole Child	Good to Great Chapter 8 Artifact 7: Poster Bulletin Board on theorist.
Week 14 November 29	Chapter 12	Bringing It All Together: Imagining and Becoming Artifact 8 Study Guide for EC-6 (DUE)	Good to Great Chapter 9 Online: eCourses
Week 15 December 6	Final Exam	FINAL EXAM Artifact 9: Reflection Journal DUE Posttest	FINAL EXAM Artifact 10: Dispositions DUE
Artifact 1: Code of Ethics		Artifact 6: Creating the Learning Environment	
Artifact 2: Poster Presentation/Bulletin Board on image of the teacher		Artifact 7: Poster Bulletin Board on theorist.	
Artifact 3: Bill of Rights		Artifact 8: Study Guide for EC-6	
Artifact 4: Philosophy of Learning		Artifact 9: Reflection Journal	
Artifact 5: TExES Preparation Hours (6 hours)		Artifact 10: Dispositions	

University Rules and Procedures

Disability statement (See Student Handbook):

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate

arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:

- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
 - Sending and receiving email
 - A working knowledge of the Internet
 - Proficiency in Microsoft Word
 - Proficiency in the Acrobat PDF Reader
 - Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Communication Expectations and Standards:

All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following ***my receipt*** of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

Submission of Assignments:

Assignments, Papers, Exercises, and Projects will distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

Discussion Requirement:

Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.