

**Norfolk State University
Early Childhood/
Elementary Education
Student Handbook
for
Candidates for the Degree
of
Early Childhood Development Child Care
Option
(BS.ECE.NCOP)**

2007-2008

**Compiled by
Mona Bryant-Shanklin¹, Ph.D.
Associate Professor of Education**

Early Childhood Development Child Care Option (BS.ECE.NCOP) Student Handbook



Welcome to Early Childhood/Elementary Education:

We welcome you to the exciting, rewarding and challenging world of early childhood education. We look forward to building a relationship that will serve to instruct, advise, and mentor you as you pursue opportunities available to you in the field of early childhood education, whether you choose to teach, serve as an administrator or serve in some other capacity as an early childhood professional.

We offer this handbook to assist you in completing the requirements for Early Childhood Development Child Care Option (BS.ECE.NCOP). You may also access information at <http://www.nsu.edu/elementaryeducation/>

We encourage you to become aware of the criteria, procedures and requirements you must fulfill in order to successfully matriculate through the program. Although this handbook will answer many questions you might have about the Early Childhood Development Child Care Option (BS.ECE.NCOP), please do not use this handbook as a substitute for counseling and guidance you will receive from your assigned academic advisor.

Congratulations on your choice to make a difference in the lives of young children and their families!

Arletha McSwain, Ph.D.
Professor and Department Head
Department of Early Childhood/Elementary Education

Table of Contents

History	page 3
Conceptual Framework	page 3
The Mission Statement	
Standards (ACEI/NAEYC)	
Program Outcomes	page 4
The NCOP Program	
The Educational Ladder	
Transfer Credits	page 7
NSU 3+1 Articulation Agreement	
Application for Program Admission	page 7
Departmental Advisement	page 9
Candidate Responsibilities	
Advisor Responsibilities	
Clinical Field-based Experiences/Practicum	page 10
Instructions for Application for Directed Teaching/Practicum	
Graduation	page 11

Appendices

Appendix A: Program Curriculum Guide, Courses, and Practicum Hours by Course

Appendix B: Articulation Agreements

Appendix C: Forms

- Advising Contact Sheet
- Course Registration Worksheet
- Registration Agreement Form
- Cross Registration Form

Appendix D: Application Materials

- Application for Program Admission to the Early Childhood Development Child Care Option (BS. ECE. NCOP)
- Application for Admission to the practicum for the Early Childhood Development Child Care Option (BS.ECE. NCOP)

Appendix E: Standards and Guidelines from ACEI and NAEYC

Appendix F: NAEYC Centers in Hampton Roads

Appendix G: Meet the Faculty and Staff

Appendix H: Assessment

- Practicum/Senior Evaluation Pack
- Departmental Grading

HISTORY

The Department of Early Childhood/Elementary Education at Norfolk State University (NSU) offers courses and experiences to prepare future educators of young children. The department, housed in the School of Education, has a rich tradition of preparing teacher candidates at the undergraduate level for almost fifty years. Through the years, there have been many program changes including changes allowing for the preparation of teachers and child care professionals at various levels. The focus of the degree program in Early Childhood Development Child Care Option (BS.ECE.NCOP) is to prepare early childhood professionals to work with young children, birth through age 5. Persons who pursue this option are not eligible for licensure to teach through the Commonwealth of Virginia, but are well prepared to accept the challenges in the field of child development/child care, Head Start, and administration/entrepreneurship.

CONCEPTUAL FRAMEWORK

The School of Education's conceptual framework guides the development, implementation and evaluation of the Early Childhood/Elementary Education program. The theme and conceptual framework of the School of Education is to prepare teachers who are *competent, cooperative, compassionate, and committed leaders*. Developed in collaboration with colleagues from the School of Education, the School of Liberal Arts, and the University-Wide Council on Teacher Education, public school administrators, teacher and community representatives, it embraces the mission of the university to prepare candidates to work in a global society.

For candidates in the Early Childhood Development Child Care Option (BS.ECE.NCOP), it is important that they acquire a broad and comprehensive knowledge based in general education, liberal arts, and professional studies in early childhood education. The curriculum is delivered through an integrated approach, which allows candidates to understand the interactive nature of the disciplines. Faculty members collaborate to develop teacher candidates who demonstrate best teacher practices. For candidates enrolled in the BS.ECE.NCOP program, the preparation of candidates extends beyond teaching to also include the preparation of capable early childhood administrators and professionals in settings in addition to classroom settings.

Specifically, the Department of Early Childhood/Elementary Education advances the philosophy that prospective early childhood professionals must possess the ability to interact effectively in a culturally pluralistic society. Therefore, the department strives to ensure that candidates in training to become early childhood professionals demonstrate an exemplary knowledge base; sensitivity to the uniqueness and worth of all individuals; a repertoire of skills, strategies and processes to facilitate candidates' affective and cognitive development and personal dispositions; and leadership qualities essential for successful human relations in a diverse society.

Mission Statement

The mission of the Early Childhood Development Child Care Option (BS.ECE.NCOP) in the Department of Early Childhood and Elementary Education at Norfolk State University is

- to provide students with the knowledge, skills and dispositions necessary to effectively work with young children and their families in diverse, multicultural and urban settings;
- to provide leadership in the field of early childhood education; and
- to further their own continued professional growth in the field of early childhood education .

Standards

Like other areas of education, the field of early childhood education is standards-based. Standards based education creates both opportunities and challenges for students in early childhood education. The standards and guidelines developed by the Association for Childhood Education International (ACEI) and the National Association for the Education of Young Children (NAEYC) serve as the bases of the degree program in the Early Childhood Development Child Care Option (BS.ECE.NCOP) at Norfolk State University. These standards and guidelines provide the foundation which allows for the preparation of early childhood professionals who are

- knowledgeable about child development,
- sensitive to the needs of children and their families,
- knowledgeable about healthy environments that support child learning and development, and
- help to create professionals who continuously engage themselves in self and professional improvement. (see Appendix E)

PROGRAM OUTCOMES

Based on ACEI and NAEYC standards, as well as Norfolk State University (NSU) and NSU School of Education requirements candidates will be able to do the following upon successful completion of the program:

- discuss pertinent issues related to early child development and education, in diverse, multicultural and urban settings,
- construct and maintain safe and healthy environments for young children, in diverse, multicultural and urban settings,
- interact appropriately with young children and their families to support their development in diverse, multicultural and urban settings,
- plan and execute appropriate culturally relevant assessment-based experiences that stimulate young children's development in diverse, multicultural and urban settings,
- develop and nurture effective collaborative relationships with families of young children and professionals, and
- effectively integrate appropriate technology to support teaching and administrative abilities, inclusive of locating appropriate supports for families of young children in diverse, multicultural and urban settings.

The BS.ECE.NCOP Program

The curriculum for the Early Childhood Development Child Care Option (BS.ECE.NCOP) at Norfolk State University prepares candidates to work in child care programs, Head Start centers and in other facilities serving young children and their families, as teachers, administrators, and program coordinators. Candidates completing the program will have earned a Bachelor of Science degree (BS.ECE.NCOP).

During their course of study at Norfolk State University, candidates will learn about child development and learning, child behavior and guidance, and various types of programs for young children. Each course and accompanying experience in the curriculum is designed to help candidates gain program competencies which are based on guidelines developed by the Association for Childhood Education International (ACEI), and the National Association for the Education of Young Children (NAEYC). These are considered to be competencies expected of entry-level early childhood education and care professionals.

The Early Childhood Development Child Care Option (BS.ECE.NCOP) prepares candidates to work with young children (birth through age 5). The course of study is based on courses that emphasize a developmentally appropriate approach to child development and incorporate courses necessary to meet guidelines for bachelors training in the Commonwealth of Virginia. The approach is holistic and incorporates strong observation participation opportunities with traditional course work. Field experiences, including the practicum experiences occur at the infant/toddler, preschool, and elementary education levels, as appropriate.

The BS.ECE.NCOP program is structured for candidates to graduate in four years, and in order to do so, candidates are encouraged to begin the program during their freshman year. Some candidates may come into the program at a higher level than freshmen through transfer from another university program, from another institution of higher learning, or through the completion of the 3+1 articulation agreement set forth with local community colleges (see Appendix B; <http://www.nsu.edu/elementaryeducation/curriculum/agreements.html>) . Completion of necessary coursework from the time of entry, plus timely application for admission to the program (see Appendix D) will assure graduation by the desired date. An expected timeline appears in The Educational Ladder below.

The Educational Ladder

I. Freshman Year

- hold conferences with your advisor
- see college catalog at http://www.nsu.edu/nsu_catalog/
- prepare to take the university's basic proficiency exam – Exit Exam of Writing Competency (EEWC); although this exam is called an Exit Exam for the University, it serves as an entrance exam for the Early Childhood Development Child Care Option (BS.ECE.NCOP) and should be completed before completing 60 semester hours of coursework or prior to the Junior year.

II. Sophomore Year

- complete freshman year activities listed above
- complete American Schools and the Teaching Profession course: EED 201 (or it's equivalent if a transfer student)
- submit documented 10 hours of Level I teaching observations – (see Handbook <http://www.nsu.edu/schools/education/pro.html>)

III. Apply for Admission to the Early Childhood Development Child Care Option (BS.ECE.NCOP) Program

Requirements:

- submit a current copy of EVAL (minimum GPA of 2.5 and signature of advisor, verifying declaration of correct major selection in Early Childhood Development Child Care Option: BS.ECE.NCOP)
- have successfully completed a minimum of 60 semester hours with Grades of “C” or better in ALL courses.
- submit proof of completing of Level I field experiences (reports will be on file for students who have taken course work at NSU); for transfer students, this requirement may be waived if interview warrants appropriate substitutions
- submit a graded English essay
- submit a written and audio taped autobiography
- submit two letters of recommendation (preferably from an English Professor and an instructor in the Department of Early Childhood/Elementary Education)
- submit an acceptable detailed sample lesson plan
- submit a handwritten philosophy of education
- submit a Child Abuse Training Certificate: http://www.vcu.edu/vissta/training/va_teachers/
- submit a VA Criminal Records Check, TB test, and Medical Records Check (see Appendix D)
- submit proof of professionalism (i.e. membership in professional teacher organization, early childhood organization, and/or participation in acceptable professional activities and training)
- submit disposition process report from advisor, if warranted
- submit application for admission to Early Childhood Development Child Care Option (BS.ECE.NCOP) Program to the Center for Professional Development (CPD) <http://www.nsu.edu/schools/education/pro.html> (see Appendix D)
- interview and receive acceptance to Early Childhood Development Child Care Option (BS.ECE.NCOP) Program as verified by letter from the Center for Professional Development (CPD)

All application materials for admission are to be submitted as a complete packet to the Center for Professional Development (CPD) by the prescribed and announced deadlines. Advisors are available to work with candidates in their completion of application packets as needed, however it is recommended that candidates coordinate work schedules early to avoid delays and missing prescribed deadlines. **ALL** application materials should be reviewed by advisors in advance to submission to the CPD . Please allow at least two weeks prior to prescribed deadlines for advisor review.

After application packet materials are submitted to the CPD, a subsequent interview for admissions will be scheduled with the candidate, the director of CPD and the candidate's advisor. The director of the CPD will contact the candidate via NSU email with a tentative interview date. It is the responsibility of the candidate to confirm the suggested meeting time.

IV. Throughout the Program

- complete two Methods of Teaching courses – 6 semester hours
- submit documented completion of **140 hours** of Level I and Level II Observation/Participation (this does not include the 9 hour practicum: ECE 495); see handbook: <http://www.nsu.edu/schools/education/pro.html>
- complete course containing: “Child Abuse Recognition and Intervention Training”
- demonstrate technology proficiency <http://www.pen.k12.va.us/VDOE/Compliance/TeacherED/tech.html>
- meet expectations of academic requirements, teaching skills, and professional dispositio

V. Admission to Early Childhood Development Child Care Option (BS.ECE.NCOP) practicum

- submit the application by **October 31st** for **Spring** practicum experience and by **March 15th** for the **Fall** practicum experience. (see <http://www.nsu.edu/schools/education/pro.html>)
- submit passing scores on Exit Exam of Writing Competency (EEWC)
- submit evaluation signed by advisor, current TB test, and police report
- apply for graduation – meet with academic advisor
- submit all required documents to Center for Professional Development
- complete admissions interview

VI. During the Practicum Semester

- follow up on graduate application materials and reviewed EVAL to assure that materials are being processed appropriately through the Registrar's Office
- complete exit interview

TRANSFER CREDITS

Transfer credit can be used to satisfy credits for a program of study provided that:

- the grade earned in the course is "C" or above;
- the courses are comparable to those offered in the program to which the applicant is applying;
- the candidates' advisor and the department chair will have final approval of transfer credit acceptance
- Transfer credits will not be counted when computing the GPA.

NSU 3+1 Childcare Articulation Agreement

One of the ways in which potential candidates for the degree program in the Early Childhood Development Child Care Option (BS.ECE.NCOP) join the program at NSU is through the 3+1 Articulation Agreement between NSU and area community colleges. Through the 3+1 program, students are allowed to transfer up to 90 credit hours of coursework into NSU and complete the degree program in Early Childhood Development Child Care Option (BS.ECE.NCOP) in approximately a year. Please note that admission to the university is different than BS.ECE.NCOP program application and admission, therefore, transfer students through the 3+1 program should make application for admission to the BS.ECE.NCOP program prior to or immediately upon transfer to the university (see Appendix D and "APPLICATION FOR PROGRAM ADMISSION AND PROGRAM ASSESSMENT" in this handbook).

The NSU 3+1 Childcare Articulation Agreement grew from a partnership between Norfolk State University, the South Hampton Roads Early Childhood Coalition (SHRECC), and three area community colleges: Tidewater Community College, Paul D. Camp Community College and Thomas Nelson Community College. The goal of the agreement is to increase the accessibility and affordability of educational opportunities for childcare providers in South Hampton Roads. This is the first and only "3+1" program for childcare in the Commonwealth. Under the agreement, graduates from the community college's associate of applied science degree programs in early childhood development can complete a third year of study at their respective institutions and then transfer up to 90 credits into NSU's baccalaureate degree program in Early Childhood Development Child Care Option (BS.ECE.NCOP).

The agreement further provides for::

- a career path for an advanced level of professional development in childcare;
- an affordable and accessible degree completion path for early childhood education students by allowing them to complete three years of coursework at community college tuition rates;
- students to transfer coursework seamlessly into a four-year program; and
- improved quality of childcare services in South Hampton Roads by building competencies of childcare providers.

Many classes in the 3+1 program are taught evenings and weekends at the Virginia Beach Higher Education Center and online. During the third year of their community college curriculum, students may also take up to 6 credit-hours of NSU classes at a dual enrollment status. The courses are also designed to accommodate needs of working students. This is an ideal semester for pre-candidates who plan to transfer to the NSU BS.ECE.NCOP program to begin and complete application for program admission (see Appendix D).

APPLICATION FOR PROGRAM ADMISSION AND PROGRAM ASSESSMENT

Multiple measures of success are applied to affirm that candidates in the Early Childhood Development Child Care Option (BS.ECE.NCOP) program are demonstrating the knowledge base, professional/pedagogical skills and dispositions that are specified by the department, the School of Education, the Virginia State Department of Education, the National Council for Accreditation of Teacher Education (NCATE), the Association for Childhood Education International (ACEI), and the National Association for the Education of Young Children (NAEYC). Consequently, candidates are tracked both during their matriculation in the program and after they successfully complete the program. The qualities they possess are those of leaders who are **competent, cooperative, compassionate, and committed**.

To ensure that each candidate gains the competencies for the Early Childhood Development Child Care Option (BS.ECE.NCOP), each candidate is assessed at the point of official program application (after completion of 60 semester hours of coursework or prior to the Junior year). One of the university requirements is that students/candidates take and pass the University Exit Exam of Writing Competency (EEWC) after completing 60 semester hours of coursework and prior to graduation. This is the test which is used as the **test of admission** to the Early Childhood Development Child Care Option (BS.ECE.NCOP) program. It is preferable that potential candidates who are also transfer students submit all materials either prior to or at the time of initial application to the university, materials for program admission. Program admission materials are to be submitted to the CPD in the School of Education.

In the interest of not slowing the progress of potential candidates' progression through the program, they are allowed an 'application semester' during which time all materials must be submitted and requirements for admission satisfied. Potential candidates are allowed to take up to 12 credit hours in major credit classes during this period. These hours are inclusive of any NSU hours in major credit courses taken during their final semester at the community college for transfer students. This allows for potential candidates to have a full semester to satisfy all requirements for admission. If admission requirements are not satisfied during the 'application semester,' potential candidates can continue to take classes outside of their major, but not major classes within the major of Early Childhood Development Child Care Option (BS.ECE.NCOP). Candidates can resume taking major classes once all admissions requirements are met. Potential candidates can work with their advisors to satisfy admission criteria and supports will be provided when appropriate and available.

Potential candidates will be required to submit passing scores on the EEWC either with their application for admission to the program OR during the application semester. In addition to passing scores on the EEWC, potential candidates must complete a formal application, an interview for admission, and satisfy all requirements as a part of the application process. Additionally, as a part of the application process/requirements, potential candidates will be assessed for basic communication skills using protocol of the Assessment for Future Professionals (AFP) program. The goal of this assessment is to assure candidates have basic skills in effective writing and oral communication. A letter verifying admission to the BS.ECE.NCOP program will be sent to candidates by the Director of the Center for Professional Development.

For candidates who are enrolled in the university from the freshman year, application for admission to the BS.ECE.NCOP program typically occurs at the end of the candidates' Sophomore year; or prior to the Junior year and for transfer students, this occurs at the time of transfer.

DEPARTMENT ADVISEMENT POLICY

Academic advising is an important part of the learning process. Candidates need to meet with their advisor at least once per semester to plan their course of study. Candidates have the primary responsibility for planning their individual programs with their advisors to meet graduation requirements.

Candidates are assigned advisors in alpha order at the beginning of their matriculation in the department and keep the same advisors (in most cases) until they graduate from the program. Assignments are based on the first letter of their last name. This list is posted in the department each academic year and should be checked by the candidate to assure the accuracy of their assigned advisor. A meeting with the department chair is required in order to change advisors.

<u>Advisor Name, Office</u>	Phone	2006-07 Assignment by Candidate's Last Name
Dr. Bryant-Shanklin, Room 147	823-8280	A-C
Dr. Rouson, Room 144	823-2260	D-G
Dr. Littleton, Room 148	823-9583	H-Mars
Dr. Martin, Room 150	823-2675	Martin-Pul
Mrs. Rhodes-Nelson, Room 146	823-2702	Pur-Thomas, S.
Dr. McSwain (interim), Room 151	823-2124	Thomas, T.-Z
Dr. McSwain, Room 151	823-2700	All Graduate Candidates

Candidates are encouraged to stay in regular contact with their advisors to prevent delays in meeting departmental deadlines and to ensure successful matriculation and a timely graduation date. Candidates should check their advisor's availability (office hours are posted on the office doors of advisors each semester). Please note that special appointments can be made with the advisor if the posted office hours conflict with the candidate's schedule.

All undergraduate candidates seeking a degree in the Early Childhood Development Child Care Option (BS.ECE.NCOP) in the Department of Early Childhood/Elementary Education must see their assigned advisor at least once per semester for registration. This requirement will help candidates plan their courses to ensure graduation by the expected date. Before meeting with an advisor, candidates are encouraged to have their proposed schedule completed. In addition to face to face meetings, candidates may plan phone or online meetings with their advisors. Once an agreed schedule or plan for studies is completed and approved, candidates may be released through the Datatel Student Management System to complete registration on SpartanShield. If candidates are unable to take a class, wish to take more (or fewer) classes, or fail a class, AND have been "released" for the semester, they may complete the change through SpartanShield AFTER it has been approved by the advisor. Candidates will be required to sign a Registration Agreement (see Appendix C). Candidates receiving financial aid are cautioned that changes in the class schedule may impact financial aid status.

Candidate Responsibilities

- meet with assigned advisor at least once each semester,
- check email NSU daily,
- learn to read your EVAL (advisor will be able to help with this),
- promptly inform advisor of changes to major and the status of any concerns,
- take responsibility for decisions,
- keep up-to-date with university, School of Education, and departmental curricular requirements by meeting once at least every semester to plan course of study with assigned departmental advisor;
- keep informed of academic deadlines and changes in academic policies,
- consult with the assigned faculty adviser during each registration period, following notification of academic status or probationary status, and at other times as needed and required by academic policy,
- attend classes, meet class objectives and complete all assignments,
- promptly contact advisor if problems with classes occurs, and
- follow-up, follow-up, follow-up!

Advisor Responsibilities

- assist candidates with clarifying their educational goals,
- inform candidates of the range of opportunities available to them, both during and after matriculation at the university,
- assist candidates with reading and understanding their EVALSs,
- assist candidates with policies and regulations which might impact their program of study,
- assist candidates with registration, and other departmental and university procedures,
- return advisees' email and telephone communication in a timely manner, and
- follow-up, follow-up, follow-up!

CLINICAL FIELD-BASED EXPERIENCES, THE PRACTICUM

Field based experiences are an integral part of the curriculum for all courses in the Department of Early Childhood/Elementary Education. All field based experiences are coordinated through the Center for Professional Development (CPD) and rests on the timely submission of required application materials (see Appendix D) and documentation by pre-professional teaching and administration candidates. The practicum in BS.ECE.NCOP is a semester long field based experience that occurs at the end of coursework in the department. In order to participate in the practicum in BS.ECE.NCOP, candidates must submit an Application for Admission to the Practicum for the Early Childhood Development Child Care Option (BS. ECE. NCOP) by the prescribed deadlines set forth by the Center for Professional Development (CPD) during the semester **prior** to the experience semester.

The practicum in BS.ECE.NCOP, like other field based experiences is coordinated through the Center for Professional Development (CPD) and ideally is provided to candidates in two different settings. Dependent on the professional goals of the candidate, these experiences may be in a teaching capacity or a combination of teaching and administration. All experiences are provided in settings which do not require licensure through the Commonwealth of Virginia and are at the early childhood level. Whenever possible, the placements are coordinated through centers with NAEYC accreditation (see Appendix F). Placements are made by the CPD, not by candidates, cooperating teachers, or university supervisors.

Evaluation of the practicum is completed by the cooperating teacher and the university supervisor. Evaluation consists of successful completion of the practicum and the portfolio (see Practicum/Senior Evaluation Pack in Appendix H). Candidates are also required to complete an exit interview with their university supervisor.

Instructions for Application for Admission to the Practicum in BS.ECE.NCOP

1. Observe the Criteria for Admission to Directed Teaching in a current University catalog.
2. Complete the Application and adhere to all of the listed instructions/deadlines.
3. Obtain all required signatures.
4. Take the application and all requested documents to the Center for Professional Development in room 205, Bozeman Education Building.

GRADUATION

Candidates for graduation must complete all degree requirements or be currently enrolled in all remaining credits that will complete degree requirements and satisfy all financial obligations in order to participate in commencement ceremonies. Academic and financial clearances must be obtained before academic attire is issued to the Candidate. (Adapted from Norfolk State University Graduation Participation Policy).

Appendix A:
The Curriculum/Courses

B.S. IN EARLY CHILDHOOD DEVELOPMENT

CHILD CARE OPTION

BS.ECE.NCOP

This program is designed for students that seek to work as teachers and/or Directors in Preschool, Head Start or Child Care Settings. This program does not lead toward licensure.

First Year

UNI 101 ED1	Intro to University Life	0 cr. hrs.
BIO 100	Biological Science	3 cr. hrs.
BIO 100L	Biological Science Lab	1 cr. hr.
ENG 101	Communication Skills I	3 cr. hrs.
ENG 102	Communication Skills II	3 cr. hrs.
HED 100	Personal and Community Health	2 cr. hrs.
HIS 100	History of Civilization or His 101	3 cr. hrs.
HIS 102	U.S. History or HIS 103	3 cr. hrs.
MTH 103	Contemporary Mathematics	3 cr. hrs.
MTH 105	Intermediate Algebra	3 cr. hrs.
PED 100	Fundamental Fitness for Life	1 cr. hr.
PHY 100	Physical Science or CHM 100	3 cr. hrs.
PHY 100L	Physical Science Lab or CHM 100L	1 cr. hr.
CSC 150	Computer Literacy	3 cr. hrs.
ECE 110	Intro to the Profession	<u>2 cr. hrs.</u>
		34 cr.hrs.

Second Year

EED 201	American Schools and Teaching	3 cr. hrs
ENG 203	Advanced Communication Skills	3 cr. hrs
EED 274	The Study of Young Children	3 cr. hrs.
FIA 201	Art or Music Appreciation US 201	3 cr. hrs.
PSY 210	Intro to Psychology	3 cr. hrs.
PSY 228	Developmental Psychology	3 cr. hrs.
HUM 210	Humanities	3 cr. hrs.
SCM 285	Principles of Speech	3 cr. hrs.
SOC 101	Introduction to Social Science	3 cr. hrs.
HFD 232	Creative Activities for Children	<u>3 cr. hrs.</u>
		30 cr.hrs.

Third Year

ECE 360	Curriculum and Instruction in ECE	3 cr. hrs.
ECE 362	Math for Young Children	3 cr. hrs.
HFD 370	Analyzing the Behavior of Children	3 cr. hrs.
ECE 324	Children's Literature	3 cr. hrs.
DRM 226	Children's Theatre	3 cr. hrs.
SWK 327	Interviewing Techniques	3 cr. hrs.
ENT 287	Introduction to Entrepreneurship	3 cr. hrs.
Electives		<u>14 cr. hrs.</u>
		35 cr. hrs.

February 2006

Fourth Year

EED 450	Teaching Literacy in Elem.Schools	3 cr. hrs.
INT 350	Trends and Issues of Diverse Populations	3 cr. hrs.
HFD 460	Organization and Administration Of Child Care Programs	3 cr. hrs.
HFD 420	Parent Education	3 cr. hrs.
ECE 495	Practicum (Child Care Setting)	<u>9 cr. hrs.</u>
		21 cr. hrs.

Curriculum Total 120 hrs

February 2006

EARLY CHILDHOOD DEVELOPMENT CHILD CARE OPTION (BS.ECE.NCOP) COURSE OFFERINGS

Introduction to the Profession

ECE 110 (Two Credits)

Introduction to the various fields of education thought and practice with some emphasis on the historical influences on our present system of education. Study includes the role and place of education in preschool and elementary (PreK-3) settings. Lectures, discussions, demonstrations, films, field trips, observation and participation in PreK-3 preschool and elementary school classrooms are provided. This class is conducted as a career decision seminar. Candidates must complete ten hours of observation during the Level I Field Experiences at an appropriate early childhood center.

The American Schools and the Teaching Profession

EED 201 (Three Credits)

This course is designed to present prospective elementary teachers with an overview of elementary schools and the guidelines for entering the teaching profession. The course will provide the pre-teaching candidate with a comprehensive knowledge of teaching diverse students in the elementary school. Moreover, the course content will address how current educational reforms and research findings impact the elementary curriculum and teachers. The historical, philosophical, economical, sociological, legal and political forces that shape the educational system will also be examined. Pre-teaching candidates are required to participate in field experiences at public school sites to gain knowledge of diverse Pre K-6 student populations and the roles that classroom teachers, parents, volunteers, and other professionals play in enhancing the development and learning of children. Candidates must complete ten hours of observation during the Level I Field Experiences at an assigned elementary school.

Creative Activities for Children

HFD 232 (Three Credits)

This course includes an examination of the design and implementation of pre-school curriculum. This is a lecture- and experientially-based course that focuses on the development of creative abilities in children ages three to six. Emphasis is placed on planning teaching-learning experiences in math, science, social studies, art, music, movement, nutrition, health, dramatic play, social/emotional development, and computer applications. Characteristics of age-appropriate activities for pre-school children and teaching skills for implementing developmentally appropriate activities will be included. Candidates are required to spend 10 hours of observation and participation during Level II Field Experiences in the Child Development Lab.

The Study of Young Children

EED 274 (Three Credits)

This course is a comprehensive introduction to the growth and development of children from conception to twelve years. It includes an emphasis on the major theories of development with an examination of physical, cognitive, language and social-emotional development for each chronological period (Pre-kindergarten through Grade Six). Observational techniques will be discussed. Candidates must complete ten hours of observation during the Level I Field Experiences at an assigned elementary school.

Children's Literature for Early Childhood Education

ECE 324 (Three Credits)

Study of children's (prose and poetry), and an appraisal of its value in meeting the basic needs of the pre-school, kindergarten, and primary children. Emphasis on reading aloud, story telling, and choral speaking. Practical experiences with children provided. Candidates are required to spend 20 hours of observation and participation during Level II Field Experiences in the Child Development Lab.

Curriculum and Instruction for Primary Grades (Pre-K – 3rd Grade) EED 360 (Three Credits)

Preparation for teaching preschool and kindergarten-aged children, with emphasis on three major components: goal setting, content and methodology. As a pre-requisite, the candidate will need to have adequate content knowledge to teach, mathematics science, reading, social studies, physical education, health, and technology. The course will assist candidates in the development of a broad-based educational philosophy, extensive knowledge of human growth and development, practical experiences with children, and the ability to digest and interpret a body of research about teaching and learning for effective instruction. Areas of focus will include principles, of learning, creating learning communities, differentiating instruction for all learners, managing the classroom, assessment, the effective use of technology, and working with colleagues, and parents. PRAXIS Principles of Learning and INTASC Standards will be covered. Ultimately, the goal is for candidates to use and

apply theory and knowledge to improve learning at the early age. Candidates are required to spend 20 hours of observation and participation during Level II Field Experiences in the Child Development Lab.

Methods and Materials of Instruction in Math for Young Children ECE 362 (Three Credits)

Methods and techniques of teaching mathematics to elementary school children. Includes preparation and practice with materials in classroom situations. Designed especially to meet the needs of elementary school teachers in grades Pre K-3. Develop lessons for the candidate on how informal and formal learning occurs around a particular mathematical strand (*Principles and Standards for School Mathematics*, NCTM, 2000). Provide the candidate with background material to create an active learning environment that fosters curiosity, confidence, and persistence. Strengthen the candidate's knowledge of important mathematical relationships, number sense, and the ability to solve problems for successful acquisition of the discipline of mathematics in the early years. Provide references regarding the importance of how children think about mathematical ideas. Enhance mathematical concepts through related children's literature that can be integrated into the early childhood curriculum. Encourage the use of technology that includes highly recommended and award-winning software and website. Candidates are required to spend 20 hours of observation and participation during Level II Field Experiences in the Child Development Lab.

Analyzing the Behavior of Children HFD 370 (Three Credits)

This is a lecture- and experientially-based course that focuses on observation methods as it applies to young children. Emphasis is placed on the observation process to include recording and assessing the development and learning of young children in learning environments. Students will learn to plan appropriate activities, environment, and interactions, as well as adapt the curriculum for individual differences (i.e. special needs, multicultural settings, etc.). Both formal and informal assessment methodology and strategies to diagnose and assess young children's learning and development will be used to create developmentally appropriate experiences. Candidates are required to spend 20 hours of observation and participation during Level II Field Experiences in the Child Development Lab.

Parent Education HFD 420 (Three Credits)

This course will focus on strategies for helping child care personnel and parents work together more effectively. The course includes an emphasis on the major schools of thought relating to parent and child care/school collaboration. This course is designed around the premise that childcare organizations, schools and families need the help and support of another. It is documented that parental involvement makes a difference in a child's success. Child care providers and educators can profit from the specific knowledge that parents have about their own children, and parents can profit from general information that these professionals/para-professionals have about many children. It is the responsibility of these professionals/para-professionals to develop and strengthen positive relationships with parents to ensure the continuity and developmental environmental that children need. This course will identify how the home, childcare settings/schools, and community interact and provide a forum for discussion of ways in which these settings interact to affect children's lives. Lecture, discussions, individual/team projects, observation, child study and research will be used as delivery of course material paired with guest lecturers and/or mentors as appropriate and available. Observational techniques and strategies will be introduced. Candidates are required to spend 20 hours of observation and participation during Level II Field Experiences in the Child Development

Teaching Literacy in the Elementary School EED 450 (Three Credits)

This course is designed to provide elementary education teaching candidates with the knowledge, skills, and dispositions that are necessary for the diagnosis and correction of mild to moderately severe reading difficulties. The physical, physiological, cognitive, language, emotional, and socio-cultural correlates of reading disabilities are examined to help candidates understand the nature and causes of students' reading problems in grades Pre K-6. Therefore candidates will gain facility in the selection and use of formal and informal instruments for the early detection and correction of reading difficulty. Moreover, the diagnostic-prescriptive model will be applied to help candidates acquire expertise in the analysis of children's reading diagnostic data and the implementation of developmentally appropriate instructional methods that address the needs of diverse student populations. Students will become proficient in planning and implementing reading instruction as specified in the Virginia "No Child Left Behind" and the Reading First Teacher Education Network (RFTEN) Guidelines. Thus, they will acquire knowledge of how to implement scientifically-based reading research

instructional practices in phonemic awareness, phonics, fluency, vocabulary, and comprehension to ensure that “No Child is Left Behind” in grades Pre K-6. Candidates are required to spend 20 hours of observation and participation during Level II Field Experiences at an assigned elementary school.

Organizing and Administration Child Care Programs

HFD 460 (Three Credits)

The purpose of this course is to expose you to the administrative aspects of early childhood education. You will be introduced to a range of administrative demands in different types of early childhood centers as well as maintaining and developing ongoing programs. Areas of focus include developing sound fiscal skills, program development and implementation, program management, and essential interpersonal communication skills for an effective child care facility. Candidates are required to spend 20 hours of observation and participation during Level II Field Experiences in the Child Development Lab.

Practicum

ECE 495 (Nine Credits)

This program is designed to provide a period of supervised experiences during which the prospective teacher of a preschool child, child care, or a Head Start setting takes gradual responsibility for a group of pupils for a definite period of time. The teacher is observed by a university supervisor for a minimum of three times during the experience. This sixteen week practicum experience including a one week observation is a mandatory requirement of the program. Candidates are required to spend 300 hours of observation and participation during Level II Field Experiences in the Child Development Lab.

Related supportive courses

Children’s Theatre

DRM 226 (Three Credits)

This course includes a study of theories and methods of children’s theatre with concentration on educational goals, survey of literature and production techniques, and practical work in production of children’s theatre.

Interviewing Techniques

SWK 327 – (Three Credits)

Study of the general principles and techniques of interviewing and recording, which may be applied not only in social work but also in other occupations.

Introduction to Entrepreneurship

ENT 387 –(Three Credits)

Introduction to the important characteristics of entrepreneurs that relate to successful business start-ups, with emphasis on self-evaluation, effective decision-making skills, and practical aspects of a successful business start-up. A requirement is a written assignment on business plans based on a potential future business venture.

Trends and Issues in Diverse Populations

INT 350 (Three Credits)

This course is specifically designed for pre-service teachers. Appropriate curriculum modification addressing diverse populations will be emphasized. This course includes discussion of inclusion, transition, and life skills for children with exceptionalities. Curriculum materials, assessment techniques, and instructional strategies will be presented from a culturally, linguistic, and social perspective. Candidates are required to spend 10 hours of observation during Level II Field Experiences at an assigned elementary school noted for its diversity.

SUGGESTED OBSERVATION/PRACTICUM HOURS PER COURSE
FOR
B.S. IN EARLY CHILDHOOD DEVELOPMENT
CHILD CARE OPTION
BS.ECE.NCOP

First Year

ECE 110	Intro to the Profession	10. <u>hrs.</u>
---------	-------------------------	-----------------

Second Year

EED 201	American Schools and Teaching	10 hrs.
EED 274	The Study of Young Children	10 hrs.
HFD 232	Creative Activities for Children	<u>10 hrs.</u>

Third Year

ECE 360	Curriculum and Instruction in ECE	20 hrs.
ECE 362	Math for Young Children	20 hrs.
HFD 370	Analyzing the Behavior of Children	20 hrs.
ECE 324	Children's Literature	20 hrs.

Fourth Year

EED 450	Teaching Literacy in Elem.Schools	20 hrs.
INT 350	Trends and Issues of Diverse Populations	10 hrs.
HFD 460	Organization and Administration Of Child Care Programs	20 hrs.
HFD 420	Parent Education	20 hrs.

Total (without Practicum)		190 hrs.
---------------------------	--	----------

ECE 495	Practicum (Child Care Setting)	<u>300 hrs.</u>
---------	--------------------------------	-----------------

Total (including Practicum)		490 hrs.
-----------------------------	--	----------

August 2007

Appendix B: Articulation Agreements

Addendum to the Tidewater Community College/Norfolk State University
General Articulation Agreement

ARTICULATION AGREEMENT
A.A.S. in Early Childhood Development to
B.S. in Early Childhood Development
Child Care Option

TCC A.A.S. degree program in Early Childhood Development				NSU B.S. degree program in Early Childhood Development Child Care Option (Non-endorsement)			
Major				Major			
CHD	109	Music and Movement for Children	3	(Elective)			(3)
CHD	118	Language Arts for Young Children	3	ECE	324	Children's Literature for Early Childhood Education	3
CHD	120	Introduction to Early Childhood Education	3	ECE	110	Introduction to the Profession	2 (1)
CHD	125	Creative Activities for Children	3	HFD	232	Creative Activities for Children	3
CHD	126	Science and Math Concepts for Children	3	ECE	362	Methods and Materials of Instructors in Math for Young Children	3
CHD	166	Infant and Toddler Programs	3	(Elective)			(3)
CHD	205	Guiding the Behavior of Children	3	HFD	370	Analyzing the Behavior of Children	3
CHD	210	Introduction to Exceptional Children	3	(Elective)			(3)
CHD	270	Administration of Child Care Programs	3	HFD	460	Organization and Administration of Child Care Programs	3
CHD	290	Coordinated Internship in Early Childhood Education	3	(Elective)			(3)
EDU	160	Techniques of Observation in Early Education	3	EED	274	Study of Young Children	3
HLT	135	Child Health and Nutrition	3	HED	100	Personal and Community Health	2 (1)
Total in Major			36	Total in Major			22
				Electives			14
				Total			36
General Education				General Education			
ENG	111	College Composition I	3	ENG	101	Communication Skills I	3
ENG	112	College Composition II	3	ENG	102	Communication Skills II	3
ITE	115	Introduction to Computer Applications and Concepts	4	CSC	150	Computer Concepts and Applications	3 (1)
PSY	201	Introduction to Psychology I	3	PSY	210	Introduction to Psychology	3
PSY	235	Child Psychology	3	PSY	228	Developmental Psychology	3
SDV	100	College Success Skills	1	UNI	101	Introduction to University Life	1
SOC	215	Sociology of the Family	3	SOC	101	Introduction to Social Science	3
SPD	100	Principles of Public Speaking	3	SCM	285	Principles of Speech	3
HUM	241	Principles of the Humanities I or PHI (ethics/logic)	3	HUM	210	Humanities	3
MTH	158	College Algebra (or higher level math)	3	MTH	103	Contemporary Mathematics	3
Total General Education			29	Total General Education			29

Additional courses to be taken at TCC				Additional Requirements at NSU			
MTH	240	Statistics	3	MTH	105	Intermediate Algebra	3
BIO	101/L	General Biology I	4	BIO	100/L	Biological Science	4
PHY	100/L	Elements of Physics	4	PHY	100/L	Physical Science	4
CHM	101/L	General Chemistry I		CHM	100/L	Chemistry: Man and Environment	
ENG	210	Advanced Composition	3	ENG	203	Advanced Communication Skills	3
PED	-	(Activity course)	1	PED	100	Fundamentals of Fitness for Life	1
ART ART MUS MUS MUS	201 202 121 122 -	History of Art I <i>or</i> History of Art II <i>or</i> Music Appreciation I <i>or</i> Music Appreciation II <i>or</i> Participatory MUS class	3	FIA	201	Basic Art Appreciation (<i>or</i> Music Appreciation)	3
HIS	111	History of World Civilization I	3	HIS	100 <i>or</i> 101	History of Civilization	3
HIS	112	History of World Civilization II		HIS	102	United States History to 1865	3
HIS	121	United States History I	3	HIS	103	United States History 1865 to Present	
HIS	122	United States History II		EED	360	Curriculum and Instruction for Primary Grades (PreK-3 rd Grade)	3
CHD	225	Curriculum Development for School-Age Children	3				
Total Additional Credits			27	Total Additional Credits			27
				Additional Requirements - NSU			
				EED	201	American Schools and the Teaching Profession	3
				DRM	226	Children's Theatre	3
				SWK	327	Interviewing Techniques	3
				ENT	287	Introduction to Entrepreneurship	3
				EED	450	Teaching Literacy in the Elementary School	3
				INT	350	Trends and Issues of Diverse Populations	3
				HFD	420	Parent Education	3
				ECE	495	Practicum (Child Care Setting)	9
				Total Credits to be Taken at NSU			30
Total Credits in Major			36	Total Transfer Credits in Major			22
Total Credits in General Education			29	Total Transfer Elective Credits			14
Total Credits in General Education			29	Total Credits in General Education			29
Additional Credits Taken at TCC			27	Additional Credits Taken at NSU			27
Credits to be Taken at NSU			30	Credits to be Taken at NSU			30
Total Credits for B.S. Degree at NSU			122	Total Credits for B.S. Degree at NSU			122

Thomas Nelson Community College and Norfolk State University
ARTICULATION AGREEMENT
A.A.S. in Early Childhood Development to
B.S. in Early Childhood Development
Child Care Option

TNCC A.A.S. degree program in Early Childhood Development				NSU B.S. degree program in Early Childhood Development Child Care Option (Non-endorsement)			
Major				Major			
CHD	109	Music and Movement for Children	3	(Elective)			(3)
CHD	118	Language Arts for Young Children	3	ECE	324	Children's Literature for Early Childhood Education	3
CHD	120	Introduction to Early Childhood Education	3	ECE	110	Introduction to the Profession	2 (1)
CHD	125	Creative Activities for Children	3	HFD	232	Creative Activities for Children	3
CHD	126	Science and Math Concepts for Children	3	ECE	362	Methods and Materials of Instructors in Math for Young Children	3
CHD	166	Infant and Toddler Programs	3	(Elective)			(3)
CHD	205	Guiding the Behavior of Children	3	HFD	370	Analyzing the Behavior of Children	3
CHD	210	Introduction to Exceptional Children	3	(Elective)			(3)
CHD	270	Administration of Child Care Programs	3	HFD	460	Organization and Administration of Child Care Programs	3
CHD	265	Advanced Observation & Participation	3	(Elective)			(3)
CHD	121	Childhood Education Development I	3	EED	274	Study of Young Children	3
EDU	235	Health Safety & Nutrition for Young Children	3	HED	100	Personal and Community Health	2 (1)
Total in Major			36	Total in Major			22
				Electives			14
				Total			36
General Education				General Education			
ENG	111	College Composition I	3	ENG	101	Communication Skills I	3
ENG	112	College Composition II	3	ENG	102	Communication Skills II	3
ITE	115	Basic Computer Literacy	3	CSC	150	Computer Concepts and Applications	3
PSY	201	Introduction to Psychology I	3	PSY	210	Introduction to Psychology	3
PSY	230	Developmental Psychology	3	PSY	228	Developmental Psychology	3
SDV	100	College Success Skills	1	UNI	101	Introduction to University Life	1
SOC	215	Sociology of the Family	3	SOC	101	Introduction to Social Science	3
SPD	100	Principles of Public Speaking	3	SCM	285	Principles of Speech	3
HUM/FINE ARTS		Elective	3	HUM	210	Humanities	3
MTH	158	College Algebra (or higher level math)	3	MTH	103	Contemporary Mathematics	3
Total General Education			28	Total General Education			29

Additional courses to be taken at TNCC				Additional Requirements at NSU				
MTH	241	Statistics	3	MTH	105	Intermediate Algebra	3	
BIO	101/L	General Biology I	4	BIO	100/L	Biological Science	4	
PHY	100/L	Elements of Physics <i>or</i>	4	PHY	100/L	Physical Science <i>or</i>	4	
CHM	101/L	General Chemistry I		CHM	100/L	Chemistry: Man and Environment		
ENG	210	Advanced Composition	3	ENG	203	Advanced Communication Skills	3	
PED	-	(Activity course)	1	PED	100	Fundamentals of Fitness for Life	1	
ART ART MUS MUS MUS	201 202 121 122 -	History of Art I <i>or</i> History of Art II <i>or</i> Music Appreciation I <i>or</i> Music Appreciation II <i>or</i> Participatory MUS class	3	FIA	201	Basic Art Appreciation (<i>or</i> Music Appreciation)	3	
HIS	111	History of World Civilization I <i>or</i>	3	HIS	100 <i>or</i> 101	History of Civilization	3	
HIS	112	History of World Civilization II						
HIS	121	United States History I <i>or</i>	3	HIS	102	United States History to 1865 <i>or</i>	3	
HIS	122	United States History II		HIS	103	United States History 1865 to Present		
CHD	225	Curriculum Development for School-Age Children	3	EED	360	Curriculum and Instruction for Primary Grades (PreK-3 rd Grade)	3	
Total Additional Credits			27	Total Additional Credits			27	
				Additional Requirements - NSU				
				EED	201	American Schools and the Teaching Profession	3	
				DRM	226	Children's Theatre	3	
				SWK	327	Interviewing Techniques	3	
				ENT	287	Introduction to Entrepreneurship	3	
				EED	450	Teaching Literacy in the Elementary School	3	
				INT	350	Trends and Issues of Diverse Populations	3	
				HFD	420	Parent Education	3	
				ECE	495	Practicum (Child Care Setting)	9	
				Total Credits to be Taken at NSU			30	
Total Credits in Major				36	Total Transfer Credits in Major			22
Total Credits in General Education				28	Total Transfer Elective Credits			14
Total Credits in General Education				28	Total Credits in General Education			28
Additional Credits Taken at TNCC				27	Additional Credits Taken at NSU			27
Credits to be Taken at NSU				30	Credits to be Taken at NSU			30
Total Credits for B.S. Degree at NSU				121	Total Credits for B.S. Degree at NSU			121

Addendum to the Paul D. Camp Community College/Norfolk State University
General Articulation Agreement

ARTICULATION AGREEMENT
A.A.S. in Early Childhood Development to
B.S. in Early Childhood Development
Child Care Option

PDCCC A.A.S. degree program in Early Childhood Development				NSU B.S. degree program in Early Childhood Development Child Care Option (Non-endorsement)			
Major				Major			
CHD	109	Music and Movement for Children	3	(Elective)			(3)
CHD	118	Language Arts for Young Children	3	ECE	324	Children's Literature for Early Childhood Education	3
CHD	120	Introduction to Early Childhood Education	3	ECE	110	Introduction to the Profession	2 (1)
CHD	125	Creative Activities for Children	3	HFD	232	Creative Activities for Children	3
CHD	126	Science and Math Concepts for Children	3	ECE	362	Methods and Materials of Instructors in Math for Young Children	3
CHD	166	Infant and Toddler Programs	3	(Elective)			(3)
CHD	205	Guiding the Behavior of Children	3	HFD	370	Analyzing the Behavior of Children	3
CHD	210	Introduction to Exceptional Children	3	(Elective)			(3)
CHD	270	Administration of Child Care Programs	3	HFD	460	Organization and Administration of Child Care Programs	3
CHD	290	Coordinated Internship in Early Childhood Education	3	(Elective)			(3)
EDU	160	Techniques of Observation in Early Education	3	EED	274	Study of Young Children	3
CHD	165	OR Observation & Participation in Early Childhood/Primary Settings					
CHD	225	Curriculum Development for School-Age Children	3	EED	360	Curriculum and Instruction for Primary Grades (PreK3rd grade)	3
HLT	135	Child Health and Nutrition	3	HED	100	Personal and Community Health	2 (1)
HLT	105	Cardiopulmonary Resuscitation	1	PED	100	Fundamentals of Fitness for Life	1
Total in Major			40	Total in Major			26
				Electives			14
				Total			40
General Education				General Education			
ENG	111	College Composition I	3	ENG	101	Communication Skills I	3
ITE	115	Introduction to Computer Applications and Concepts	4	CSC	150	Computer Concepts and Applications	3 (1)
PSY	201	Introduction to Psychology I	3	PSY	210	Introduction to Psychology	3
PSY	235	Child Psychology	3	PSY	228	Developmental Psychology	3
SDV	100	College Success Skills	1	UNI	101	Introduction to University Life	1
SOC	201	Introduction to Sociology I	3	SOC	101	Introduction to Social Science	3
SPD	100	Principles of Public Speaking	3	SCM	285	Principles of Speech	3
PHI	115	Practical Reasoning	3	HUM	210	Humanities	3
MTH	151	Math for Liberal Arts I (or higher level math)	3	MTH	103	Contemporary Mathematics	3
Total General Education			26	Total General Education			26

Additional courses to be taken at PDCC				Additional Requirements at NSU			
MTH	240	Statistics	3	MTH	105	Intermediate Algebra	3
BIO	101/L	General Biology I	4	BIO	100/L	Biological Science	4
PHY	100/L	Elements of Physics <i>or</i>	4	PHY	100/L	Physical Science <i>or</i>	4
CHM	101/L	General Chemistry I		CHM	100/L	Chemistry: Man and Environment	
ENG	210	Advanced Composition	3	ENG	203	Advanced Communication Skills	3
ART ART MUS MUS MUS	201 202 121 122 -	History of Art I <i>or</i> History of Art II <i>or</i> Music Appreciation I <i>or</i> Music Appreciation II <i>or</i> Participatory MUS class	3	FIA	201	Basic Art Appreciation (<i>or</i> Music Appreciation)	3
HIS HIS	111 112	History of World Civilization I <i>or</i> History of World Civilization II	3	HIS	100 <i>or</i> 101	History of Civilization	3
HIS HIS	121 122	United States History I <i>or</i> United States History II	3	HIS HIS	102 103	United States History to 1865 <i>or</i> United States History 1865 to Present	3
ENG	112	College Composition II	3	ENG	102	Communication Skills II	3
Total Additional Credits			26	Total Additional Credits			26
				Additional Requirements - NSU			
				EED	201	American Schools and the Teaching Profession	3
				DRM	226	Children's Theatre	3
				SWK	327	Interviewing Techniques	3
				ENT	287	Introduction to Entrepreneurship	3
				EED	450	Teaching Literacy in the Elementary School	3
				INT	350	Trends and Issues of Diverse Populations	3
				HFD	420	Parent Education	3
				ECE	495	Practicum (Child Care Setting)	9
				Total Credits to be Taken at NSU			30
Total Credits in Major			40	Total Transfer Credits in Major			26
				Total Transfer Elective Credits			14
Total Credits in General Education			26	Total Credits in General Education			26
Additional Credits Taken at PDCC			26	Additional Credits Taken at NSU			26
Credits to be Taken at NSU			30	Credits to be Taken at NSU			30
Total Credits for B.S. Degree at NSU			122	Total Credits for B.S. Degree at NSU			122

Appendix C: Forms

STUDENT REGISTRATION AGREEMENT

I have received my curriculum sheet from my advisor. My advisor has released my hold from Spartan Shield which will enable me to navigate the Spartan Shield System. In the event I deviate from the courses that are on my curriculum sheet, I will not hold my advisor liable.

Student Signature

Advisor Signature

Student (Print Name)

Advisor (Print Name)

Department Head

Date

List courses below for semester : (i.e. SPRING 2007: EED 201; ENG 101; BIO 100)

Comments:

Appendix D: Application Materials

SCHOOL OF EDUCATION - NORFOLK STATE UNIVERSITY
Application for Admission to Early Childhood Development Child Care Option
(BS.ECE.NCOP) Undergraduate Program

The teacher as a competent, compassionate, cooperative, and committed leader.

Application Date:

Date Entered NSU:

SECTION I -- Student Data (Applicant: Please type information in this section)

Student ID:		Birth Date (MM/DD/YY)		Gender		Ethnicity	
Applicant's Name: (Please Type)	Last			First			MI
Address: (Local)	Street			City		State	Zip Code
Telephone: (Local)	(Home)		(Work)		(Cellular)		EMAIL

SECTION II -- Teacher Education (Applicant: Please type information in this section)

	GPA	When do you expect to complete your Practicum?	Semester	Year
	FOCUS (Teaching, Administration or Entrepreneurship)			
PRAXIS Scores (not required)	(Reading)	(Writing)	(Mathematics)	Specialty (Early Childhood Ed)

*PRIOR MAJOR(S) -- Please list above.

SECTION III - - Teaching Recommendation (Applicant: Please do NOT make entries in this section)

SECTION IV - - Authorization

Student's Signature	Date																
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Approved</td> <td style="width: 25%;">Rejected</td> <td style="width: 25%;">Date:</td> <td style="width: 25%;"></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Approved	Rejected	Date:						<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Approved</td> <td style="width: 25%;">Rejected</td> <td style="width: 25%;">Date</td> <td style="width: 25%;"></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Approved	Rejected	Date					
Approved	Rejected	Date:															
Approved	Rejected	Date															
Chairperson's Signature	Dean's Signature																
Interview Committee Members Name	Signature	Title															

No.	Student Requirements	Acceptable
	Current Copy of Evaluation (GPA 2.5) with advisor's name and signature	
	Completion of minimum of 60 hours with Grades of "C" or better in ALL courses.	
	Level I Field experience report on file (if applicable)	
	Graded English Essay	
	Audio Taped Autobiography accompanied with Written Autobiography include Personal Factors (career aspirations/ reasons)	
	Two letters of recommendation (English Professor/Teacher in Department)	
	Detailed Sample Lesson Plan (1)	
	Handwritten Philosophy of Education	
	Child Abuse Training Certificate, VA Criminal Records Check, TB, Medical Records Check	
	Passing EWA Exam Scores (attach original copy)	
	Effective interpersonal Communications and language skills	
	Professionalism - - Membership in professional teacher organization (SVEA, ACEI, NAEYC, etc.)	
	Disposition Process Report (completed by Advisor)	

**NORFOLK STATE UNIVERSITY
Center for Professional Development**

**APPLICATION FOR ADMISSION TO THE
PRACTICUM IN FOR THE EARLY CHILDHOOD
DEVELOPMENT CHILD CARE OPTION
(BS.ECE. NCOP)**

<i>For Office Use Only</i>
Number Experiences Required: 1EXP: _____ 2EXP: _____ Placement Division: Dir: _____ Clerk: _____

(*SEMESTER/YEAR in which you plan to student teach)

Major:		*Semester:		*Year:	
Applicant's Name: (Please Type)				First	Student ID

CERTIFICATION INSTRUCTIONS:

This certification/departmental endorsement is to be completed by the applicant, official representative(s) of the School of Education, and the Department from which the applicant is a major. Preparation of a prospective early childhood professional involves a dual responsibility by both the major department and the Center for Professional Development. All applications will be maintained by the Center for Professional Development. This cover form **MUST** be submitted to the Center for Professional Development without exception, along with each application. Make copies of documents before submitting them to the Office of Student Teaching. Personal copies of Documents is the responsibility of the applicant. **PLEASE USE BLACK INK WHERE WRITING IS REQUIRED.**

APPLICANT CERTIFICATION:

I certify that I fully understand Norfolk State University's General Policies for Directed Teaching and Practicum in Pre-professional Teaching and Administration Responsibilities as outlined in the Directed Teaching HANDBOOK. I hereby accept the rules of Directed Teaching.

I further understand that if the prerequisites outlined in the University Catalog have NOT been fully obtained, or failure to provide required police records check, medical forms, comply with the rules for Directed Teaching, Pre-professional Practicum or substandard performance in my Directed Teaching/Practicum may result in my dismissal from the Directed Teaching/Practicum program.

I fully understand that proof of successful completion of EEWC, Admission to Practicum for BS.ECE.NCOP, physical examination, tuberculosis/chest x-ray, and background records check are integral to this application process and I will comply as requested.

I certify that all information given is correct, and that I have completed all requirements for Pre-professional Practicum in Teaching and Administration. I will be eligible to begin my Pre-professional Practicum in Teaching and Administration in the upcoming semester.

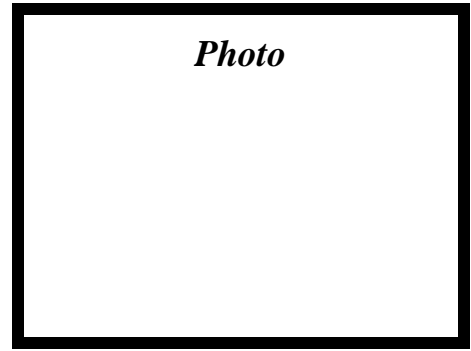
Applicant's Signature _____ (Date) _____

DEPARTMENT ENDORSEMENT: On the basis of my knowledge of the applicant's preparation and characteristic performance in the subject matter area of _____, I DO _____ *
DO NOT endorse this applicant as a worthy and promising candidate for the Pre-professional Practicum in Teaching and Administration during the upcoming semester.

Department Head, please indicate the University Supervisor:	
Signed (Advisor):	Date:
Approved by (Major Head of Department):	Date:
Approved by (Secondary Ed. Dept. Head -- if applicable):	Date:
* Comment(s).	

**Norfolk State University
Center for Professional Development**

Application for Practicum in
FOR THE EARLY CHILDHOOD DEVELOPMENT CHILD
CARE OPTION (BS.ECE. NCOP)



SECTION I -- Personal Data

Date of Birth: (MM/DD/YR) (optional)					Gender		Ethnicity		
Applicant's Name: (Please Print)					First		Middle		Stude
	Address: (Local)				City		State		Zip
Telephone: (Local)			(Work)		(Cellular)		email		
	Address: (Permanent)				City		State		Zip
Telephone: (Permanent)			(Work)		(Cellular)		email		
	Emergency Contact :				(Local-other than where you reside)		(Relationship)		(Phone)

SECTION II -- Education History

Name of College attended other than NSU:									
Degree Received (BA, BS etc., and DISCIPLINE)						Graduation Date:			
~ Norfolk State University Information ~									
Adviso									
Major:	Emphasis:				Graduation Date:				
Special	(ED)		(LD)		(MR)		(SPH)		(PRACTICUM)
Date Admitted to Practicum (MM/DD/YY):									

SECTION III -- Teaching Related Experience				
---	--	--	--	--

Teacher Assistant		School System:		How many years?	
Substitute Teacher (YES/NO)?		School System:		How many years?	

SECTION IV -- PRE-Directed Teaching Field Experiences				
--	--	--	--	--

Type	Site	Grade/Level
Volunteer:		
Volunteer:		
Observation/Participation (Level I):		
Observation/Participation (Level I):		
Observation/Participation (Level II):		
Observation/Participation (Level II):		
Other:		

SECTION VI -- Resumé/Academic Record

Attach:

- copy of your Resumé
- copy of your EEWA
- copy of your current Academic Evaluation with original signature of your advisor

SECTION VII -- Organization Memberships

SVEA	NAEYC	CEPC	MENC	OTHER:
------	-------	------	------	--------

SECTION VIII -- Placement Request Information (COMPLETE EACH BLOCK IN THIS SECTION)

Do you have transportation (YES/NO)?			
* School Division:	(1st Choice)	(2nd Choice)	
Area/Level of each Experience needed (e.g., LD-MIDDLE, K, 4-6, VOCAL-HIGH):			
			(1) (2)
** Do you request a waiver of ONE experience (YES/NO)? (Attach two letter(s) supporting a waiver request.)			

NOTES:
 * Do NOT indicate a specific school.
 ** Include length of time in experience, area/level taught, which level of the experience is to be specifically considered for waiver. Letters are to be submitted on official stationery of the authorities familiar with the experiences.

I certify that all information given is correct, and that I have completed all requirements for Pre-professional Practicum in Teaching and Administration

(Applicant's Signature)	(Date)	(Advisor's Signature)	(Date)

Physician's Certificate for PPTA Candidates Physical Examination

Last Name			First			Middle					
Male		Female		Age		DOB (MM/DD/YY)		Race		SSN	
Department:						Major:					
Address: (Local)			City			State			Zip		
Telephone: (Local)			(Work)			(Pager)			EMAIL		
Address: (Permanent)			City			State			Zip		
Telephone: (Permanent)			(Work)			(Pager)			EMAIL		

Blood Pressure: Systolic _____ Diastolic _____ Pulse _____
 Skin: _____ Mucous Membranes: _____ Throat: _____
 Eyes: Vision R.E. _____ L.E. _____ Glasses: _____ Pupils: _____
 Ears: Drums: _____ Hearing (Conversational tone) R. _____ L. _____
 Heart: _____ Murmur: Physiologic _____ Pathologic _____

Remarks:

Lungs: _____ History of Cough: _____
 Symptoms of Nervous Disease: _____ Reflexes: _____
 Gastrointestinal: _____ Hernia: _____

Remarks:

Urinalysis: Alb. _____ Sug. _____ Micro. _____ Sp. G. _____
 Blood: HGB _____ RBC _____ WBC _____ Diff. Polys. _____
 Lymphs _____ Mono. _____ EOS _____ BASO _____

This student is free of communicable disease. _____ Yes _____ No

Symbols: Normal _____ Abnormal or Pathologic (Explain in remarks).

Remarks.

Date Examined: _____ Signed: _____

M.D.

Telephone: (_____) _____ Address: _____

**Norfolk State University
Center for Professional Development**

Physician's Certificate for PPTA Candidates

Tuberculosis Test

Last Name			First		Middle
Male	Female	Age	DOB (MM/DD/YY)	Race	SSN
Department:				Major:	
Address: (Local)			City	State	Zip
Telephone: (Local)		(Work)	(Pager)	EMAIL	
Address: (Permanent)			City	State	Zip
Telephone: (Permanent)		(Work)	(Pager)	EMAIL	

Requested for (please check one) Fall _____ Spring _____ Year

On the basis of chest x-ray, tests, and/or examinations, I hereby certify that the student identified at the top of this form is diagnosed to be free of communicable tuberculosis as of the date below.

I am a licensed physician in _____ (State or District), United States of America.

Official Stamp (Optional)

Date: _____ Signed:

Address:

Telephone: (_____)

Virginia State Law requires this test. Return this TB Certificate to the Center for Professional Development PRIOR to the teaching experience. Test is to be effective through the entire experience.

Appendix E: Standards

Association for Childhood Education International Global Guidelines for Early Childhood Education and Care in the 21st Century

Knowledge and Performance

- knowledge of child growth, development, and learning
- ability to apply knowledge of child growth, development, and learning into practice
- knowledge of the use of space, materials, and time in order to adapt them appropriately to the needs of the children and in relation to the program that is being implemented
- ability to communicate effectively with children, colleagues, and families
- ability to work collaboratively and in partnerships with others
- ability to understand and implement an effective program
- ability to use a variety of learning materials
- ability to reflect on his/her practice and make any appropriate changes.

Personal and Professional Characteristics

- exhibit personal characteristics that demonstrate caring, acceptance, sensitivity, empathy, and warmth toward others
- ability to work collaboratively and in partnership with others
- exhibit personal commitment to lifelong learning
- advocate for children and their families.

Moral/Ethical Dimensions

- respect for the child
- respect for the child's culture and the family practices
- demonstration of courage to act on behalf of the child and to speak up for the protection of the child
- ability to frame moral/ethical responses that transcend the immediate issue.

Standards of National Association for the Education of Young Children (NAEYC)

The following are the core standards adopted by the National Association for the Education of Young Children (NAEYC) serve as a base for standards of the degree program for the Early Childhood Development Child Care Option (BS.ECE.NCOP) at Norfolk State University. The five standards are (consistent with the language used by NAEYC, student is used instead of candidate):

Standard 1. Promoting Child Development and Learning

Students prepared in associate degree programs 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 healthy, respectful, supportive, and challenging for all children.

Standard 2. Building Family and Community Relationships

Students prepared in associate degree programs 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.

Early Childhood Non-Certification Option (NCOP) Student Handbook

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

Students prepared in associate degree programs know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development.

Standard 4. Teaching and Learning

Students prepared in associate degree programs integrate their understanding of and relationship with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all young children.

Sub-Standard 4a. Connecting with children and families: Students know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children.

Substandard 4b. Using developmentally effective approaches: Students know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence children's development and learning.

Substandard 4c. Understanding content knowledge in early education: Students 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 subjects, and can identify resources to deepen their understanding.

Substandard 4d. Building meaningful curriculum: Students 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.

Standard 5. Becoming a Professional

Students prepared in associate degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Appendix F: NAEYC Accredited Centers in Hampton Roads Area



NAEYC-Accredited Programs in the Hampton Roads Area

Program Name and Address	Phone Number	Accredited Through
KinderCare Learning Center 725 Greenbrier Parkway Chesapeake, VA 23320 Program ID Number: 284390	7574364672	2/28/2010
KinderCare Learning Center #0149 163 Mount Pleasant Road Chesapeake, VA 23322 Program ID Number: 146346	7574827880	1/31/2008
Northwest Child Development Center 383 Relay Road Chesapeake, VA 23322 Program ID Number: 337593	7574218739	10/31/2007
Children's Harbor Chesapeake 2400 Strawberry Lane Chesapeake, VA 23324 Program ID Number: 288579	7575434221	1/31/2008 <u>Suffolk</u>
Children's Harbor Suffolk 1020 Champions Way Suffolk, VA 23435 Program ID Number: 279745	7574832693	5/31/2010 <u>Virginia Beach</u>
Sunnybrook Day School 3380 Edinburgh Drive Virginia Beach, VA 23452 Program ID Number: 291171	7573402266	6/30/2007
Eastern Shore Chapel Parish Day School 2020 Laskin Road Virginia Beach, VA 23454 Program ID Number: 397840	7574916130	4/30/2011
KinderCare Learning Center 2205 Poplar Point Road Virginia Beach, VA 23454 Program ID Number: 321731	7574816048	9/30/2008
KinderCare Learning Center #1238 1801 General Booth Boulevard Virginia Beach, VA 23454 Program ID Number: 477667	757	10/31/2007
Kindercare Learning Center 4621 Crossborough Road Virginia Beach, VA 23455 Program ID Number: 321490	757	6/30/2007
Fort Story Child Development Center Bldg. 307, Cape Henry Road Virginia Beach, VA 23459 Program ID Number: 281757	7574227413	5/31/2010
NAS Oceana Child Development Center	7574333164	3/31/2009

1798 3rd Street Virginia Beach, VA 23460 Program ID Number: 291214		
Dam Neck Child Development Center 1789 Regulus Avenue Virginia Beach, VA 23461 Program ID Number: 368792	7574928683	6/30/2007
KinderCare Learning Center 704 Hillingdon Court Virginia Beach, VA 23462 Program ID Number: 284329	7574742450	4/30/2009
Children's World Learning Center 5925 Providence Road Virginia Beach, VA 23464 Program ID Number: 229505	7574249261	2/28/2008 Norfolk
USAA Child Development Center 5800 Northampton Boulevard Norfolk, VA 23502 Program ID Number: 433234	7578935018	1/31/2008
Naval Support Activity Norfolk Child Development Center 1790 Leutze Blvd. Norfolk, VA 23511 Program ID Number: 278270	7574443379	3/31/2007
Children's Harbor Ghent 1900 Llewellyn Avenue Norfolk, VA 23517 Program ID Number: 279812	7576220900	2/28/2011
Calvin Preschool 2901 East Little Creek Road Norfolk, VA 23518 Program ID Number: 293307	7575881452	5/31/2010
Naval Amphibious Base Little Creek Child Development Center "A" Street, Building 3364 Norfolk, VA 23521 Program ID Number: 286263	757	11/30/2007 Newport News
First United Methodist Preschool 10246 Warwick Boulevard Newport News, VA 23601 Program ID Number: 238979	7575954652	4/30/2008
Children's World Learning Center 12707 Jefferson Avenue Newport News, VA 23602 Program ID Number: 291842	7578759580	2/28/2010
KinderCare Learning Center #0567 338 Oyster Point Road Newport News, VA 23602 Program ID Number: 206411	757	3/31/2009
Second Presbyterian Preschool 201 Menchville Road Newport News, VA 23602 Program ID Number: 292458	7578742113	10/31/2007
Hiddenwood Presbyterian Preschool	7575958351	5/31/2009

414 Hiden Boulevard Newport News, VA 23606 Program ID Number: 275149		
Fort Monroe Child Development 370 Fenwick Rd Ft. Monroe, VA 23651 Program ID Number: 274424	7577885960	3/31/2008
Langley AFB Child Development Center (2 Sites)* 1994 Eagle Ave Langley AFB, VA 23665 Program ID Number: 280689	7572252610	6/30/2007
Langley AFB Child Development Center (2 Sites)* 117 Burrell Loop Road Langley Afb, VA 23665 Program ID Number: 280689	7572252610	6/30/2007 <u>Hampton</u>
Downtown Hampton Child Development Center 201 Lincoln Street Hampton, VA 23669 Program ID Number: 192245	7577223186	10/31/2007 <u>Yorktown</u>
York County Head Start Tabb Center 3711 Big Bethel Road Yorktown, VA 23693 Program ID Number: 297569	7578903888	4/30/2007 <u>Portsmouth</u>
Kindercare Learning Center 5700 Trucker Street Portsmouth, VA 23703 Program ID Number: 151525	7574841965	9/30/2007
Children's Harbor-Olde Towne 620 London Street Portsmouth, VA 23704 Program ID Number: 318516	7573972980	11/30/2009
Norfolk Naval Shipyard Child Development Center Andrews Street, Bldg. 1510 Portsmouth, VA 23709 Program ID Number: 278135	7573963220	12/31/2008

Appendix G: Meet the Faculty and Staff

Faculty and Staff

<p>Dr. Arletha McSwain, Professor Chair</p>		<p>757 823-2700 amcswain@nsu.edu</p>
<p>Ms. Beatrice Hale, Educational Programs Practitioner</p>		<p>757-823-8841 wbhale@nsu.edu</p>
<p>Dr. Denise Littleton Professor</p>		<p>757 823-9583 dlittleton@nsu.edu</p>
<p>Dr. Mona Bryant-Shanklin Associate Professor</p>		<p>757 823-8280 mmbryant-shanklin@nsu.edu</p>
<p>Dr. Matilda Martin (not pictured) Assistant Professor</p>		<p>757 823-8702 mjmartin@nsu.edu</p>
<p>Mrs. Carrol Rhodes Nelson Assistant Professor</p>		<p>757 823-2702 crnelson@nsu.edu</p>
<p>Dr. Leon Rouson Assistant Professor</p>		<p>757 823-2701 lrouson@nsu.edu</p>

Appendix H: Assessment

Practicum/Senior Evaluation Pack for BS. ECE. NCOP Candidates

Evaluation for NCOP Portfolio: Rubric for Electronic Portfolio

Student Name _____

CRITERIA	Target 14.30	Acceptable 11.43	Unacceptable 10	Incomplete 0	POINTS
Selection of Artifacts and Written Communication	All artifacts and work samples are clearly and directly related to the purpose of the eportfolio.	Most artifacts and work samples are related to the purpose of the eportfolio. (only 1 or 2 occurrences of unorganized, inaccurate, or difficult to interpret written information.	Few artifacts and work samples are related to the purpose of the eportfolio.	Most artifacts and work samples are unrelated to the purpose of the eportfolio.	
Reflections	All/most (90%) reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.	Most (80%) of the reflections identify and describe growth goals for continued learning.	A few (less than 80%) reflections identify and describe growth goals for continued learning	No reflections identify and describe growth goals for continued learning.	
Use of Multimedia	All of the photographs, graphics, sound and/or video enhance reflective statements and create interest.	Most of the photographs, graphics, sound and/or video enhance reflective statements and create interest.	A few of the photographs, graphics, sound and/or video are inappropriate and do not enhance reflective statements or create interest.	The photographs, graphics, sounds, and/or videos are inappropriate, do not enhance reflective statements, are not original work, and are distracting from the content.	
Completeness (see checklist below)	Most or all (90 %) required materials are included	Some (80 %) required materials are included	Materials are included (less than 80%)	0 points None of the materials are included	
Ease of Navigation	All of the portfolio navigation links and all sections.	Most of the portfolio navigation links and most sections	Some of the portfolio navigation links and some sections.	There are significant problems with portfolio navigation links and many sections	

Layout and Text Elements	The eportfolio is easy to read.(relates to font use and white space)	The eportfolio is generally easy to read. .(relates to font use and white space)	The eportfolio is often difficult to read. .(relates to font use and white space)	The eportfolio is difficult to read. .(relates to font use and white space)	
Writing Mechanics	The text has no errors in grammar, capitalization, punctuation, and spelling.	The text has a few errors in grammar, capitalization, punctuation, and spelling. These require minor editing and revision.	The text has 4 or more errors in grammar, capitalization, punctuation, and spelling requiring editing and revision.	The text has more than 6 errors in grammar, capitalization, punctuation, and spelling. It requires major editing and revision.	
Adapted from: http://www.uwstout.edu/soe/profdev/eportfoliorubric.html					
TOTAL POINTS					

Part I: Narrative

1. ____ Introduction/Overview/Purpose of Portfolio
2. ____ **Resume**
3. ____ **Philosophy** of Education
4. ____ Description of **student practicum experience** at each placement (you should include a description of the school, demographics, activities observed, and your responsibilities...this should be ½ to 1 page)
5. ____ **Parent information** (describe the demographics of the families, SES, family status, and how you have observed parents during your placement; add your comments ...this might include your observation of a parent teacher conference or parent teacher meeting)
6. ____ **Professional development** effort(s): this should include
 - a. certification of your Sexual Abuse training
 - b. documentation of membership in professional organizations, and
 - c. documentation of any other professional development (such as relevant conferences, workshops you have been involved in during your practicum experience)
7. ____ REFLECTION STATEMENT: share insight of your growth in selected areas outlined above.
8. ____ Optional inclusions: describe a critical incident and how it was handled; case study of child

Part 2: Demonstration of your knowledge, content and disposition Include the following:

1. ____ **Sample lesson plans** (include at least 3 from each of your placements...most people have placements, so this would be a minimum of 6 lesson plans; it is helpful to at least include the lessons observed by your supervising teacher on campus)

2. ____ **Unit Plan** (you may an acceptable **graded Unit Plan** from EED 360 if available and if your grade on the Unit Plan was at least a B, otherwise you will need to create a unit plan; see your supervising teacher for details)
3. ____ Student's work (**work samples**) using multiple assessments (this should include both formal and informal assessments; please remember to remove the student's name prior to submitting in your portfolio)
4. ____ **Classroom management plan** used in your observation site(s), the effectiveness of this plan, and how you might do it differently (develop a plan of your own: you will have 2 plans in the end)
5. ____ Pictures of **bulletin boards**, door decorations, or displays developed by you
6. **Evaluations** (1 copy from each placement experience from your Cooperating Teacher; the Director of the Child Development Center/placement, and from your University Supervisor....2 placement experiences means you will have 2 from each of these persons for a total of 6; HINT: it is a good idea to select one from each leg of your placement so that growth is demonstrated)
7. ____ REFLECTION STATEMENT: in this summative statement of no more than 2 pages, describe and reflect on your experiences during the placement (see above items); be sure to include your own teaching style and how you have grown during your placement; what you believe to be your impact on student learning (a general statement with specific examples...you may pull from your bi-weekly progress reports to compile this document)
8. ____ Optional inclusions: charts, maps, graphs; pictures or reports of field trips taken with or without children

Part 3: Video of your teaching

1. ____ This needs to be on CD and in digital format...be sure to keep a copy for yourself; you may an acceptable video from EED 360 if available and if your grade on the video was at least a B, otherwise you will need to create a unit plan; see your supervising teacher for details. Your video will be evaluated on the following:
 - Academic preparation
 - Classroom management
 - Ability to plan and present a lesson
 - Ability to relate to pupils
 - Personal characteristics
 - Communication skills
 - Multiple assessments used in teaching
2. ____ REFLECTION STATEMENT: in this summative statement of no more than 2 pages, describe and reflect on your video; talk about your strengths/weaknesses and how you might have developed or delivered this lesson different now that you see yourself in action. You may also include intervention strategies that might have been used and how your video assessment helped you to improve your instruction. Be sure to include specific examples and where in the CD your reference is located using minutes elapsed).

**Practicum/Student Teaching Observation Grades
(from Supervising Teacher/Professor)**

Teaching Experience	Date	Grade	Notes
1			

2			
3			
4			
5			
6			
Other			

Total Grade

_____ Portfolio Grade (40%) (includes Practicum/Observation
Placement Grade: 50/50)

_____ Senior Project Grade (30%)

_____ Professionalism (30 %)

_____ Total Grade Submitted by Supervising Teacher

Assignment (Portfolio)	Weight
Portfolio Documentation	40
Senior Project (this is typically a Service Learning Project negotiated between the Practicum Advisor and the Candidate, and are based on the personal goals of the Candidate)	30
Professionalism	30

Grade Point	Letter Grade	% Range	Departmental Grading System Scoring Guide: Criteria (updated 8/07)
4.00	A	100-98	Superior performance on <u>all</u> course activities and examinations according to rubrics and tests scores. Superior demonstration of knowledge, skills and dispositions. Superior oral and written communication skills. Exemplary performance in participation, initiative and creativity. <u>Superior demonstration of being a competent, compassionate, cooperative and committed leader.</u>
3.70	A-	97-95	Outstanding performance on <u>all</u> course activities and examinations according to rubrics and tests scores. Outstanding demonstration of knowledge, skills and dispositions. Outstanding oral and written communication skills. Outstanding performance in participation, initiative and creativity. <u>Outstanding demonstration of being a competent, compassionate, cooperative and committed leader.</u>
3.30	B+	94-88	Good performance on <u>all</u> course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communications skills. Good performance in participation, initiative and creativity. <u>Good demonstration of being a competent, compassionate, cooperative and committed leader.</u>
3.00	B	87-85	Good performance on <u>most</u> course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communication skills. Good performance in participation, initiative and creativity. <u>Good demonstration of being competent, compassionate, cooperative and a committed leader</u>
2.70	B-	84-80	Good performance on <u>some</u> of the course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communication skills. Average performance in participation, initiative and creativity. <u>Good demonstration of being a competent, compassionate, cooperative and committed leader.</u>
2.30	C+	79-78	Average performance on <u>all</u> course activities and examinations according to rubrics and test scores. Average demonstration of knowledge, skills and dispositions. Average oral and written communication skills. Some performance in participation, initiative and creativity. <u>Average demonstration of being a competent, compassionate, cooperative and committed leader</u>
2.00	C	77-75	Average performance on <u>most</u> course activities and examinations according to rubrics and tests scores. Average demonstration of knowledge, skills and dispositions. Average oral and written communication skills. <u>Average demonstration of being a competent, compassionate, cooperative and committed leader.</u>
1.70	C-	74-70	Low performance on <u>some</u> course activities and examinations according to rubrics and tests scores. Average demonstration of knowledge, skills and dispositions. Average oral and written communication skills. <u>Below average demonstration of being a competent, compassionate, cooperative and committed leader. REQUIRES REPEATING THE COURSE</u>
1.30	D+	69-68	Below average performance on <u>some</u> course activities and examinations according to rubrics and tests scores. Average demonstration of knowledge, skills and dispositions. Average oral and written communication skills. <u>Below average demonstration of being a competent, compassionate, cooperative and a committed leader. REQUIRES REPEATING THE COURSE</u>
1.00	D	67-65	Below average on <u>most</u> course activities and examinations according to rubrics and tests scores. Below average demonstration of knowledge, skills and dispositions. Below average oral and written communication skills. <u>Below average demonstration of being a competent, compassionate, cooperative and committed leader. REQUIRES REPEATING THE COURSE</u>
0.70	D-	64-60	Below average on <u>all</u> course activities and examinations according to rubrics and test scores. Below average demonstration of knowledge, skills and dispositions. Below average oral and written communication skills. <u>Below average demonstration of being a competent, compassionate, cooperative and a committed leader. REQUIRES REPEATING THE COURSE</u>
0.00	F	59 and below	Failed performance on course activities and examinations according to rubrics and test scores. Failed performance of knowledge skills and dispositions. <u>Failed demonstration of being competent, compassionate, and cooperative and a committed leader. REQUIRES REPEATING THE COURSE</u>