10-159.

LSC Use Only No:	LSC Action-	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
Date:	*09-66-9.*		AP- 4/6/10	App-12/7/10

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person	Email Address
Fredalene B. Bowers	fbowers@iup.edu
Proposing Department/Unit	Phone
Human Development & Environmental Studies	357-4046

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)
_____New Course   __Course Prefix Change   _____Course Deletion

___X__Course Revision   _____Course Number and/or Title Change   __x__Catalog Description Change

CDFR 322 Early Care and Education

Current Course prefix, number and full title | *Proposed course prefix, number and full title, if changing*

2. Additional Course Designations: check if appropriate
_____ This course is also proposed as a Liberal Studies Course.   _____ Other: (e.g., Women's Studies, Pan-African)

_____ This course is also proposed as an Honors College Course.

3. Program Proposals
_____New Degree Program   _____Catalog Description Change   _____Program Revision

_____New Minor Program   _____Program Title Change   _____Other

          _____New Track

Current program name | *Proposed program name, if changing*

4. Approvals

		Date
Department Curriculum Committee Chair(s)	*Fredalene B. Bowers*	1/22/10
Department Chair(s)	*Kurry E Sink*	1/22/10
College Curriculum Committee Chair	*Robert Kostelnik*	2/22/10
College Dean	*Carleen Zoni*	2-24-10
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate:		
UWUCC Co-Chairs	*Gail S Sechrist*	4/9/10

Received   Liberal Studies   Received

JUL 16 2010   APR 09 2010   FEB 25 2010

Liberal Studies   Received   Liberal Studies

Part II. 1. NEW SYLLABUS OF RECORD

I. Catalog Description

CDFR 322 Early Care and Education

3 class hours
0 lab hours
3 credits

(3c-0l-3cr)

Prerequisite: Grade of C or better in CDFR 218

Designed to introduce students to the historical background of the fields of child care and early childhood education and current educational issues and theories impacting the field. The course includes curricula models, frameworks for curricula, research on the impact of early childhood experience, and diversity and inclusion issues.

II. Course Outcomes

Students will be able to:
1. Describe the historical background of child care and early childhood education from a global perspective.

2. Evaluate early childhood educational practices/curricula in relation to child development theories, developmental appropriateness and research on effectiveness.

3. Identify the role of the teacher, developmental and educational activities, materials/equipment, and inclusion practices for special populations associated with each of the curriculum models.

4. Examine early childhood curricula in conjunction with the needs and diversity of young children (e.g., age, cognitive development, culture, socio-economic, and linguistic).

5. Recommend early childhood curricula that are aligned with child development theories and are appropriate for all domains of child development (e.g., physical, cognitive, language, social and emotional).

6. Identify strategies to meet the special needs of children (e.g., physical, cognitive, language, social and emotional) in the curriculum.

7. Create a curriculum framework to meet the diverse needs of children in early care and education programs.

III. Course Outline
  A. History and Traditions of Child Care and Early Childhood Education   (6 hours)
      1. The Nursery School Movement
      2. Day Care and Early Child Care Programs
      3. The Implementation of Head Start

     4. Legislation Impacting Care Child and Early Childhood Education
     5. The Trilemma of Child Care

B. Curricula Models/Frameworks: Theoretical Base, Role of Teacher, Developmental   (12 hours)
   Activities, Materials/Equipment, Inclusion of Special Children, Diversity Issues and
   Research on Effectiveness
     1. The Montessori Approach
       a. Psychoanalytic Influence
       b. Inclusion of Special Needs Children
     2. Direct Instruction
       a. Behaviorist Approach
       b. Impact on Current Practices
     3. Cognitively-Oriented Approach/High Scope Framework
       a. Constructivist Theory
       b. Long-Term Impact of Preschool Education

Exam 1   (1 hour)

     4. Developmental-Interaction Approach/Bank Street Model   (10 hours)
       a. Social and Emotional Theories
       b. Initiation of Developmentally Appropriate Practices
     5. Creative Curriculum
       a. Constructivist Theory
       b. Developmentally Appropriate Curriculum
     6. Reggio Emilio Framework
       a. Constructivist, Psychoanalytic, Social/Emotional Theories
       b. Impact of the Environment
     7. Anti-Bias Curriculum
       a. Inclusion of all children
       b. Recognizing and Celebrating Diversity

Exam II   (1 hour)

C. Inclusion of Children with Special Needs in Child Care and Early Childhood Programs   (6 hours)
     1. Strategies for Meeting Special Needs
       a. Red Flag Behaviors
       b. Classroom Adaptations
       c. Working with Parents and Families

D. Inclusion of Diverse Learners in Child Care and Early Childhood Programs   (6 hours)
     1. Strategies for Meeting the Needs of English Language Learners
       a. Classroom Adaptations
       b. Working with Parents and Families

Final Exam - During Final Exam Week

IV. Evaluation Methods
The faculty person assigned to teach this course could be one of several faculty within the CDFS Program. The following is an example of the evaluation methods used for this course.

86 % Four Examinations: The examinations could include multiple choice, true/false, matching, and short answer/essay with materials coming from lecture notes, the text, videos and class handouts.
14% Assignments: This could include specific assignments related to course material, individual or small group projects, observations, papers and case studies.

V. Grading Scale

A   90%-100%
B   80%-89%
C   70%-79%
D   60%-69%
F   below 60%

VI. Attendance Policy

Student learning is enhanced by regular attendance and participation in class discussions, the instructor expects all students to attend class. The attendance policy for this class follows the Undergraduate Course Attendance Policy which is included in the Undergraduate Catalog. The total number of unexcused absences should not exceed one week of class.

VII. Required textbooks, supplemental books and readings

Goffin, S., & Wilson, C. (2001). *Curriculum models and early childhood education: Appraising the relationship* (2nd ed.). New York: Merrill Prentice Hall.

Paciorek, Karen (Ed.). (2010-2011). *Annual editions: Early childhood education.* New York: McGraw Hill.

VIII. Special resource requirements
N/A

IX. Bibliography

Booth, A., & Crouter, A. C. (2008). *Disparities in school readiness.* New York: Lawrence Erlbaum Associates.

Bullard, J. (2010). *Creating environments for learning: Birth to age eight.* Upper Saddle River, NJ: Merrill Publishing.

DeBruin-Parecki, A. (2008). *Effective early literacy practice.* Baltimore, MD: Brookes Publishing.

DelCampo, D. S., & DelCampo, R. L. (2010). *Taking sides: Clashing views in childhood and society* (8th ed.). New York: McGraw-Hill.

Derman-Sparks, L., & Edwards, J. (2010). *Anti-bias education for young children and ourselves.* Washington, DC: National Association for the Education for Young Children.

Dodge, D., Colker, L., & Heroman, C. (2002). *The creative curriculum for preschool* (4th ed.). Washington, DC: Teaching Strategies, Inc.

Edwards, C., Gandini, L., & Forman, G. (1998). *The hundred languages of children: The Reggio Emilio approach advanced reflections* (2nd ed.). Westport, CT: Ablex Publications.

Epstein, A., Schweinhart, L., & McAdoo, L. (1966). *Models of early childhood education.* Ypsilanti, MI: High/Scope Press.

Genesee, F., Lindolm-Leary, K., Saunders, W. M., & Christian, D. (2006). *Educating English language learners: A synthesis of research evidence.* Cambridge, MA: Cambridge University Press.

Gonzalez-Mena, J. (2008). *Diversity in early care and education: Honoring differences.* Boston, MA: McGraw-Hill.

Gonzalez-Mena, J., & Stonehouse, A. (2008). *Making links.* New York: Teachers College Press.

Hohmann, M., & Weikart, D. (1995). *Educating young children: Active learning practices for preschool and child care programs.* Ypsilanti, MI: High/Scope Press.

Lash, M., & McMullen, M. (2008). The child care trilemma: How moral obligations influence the field. *Contemporary Issues in Early Childhood, 9,* 36-48.

Mitchell, A. & David, J. (1992). *Explorations with young children: A curriculum guide from the bank street college of education.* Beltsville, MD: Gryphon House, Inc.

Newman, S. B., & Roskos, K. (2007). *Nurturing knowledge: Building a foundation for school success by linking early literacy to math, science, art, and social studies.* New York: Scholastic.

Sokal-Gutierrez, K. (2001). *Child care and children with special needs: a training manual for early childhood professionals.* Video Active Productions.

Wurm, J. (2005). *Working the Reggio way: A beginner's guide for American teachers.* St. Paul, MN: Redleaf Press, Inc.

Student Outcomes Matrix for CDFR 322 Early Care and Education

Course Objectives	NAEYC Standards	NCFR-CFLE Standards	PDE PreK-4 Competencies
1	5.b		1.E. 1-3 III. F. 3-5
2	5. a,c		1.C.1 1.D III. F. 3-5
3	5. a,b,c		1. A.6 1.G.1-6
4	1. a		1.F.1-2
5	1. a,b	3	1.I.2-7
6	1. a 3. d	7	1.I.1 1.I.8-9 III. I. III. P.
7	5. c	7	1.A.7 1.C.2 1.I.1

Part II. 2. Summary of Proposed Revisions

A. CDFR 322 was revised in the following ways:
   1. The course description was expanded.

   2. The course outcomes were expanded from six to seven outcomes.

   3. The course outline was expanded.

   4. The evaluation methods were modified.

   5. The bibliography was updated.

Part II. 3. JUSTIFICATION FOR THE REVISIONS

1. The course description was expanded to identify the specific focus of the course and the emphasis on curricula models, diversity and inclusion issues in the field of early care and education.

2. The course outcomes were expanded from six to seven. The revised course outlines are more specific in the following areas: the focus of the course; current curricula models; and similarities/differences between these models; child development theories used as the basis for these curricula; and how the models incorporate special needs children and English language learners into the classroom.

3. The course outline was expanded to identify specific topics covered in the course.

4. The evaluation methods were clarified to address assessment through both written examinations and graded assignments.

5. The bibliography was updated to include current research and resources utilized in preparation of course materials.

Part II. 4. Old Syllabus of Record.

See attached for old syllabus of record.

Part III. LETTERS OF SUPPORT

None needed.

CDFR 422
Early Childhood Education

Course Description:
Current educational theories and research are reviewed in terms of their implications for the preschool and their effect on materials, equipment, and activity selection. Three hours of lecture per week.

Prerequisite: CDFR 218 Child Development

Required Texts:
Goffin, Stacie. (1994). Curriculum Models and Early Childhood Education: Appraising the Relationship. New York: Merrill/Macmillian Publishing Co.

Paciorek, Karen and Joyce Munro (Editors). (2000). Early Childhood Education 00/01 Annual Editions. Guilford, CT: Dushkin/McGraw-Hill Publishing.

Course Objectives: Upon successful completion of this course, students will be able:
1. to identify the general characteristics and underlying assumptions of the basic theories of early childhood education.
2. to evaluate early childhood educational practices in light of current, relevant research and child development theories.
3. to identify goals, role of the teacher, educational activities, materials, and equipment appropriate to each of the major curriculum models.
4. to analyze the strengths and weaknesses of existing early childhood programs.
5. to analyze the effects of past and present public policy on the field of early childhood education and explore the ways in which individuals can be active advocates for quality in children's programming.
6. to analyze cross-cultural systems of child care and identify those characteristics that are similar to or that may be appropriate in the USA.
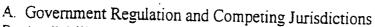
Course Outline:

I. History and Traditions of the Child Development/Child Study Field 6 lecture hours
    A. The Nursery School
    B. Head Start
    C. Day Care
    D. Trends and Characteristics of Modern Family Life

II. The Current Scene in the USA   6 lecture hours
    A. Growing Need for Child Care and Head Start
    B. Changing American Workforce
    C. Quality of Care Issues
        1. Accreditation
        2. Training of Teachers
    D. The Role of Government, Schools, Employers, Community
    E. Legislation that Impacts Programs for Children
    F. Regulations, Financing
    G. Advocacy
    H. Professional Organizations

III. Challenges and Issues for the Future   2 lecture hours
    A. Quality Care for Children
    B. Affordability for Parents
    C. Adequate Compensation for Staff

IV. Curriculum Models: Theoretical Bases, Classroom Practices, and Research on Effectiveness   17 lecture hours
    A. Montessori - An Early Approach
        1. The Psychoanalytic Influence
        2. The Influence of the Progressive Movement
    B. Direct Instruction
        1. Behaviorist Approach
    C. Cognitively-Oriented - Constructivist Practices
    D.. Developmental-Interaction Curriculum
        1. DAP - Developmentally Appropriate Practices
    E. Reggio Emilia's Curriculum Approach
    F. Anti-Bias Curriculum

V. Characteristics of Young Children With Special Needs and How They Impact on Programs   4 lecture hours
    A. Inclusion for all Children

84

VI. Cross Cultural Child Care   5 lecture hours
  A. Government Regulation and Competing Jurisdictions
  B. Availability
  C. Structure and Curriculum
  D. Financial Support

NOTE: The two remaining hours will be used for one hour exams. A final two hour exam will be given during final exam week.

Procedures:
The course will be taught through three hours of class meetings per week. Lecture, discussion, reading assignments, audio-visual resources, written assignments, and field trips or special guests will be utilized to cover the material.

Attendance Policy:
All students are expected to attend class. Attendance will be taken on a daily basis. Although students may think that all the course materials can be acquired from the textbook, the lecture will supplement the text with additional information taken from a variety of outside sources. Class attendance is therefore essential and inevitably students who do not attend class regularly do poorly on the assignments and exams. Attending class and participation in the discussion will enable students to understand the materials and assimilate new ideas regarding child development. **Although the need to miss class because of illness or personal emergency is recognized, the number of unexcused absences should not exceed four class periods or a total of four (4) clock hours. Unexcused absences will result in loss of 10 points per class period.**

Course Requirements:
1. Students will be expected to take exams/quizzes on the day the exam/quiz is scheduled. **No make-up exam/quiz will be permitted without prior approval of the instructor. The instructor reserves the right to assign an "F" grade for late assignments or missed tests.**
2. All written assignments will be due in class on the date assigned. Assignments turned in late for any reason (unless prior instructor approval is given) will receive a 10 point grade reduction. If the student has special problems and cannot turn in an assignment on time, the instructor must be notified in **advance** to make appropriate arrangements. **The instructor reserves the right to assign an "F" grade for late assignments or missed tests.**
3. The student is responsible for all material covered in class (lectures, videos, speakers, etc.) as well as reading assignments.

4. All work must be typed. Spelling and grammar will be included as part of the grade for all written work. Therefore, proper spelling and careful proof reading are important.
5. **No extra credit projects will be accepted.**
6. If you have any problems with the course or the materials, please see the instructor prior to or after class to arrange an appointment time.

Evaluation:

Students will be evaluated by the following:
* Three written exams
* In-class exercises/quizzes (based on the Annual Editions readings) and other unannounced in-class assignments
* Written paper on one of the curriculum models and a learning activity for preschool children from that model. This will be presented/demonstrated in class. The due date will be determined by the curriculum model selected.
* Written paper focusing on a "special needs" of children and the implications for an early childhood/child care program. The "special need" might be autism, cerebral palsy, ADHD, etc. The paper will be presented in class. The due date will be determined by the topic.
* **Late assignments will not be accepted and will receive no points.**

Students will be evaluated by the performance on three exams, written assignments, in-class exercises/quizzes, and in-class assignments. The final grade calculations will be made according to the following formula:

Two exams - 75 points each	150 possible points
Final exam	65 possible points
Curriculum Model Project	75 possible points
Special Needs Project	50 possible points
Eleven exercises/quizzes @ 10 points each	110 possible points
Two In-Class Activities @ 5 points each	10 possible points

Total Points - Course Grade

414 - 460	-	A
368 - 413	-	B
322 - 367	-	C
276 - 321	-	D
275 & below	-	F

References:

Boyer, Ernest L. (1992). <u>Ready to Learn: A Mandate for the Nation.</u> Princeton, N.J.: The Carnegie Foundation for the Advancement of Teaching.

Bredekamp, Sue (Ed.) (1987). <u>Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8.</u> Washington, D.C.

Children's Defense Fund. (1996). <u>The State of America's Children.</u> Washington, D.C.

Doherty-Derkowski, Gillian. (1995). <u>Quality Matters: Excellence in Early Childhood Programs.</u> New York: Addison-Wesley Publishers Limited.

Edelman, Marion Wright. <u>The Measure of Our Success.</u> Boston, MA: Beacon Press.

National Association of State Boards of Education. (1988). <u>Right From the Start: The Report of the NASBE Task Force on Early Childhood Education.</u> Alexandria, VA.

National Commission on Children. (1991). <u>Beyond Rhetoric: A New American Agenda for Children and Families.</u> Washington, D.C.

Rab, Victoria and K. Wood. (1995). <u>Child Care and the ADA: A Handbook for Inclusive Programs.</u> Baltimore, MD: Brooks Publishing, Co.

Roopnarien, Jaipul and James Johnson. (1993). <u>Approaches to Early Childhood Education, 2nd Edition.</u> New York: Merrill Publishing, Co.
Seefeldt, Carol. (1992). <u>The Early Childhood Curriculum: A Review of Current Research (2nd edition).</u> New York: Teachers College Press.

Spodek, Bernard and O. Saracho (Eds.) (1991). <u>Issues in Early Childhood Curriculum.</u> Yearbook in Early Childhood Education (Vol. 2). New York: Teachers College Press.

Weikart, D. and P. Olmstead (Eds.) (1991). <u>How Nations Serve Young Children.</u> International Association for the Evaluation of Educational Achievement.