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		09-660.	AP 4/13/10	App-12/1/10

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Fredalene B. Bowers	Email Address fbowers@iup.edu
Proposing Department/Unit Human Development & Environmental Studies	Phone 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 ☒ Course Revision ☐ Course Number and/or Title Change ☒ Catalog Description Change		
CDFR 429 Teaching in Child Development Centers		
<u>Current</u> Course prefix, number and full title		<u>Proposed</u> 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 ☐ Program Title Change ☐ Program Revision ☐ New Minor Program ☐ New Track ☐ Other		
<u>Current</u> program name		<u>Proposed</u> program name, if changing
4. Approvals		
Department Curriculum Committee Chair(s)	<i>Fredalene B. Bowers</i>	Date 1/22/10
Department Chair(s)	<i>Henry E. Smith</i>	1/22/10
College Curriculum Committee Ch.	<i>Robert Vestil</i>	2/22/10
College Dean	<i>Parleen J. Zoni</i>	2-24-10
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate:		
UWUCC Co-Chairs	<i>Gail Schmitt</i>	7-16-10

Received

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JUL 16 2010

FEB 25 2010

Liberal Studies

Liberal Studies

Part II. 1. NEW SYLLABUS OF RECORD

I. Catalog Description

CDFR 429 Teaching in Child Development Centers	2 class hours 4 lab hours 4 credits
	(2c-4l-4cr)

Prerequisites: Grade of C or better in CDFR 218, 310, 315, 321, 322, 323, 410, 426; compliance with current agency regulations; and enrolled in major or by permission of instructor

Participation in a laboratory child development/early care and education center as a teacher's assistant. Applying principles and concepts of child development is the major focus of this course. Techniques of planning developmentally appropriate activities and utilizing positive guidance, with a group of diverse preschool children, are emphasized.

II. Course Outcomes

Students will be able to:

1. Create a curriculum that emphasizes play as the primary tool for learning and an integral part of the child's emotional, social, language, cognitive, physical and creative development in the early years.
2. Integrate developmentally appropriate activities into all curriculum areas (e.g., language & literacy, math and manipulatives, science, creativity, gross and fine motor and other related areas) addressing the National Association for the Education of Young Children and Pennsylvania Department of Education PreK learning standards.
3. Demonstrate the use of positive guidance and discipline techniques that support the growth of self-control in young children.
4. Evaluate traditional child development/early care and education center routines, procedures and activities in conjunction with the needs and diversity of young children (e.g., age, cognitive development, culture, socio-economic, and linguistic).
5. Analyze the developmental and special needs of children (including physical, cognitive, cultural and social-economic) through observation and assessment.
6. Incorporate appropriate activities for children with special needs including accommodations and modifications for diverse learners.

7. Synthesize a personal, professional code of ethical behavior in regard to work with children and their families through conferencing with families and on-going professional development.

III. Course Outline

- A. Introduction to the Child Development / Early Childhood Centers (2 hours)
 1. Teacher Responsibilities
 2. Safety Concerns and Limits
 3. Planning the Program
 4. Preparation of Materials
 5. Classroom Management Techniques
- B. Professionalism and Ethics in the Classroom (2 hours)
 1. Confidentiality
 2. National Association for the Education of Young Children's Code of Ethics
 3. Professionalism with Parents and Families
- C. Developmentally Appropriate Activities for Young Children (6 hours)
 1. Curriculum Areas Focusing on a Multi-Cultural Perspective
 - a. Language & Literacy
 - b. Math and Manipulatives
 - c. Science
 - d. Creativity
 - e. Music and Movement
 - f. Fine and Gross Motor Activities
 - g. Additional areas such as Technology, Social Studies, Cooking/Nutrition
 2. The Importance of Play as the Primary Vehicle for Learning
 3. Enhancing Dramatic Play in the Classroom
 4. Implementing Developmentally Appropriate Lessons
- Exam I (2 hours)
- D. Observation and Assessment of Preschool Children (8 hours)
 1. Interactions Between and Among Children
 2. Interactions Between Children and Adults
 3. Individual Behavior Patterns and Needs
 4. Special Needs of Children
 5. Respect for Diversity and Diverse Learners
 6. Documenting Children's Growth and Development
- E. Concepts of Positive Guidance (4 hours)
 1. Conceptual Framework and Theoretical Background
 2. Techniques of Positive Guidance
 3. Guidance During Routines and Transitions
 4. Helping Children Deal with Strong Emotions and Stress
 5. Helping Children Develop Positive Social Skills

- F. Developmentally Appropriate Discipline Techniques (4 hours)
1. Supporting Self-Control
 2. Teaching Prosocial Skills
 3. Situational Assistance and Redirection
 4. Reality Appraisal

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.

14% Two 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.

86% Lab Work and Assignments: This could include specific assignments related to course material, individual projects, logs, observations, direct work in child development setting, 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

Copple, C., & Bredekamp, S. (Eds). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (3rd ed.) Washington, D.C.: National Association for the Education of Young Children.

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

Marion, M. (2007). *Guidance of young children* (7th ed.). Englewood Cliffs, NJ: Prentice-Hall, Inc.

**On-Line Reading: Pennsylvania Learning Standards for Early Childhood–
PreKindergarten**

http://www.pde.state.pa.us/early_childhood/lib/early_childhood/Pre-K_Standards_2007.pdf

VIII. Special resource requirements
None.

IX. Bibliography

- Baird, B. (2002). *The internship, practicum, and field placement handbook* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Beaty, J. (2008). *Skills for preschool teachers* (8th ed.). Upper Saddle River, NJ: Prentice Hall.
- Epstein, A. (2007). *The intentional teacher: Choosing the best strategies for young children's learning*. Washington, DC: National Association for the Education of Young Children.
- Fields, M., Perry, N., & Fields, D. (2010). *Constructive guidance and discipline* (5th ed.). Upper Saddle River, NJ: Pearson.
- Fraiberg, S. (1959). *The magic years: Understanding and handling the problems of early childhood*. New York, N.Y.: Scribner's Sons.
- Gartrell, D. (1998). *A guidance approach for the encouraging classroom* (3rd ed.). Albany, NY: Delmar Thompson Learning, 1998.
- Genishi, C., & Dyson, A. (2009). *Children language and literacy: Diverse learners in diverse times*. Washington, DC: National Association for the Education of Young Children.
- Gordon, A., & Browne, K. (1996). *Guiding young children in a diverse society*. Boston, MA: Allyn and Bacon.
- Heldebrand, V. (1996). *Knowing and serving diverse families*. Englewood Cliffs, NJ: Merrill Publishing Co.
- Henniger, M. (2009). *Teaching young children* (4th ed.). Upper Saddle River, NJ: Pearson.
- Hirsch, E. (Ed.) (1984). *The block book*. Washington, DC: National Association for the Education of Young Children.
- Hyson, M. (2008). *Enthusiastic and engaged learners: Approaches to learning in the early childhood classroom*. Washington, DC: National Association for the Education of Young Children.

- Hyson, M. (2003). *Preparing early childhood professionals. NAEYC's standards for programs*. Washington, DC: National Association for the Education of Young Children.
- Kostelnik, M., Soderman, A., & Whiren, A. (2007). *Developmentally appropriate curriculum* (4th ed.). Upper Saddle River, NJ: Pearson.
- Machado, J., & Botnarescue, H. (2005). *Student teaching: Early childhood practicum guide* (5th ed.). Clifton Park, NY: Thomson Delmar Learning,
- Mayesky, M. (2009). *Creative activities for young children* (9th ed.) Clinton Park, NY: Delmar Thompson Learning.
- Miller, D. (2000). *Positive child guidance*. Albany, NY: Delmar Thompson Learning.
- Ozretich, R., Burt, L., Doescher, S., & Foster, M. (2010). *Case studies in early childhood education: Implementing developmentally appropriate practices*. Upper Saddle River, NJ: Pearson.
- Reynolds, E. (1996). *Guidance young children: A child-centered approach* (2nd ed.) Mountain View, CA: Mayfield Publishing Co.
- Schickedanz, J. (2008). *Increasing the power of instruction: Integration of language, literacy, and math across the preschool day*. Washington, DC: National Association for the Education of Young Children.
- Spodek, B. & Saracho, O. (1994). *Dealing with individual differences in the early childhood classroom*. New York: Longman Publishing.
- Tyminski, C. (2006). *Your early childhood practicum and student teaching experience: Guidelines for success*. Upper Saddle River, NJ: Pearson.
- Wien, C. (Ed.). (2008). *Emergent curriculum in the primary classroom: Interpreting the reggio emilia approach in schools*. Washington, DC: National Association for the Education of Young Children.

Student Outcomes Matrix for CDFR 429 Teaching in Child Development Centers

Course Objectives	NAEYC Standards	NCFR-CFLE Standards	PDE PreK-4 Competencies
1	4.d 5. a,b,c		1.A.67. 1.C.1.,2. 1.D.
2	5. a,b,c 6. c,d	2 7 9	1.A.5. 1.C.6. 1.F.
3	1.b,c 5. c		1.H. V. A V. D-T
4	2. a		1.A.6. 1.G. 1.I.1-13
5	3. a - d		1.C.3. III. D. III. F.1-3 III. N.
6	1. c 3.d 4.c		1.C.4., 10. 1.E.4. III. I
7	2. a-c 6. a-e		IV. C.7. V. B.

Part II. 2. Summary of Proposed Revisions

A. CDFR 429 was revised in the following ways:

1. The course prerequisites were changed.
2. The course description was expanded.
3. The course outcomes were revised.
4. The course outline was expanded.
5. The evaluation methods were modified.
6. The bibliography was updated.

Part II. 3. JUSTIFICATION FOR THE REVISIONS

1. Since, this course is a senior level course and usually taken during the student's last semester, the course prerequisites were revised to include all required 200, 300 and 400 level courses.
2. The course description was expanded to identify the specific focus on the use of developmentally appropriate practices in early care and education programs, the use of positive guidance techniques, and working with diversity (e.g., children with special needs and English Language Learners).
3. The course outcomes were revised to clarify the focus and content of the course.
4. The course outline was expanded to identify topics covered in the course.
5. The evaluation methods were clarified to address assessment through written examinations, graded assignments and direct work with children in the classroom.
6. The bibliography was updated to include current research and resources utilized in preparation of course materials.

Part II. 4. The Old Syllabus of Record

See attached pages.

Part III. LETTERS OF SUPPORT

None needed.

CDFR 419 - TEACHING IN CHILD DEVELOPMENT CENTERS
4 Credits

Catalog Description

Prerequisite: CDFR 218 or equivalent

Participation in laboratory child care center as a teacher assistant applying principles and concepts of child development is the major focus of this course. Techniques of planning for and managing a group of preschool children are emphasized.

Objectives: After attending the class and working with the children, students will have

- demonstrated use of positive guidance and developmentally appropriate discipline techniques that support the growth of self-control in young children,
- explained traditional child development center routines, procedures, and activities,
- recognized the daily and/or special needs of children and react appropriately to these needs as expressed through children's behavior,
- described characteristic behaviors of preschool children and planned developmentally appropriate activities for them,
- developed a better understanding of their own feelings and actions through observation and interpretation of the behaviors of children,
- incorporated appropriate activities for children with special needs,
- begun to develop a personal, professional code of ethical behavior in regard to work with children and their families.

Course Content:

- I. Introduction to the Child Development / Early Childhood Center
 A. Teacher Responsibilities
 1. Safety concerns and limits
- 4 hours**

- 2. Planning the Program
 - 3. Preparation of Materials
 - 4. Classroom Management
- B. The Children 6 hours
 - 1. Important Relationships
 - 2. Individual Behavior Patterns and Needs
 - 3. Special Needs Children
 - 4. Respect for Diversity
- III. Concepts of Positive Guidance 8 hours
 - A. Conceptual framework and theoretical background
 - B. Techniques of Positive Guidance
 - C. Guidance During Routines
 - D. Helping Children Deal with Strong Emotions
 - E. Helping Children Develop Positive Social Skills
- IV. Developmentally Appropriate Discipline Techniques 2 hours
 - A. Supporting self-control
 - B. Situational assistance
 - C. Reality appraisal
 - D. Rewards - punishment?
- V. Crisis Control in the Classroom 2 hours
- VI. Developmentally Appropriate Activities for Young Children 4 hours
 - A. Content areas - a multi-cultural perspective
 - B. Methods and materials
 - C. Play, the Integrating Factor
- VII. Professional / Ethical Behavior 2 hours
 - A. Confidentiality
 - B. Code of Ethics
 - C. Membership in Professional Organizations

Procedures:

The course will be taught by lecture/discussion and laboratory work involving student/child interaction weekly. The students will be teacher assistants and will help plan and manage the daily child care program. Observations of children will be assigned weekly and daily logs will be kept. Audio-visual aids and resource materials are used when appropriate.

Evaluation:

Students will be evaluated by their performance on three exams, daily logs and analysis of floor work, observations, papers, class discussion, and growth in skills demonstrated in their direct work with children. (See reading list.)

The final grade calculation will be made according to the following formula:

- Laboratory Grade = 40%
Includes participation with children in the laboratory setting, observation assignments, daily logs, and class participation.

All students must have a current two-step Mantoux TB test and a current health exam report on file during this laboratory experience. This can be completed at the health center on dates given in class. Any student who does not have these items on file by the date specified in class will not be allowed to continue in the laboratory. This will substantially affect the opportunity to achieve a passing grade in the laboratory component of the course.

- Three exams = 15 % each (Total = 45%)
- Written Assignments = 15 %

Attendance Policy:

Attendance for your assigned lab hours is mandatory. If hours must be missed for an approved reason, they may be rescheduled with the laboratory teacher. Unapproved absences cannot be made up. If more than three lab hours are missed and not made-up, your lab grade will be lowered by one letter grade. (Keep in mind that daily logs are also dependent on attendance.) Attendance will be taken at the group class meetings. Your participation in the discussion will also affect your lab grade.

YOUR ABILITY TO DEMONSTRATE INTEGRATION OF COURSE MATERIAL AND CONTENT IN ALL ASPECTS OF DIRECT WORK WITH CHILDREN, CLASS DISCUSSION AND WRITTEN ASSIGNMENTS WILL BE A MAJOR FACTOR IN GRADE DETERMINATION.

It will be extremely difficult to understand the complex interaction of children's growth and development, individual idiosyncrasies and needs, developmentally appropriate practices and appropriate teacher behavior without serious preparation for and participation in the afternoon class sessions.

This is an approved writing course.

Required Textbooks:

Marion, Marian. Guidance of Young Children. (4th Ed.) Englewood Cliffs, NJ, Prentice-Hall, Inc. 1995.

Pitcher, E., S. Feinberg, and D. Alexander. Helping Young Children Learn. (5th Ed.) Columbus, OH, Charles E. Merrill Company, 1984.

Bredenkamp, Sue (ed.) NAEYC Position Statement on Developmentally Appropriate Practices. (Revised Ed.) Washington, DC, National Association for the Education of Young Children, 1997.

References:

Cherry, Clare. Think of Something Quiet: A Guide for Achieving Serenity in Early Childhood Classrooms. Belmont, CA, Pitman learning, Inc., 1981.

Fraiberg, Selma H. The Magic Years: Understanding and Handling the Problems of Early Childhood. New York, Scribner's Sons, 1959.

Gartrell, Daniel J. A Guidance Approach for the Encouraging Classroom (3rd Ed.) Albany, NY, Delmar Thompson Learning, 1998.

Gordon, A., and K. Browne. Guiding Young Children in a Diverse Society. Boston, MA, Allyn and Bacon, 1996.

Hildebrand, V. & L. Phenice, M. Gray, R. Hines. Knowing and Serving Diverse Families. Englewood Cliffs, NJ, Merrill Publishing Co., 1996.

Hirsch, E. (ed.) The Block Book. Washington, DC, National Association for the Education of Young Children, 1984.

Honig, A. "Research in Review: Compliance, Control, and Discipline (Parts I & II)", Young Children, 1985, Vol. 40, No. 2, pp. 50-58; Vol. 40, No. 3, pp. 47-52.

Honig A. "Research in Review: Stress and Coping in Children (Parts I & II)." Young Children, 1986, Vol. 41, No. 4, pp. 50-63; Vol. 41, No. 5, pp. 47-52.

Kostelnik, M., Stein, L., Whiren, A., Soderman, A. Guiding Children's Social Development (3rd. Ed.) Albany, NY, Delmar Thompson Learning, 1998.

Miller, Darla F. Positive Child Guidance. (3rd Ed.) Albany, NY, Delmar Thompson Learning, 2000.

Reynolds, E. Guiding Young Children: A Child-Centered Approach (2nd Ed.) Mountain View, CA. Mayfield Publishing Co., 1996.

Siccone and Lopez. Educating the Heart: Lessons to Build Respect and Responsibility. Boston, MA, Allyn and Bacon, 2000.

Spodek, B. & O. Saracho. Dealing with Individual Differences in the Early Childhood Classroom. New York, Longman Publishing, 1994.

Trawick-Smith, Jeffrey. Interactions in the Classroom: Facilitating Play in the Early Years. New York, Merrill Publishing Co., 1994.

Wolfgang and Wolfgang. The Three Faces of Discipline for Early Childhood: Empowering Teachers and Students. Boston, MA, Allyn and Bacon, 1995.