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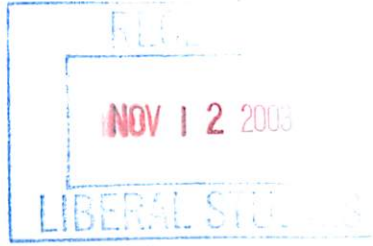
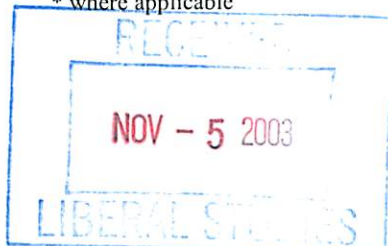
Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Mary Anne Hannibal	Email Address hannibal@iup.edu
Proposing Department/Unit Professional Studies in Education (PSE)	Phone 724-357-7927

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		
ECED180 Orientation to the ECED/PreK-6		
<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 ☐ Catalog Description Change ☐ Program Revision ☐ New Minor Program ☐ Program Title Change ☐ Other ☐ New Track		
<u>Current</u> program name		<u>Proposed</u> program name, if changing
4. Approvals		
Department Curriculum Committee Chair(s)	<i>Barbara W. Kupchy</i>	Date 10/13/03
Department Chair(s)	<i>Laurie Nicholson Stamps</i>	10/13/03
College Curriculum Committee Chair	<i>Joseph Domaradzki</i>	10-16-03
College Dean	<i>[Signature]</i>	10-16-03
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate:		
(include title)		
UWUCC Co-Chairs	<i>Gail Sechrist</i>	11/11/03

* where applicable



ECED 180 Orientation to the ECED/ELED Program

I. Catalog Description

ECED 180 Orientation to the ECED/ELED Program

(1c-01-1cr)

1 class hour

0 lab hours

1 credit

Prerequisite: Declared Early Childhood Education major

Designed to familiarize students with the professional development school communities in which they will become involved and to provide students with an overview of the Early Childhood Education teacher certification program of study. *Offered Spring Semester Only*

II. Course Objectives

At the completion of this course students will be able to:

- a. Explain family and community characteristics and describe the many influences on families and communities (NAEYC Standard 2; INTASC Principles 3 & 10; PDE Standards IIA, IID)
- b. Articulate the goals and requirements of the Early Childhood Education teacher preparation program of study (NAEYC Standard 5; INTASC Principles 9 & 10; PDE Standards IIIA, IIIB, IIIC)
- c. Describe the goals of, and their perceived role as collaborators in, the Professional Development School Model, such as the Derry/Latrobe/IUP Early Childhood Literacy Initiative. (NAEYC Standard 5; INTASC Principles 9 & 10; PDE Standards IIIA, IIIB, IIIC)
- d. Distinguish similarities and differences among preschools, Head Start centers, and elementary schools in the professional development school districts such as Derry and Greater Latrobe (NAEYC Standard 2; INTASC Principles 3 & 10; PDE Standards IIA, IID)
- e. Identify sites, key community members, school administrators, and issues of concern in the Professional Development School Districts. (NAEYC Standard 2; INTASC Principles 3 & 10; PDE Standards IIA, IID).

III. Course Outline

- A. Introduction and course overview (2 hrs.)
 - Explanation of Professional Development School model
 - Focus on literacy in ECE program of study
 - Introduction to program website
- B. Field Trip to Professional Development School District (4 hrs.)
 - Tour of area, including preschools and elementary schools.
 - Meet with public school administrators
- C. Field Trip to Professional Development School District (4 hrs.)
 - Tour of area, including preschools, Head Start centers and elementary schools
 - Meet with public school administrators
- D. Influences on families and communities (2 hrs.)
 - Discussion of socioeconomic conditions, stresses, supports, cultural values, and community resources as influences on children and families
- E. Collaboration and Building Community (2 hrs.)
 - Sharing electronic portfolio entries
 - Early Childhood Education as a profession
- F. Culminating Activity (2 hrs.)

IV. Evaluation Methods

- A. Reflection papers on field trips 20%
 - Following each field trip students will be required to write a reflection paper. A rubric for each paper will be provided.
- B. Reaction papers on readings 30%
 - Relevant readings and the Derry/Latrobe area newspapers will be available on the ECE website. Students will be given a list of questions requiring reflection on, and synthesis of, these readings.
- C. Electronic portfolio entry 15%
 - Each student will provide the professor with a copy of his/her electronic portfolio containing an initial entry of his/her choice demonstrating course work designated toward meeting NAEYC Standard II
- D. Participation 20 %
 - Includes attending all scheduled class sessions and contributing to class discussions
- E. Culminating Activity 15 %

Each student is to interview an early childhood educator in the Derry/Latrobe area. Students will follow an individually designed and professor approved format for this interview and will share key points of the interview during the final exam period.

V. Grading Scale

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

VI. Attendance Policy

One hour of absence is allowable. If the student must miss a field trip or class session beyond this hour he/she must provide documented evidence of illness or family emergency to the professor and schedule a meeting with the professor to make arrangements to fulfill the requirements for the course.

VII. Required Readings

Readings from professional journals addressing early literacy and family and community influences on literacy acquisition will be available on the ECE website. Also available will be the area newspapers for the professional development school sites, newsletters from national early childhood organizations and other readings relevant to this course and addressing the needs of novice preservice teachers.

VIII. Special Resource Requirements

None

IX. Bibliography

- Barbour, C., & Barbour, N. H. (1997). *Families, schools, and communities: Building partnerships for educating children*. NJ: Prentice-Hall, Inc.
- Couchenour, D., & Chrisman, K., (2004). *Families, schools, and communities: Together for young children* (2nd ed.). NY: Delmar Learning.
- Gestwicki, C. (2004). *Home, school, and community relations* (5th ed.). NY: Delmar Learning.
- Gonzalez-Mena, J. (1998). *The child in the family and the community* (2nd ed.). NJ: Prentice-Hall, Inc.
- Puckett, M. B. & Diffily, D. (2004). *Teaching young children: An introduction to the early childhood profession* (2nd ed.). NY: Delmar Learning.

Course Analysis Questionnaire

ECED 180 -Orientation to the Early Childhood Education / Elementary Education Blended Certification Program

A. Details of the Course

A1. This course introduces ECED/ELED majors to the professional development school model by giving them an overview of the communities in which they will be involved throughout their teacher certification program of study. It is required of freshmen who have declared early childhood education as their major. For students who declare this major in their sophomore year, they may enroll in this course in conjunction with their Professional Sequence I sequence of courses. Class time does not permit these field trips to be incorporated into existing courses. Also, as students will be moving through the program of study as a cohort, this course introduces them to cohort members, thus creating a sense of community among students, and helps them begin their journey toward becoming early childhood professionals before their formal acceptance into the teacher certification program.

A2. This course will be a new course in the revised ECED/ELED program of study and will be a required course.

A3. No, this course has not been offered previously.

A4. No, this is not a dual-level course.

A5. No, this course may not be taken for variable credit.

A6. Not aware of a similar course offered at another university; however, EDUC 110 Pathways to Learning at IUP is similar in that it offers freshman education majors an overview of program opportunities.

A7. The National Association for the Education of Young Children (NAEYC), as a program accreditation requirement, does require evidence that teacher candidates have an understanding of the communities in which children live and the importance of embedding early childhood education within particular community settings.

B. Interdisciplinary Implications

B1. This course will be taught only by a professor in the PSE Dept.

B2. This course has no relationship to courses in other departments

B3. This course will not be cross-listed

B4. Seats in this course will not be made available to students in the School of Continuing Education.

C. Implementation

C1. Faculty resources are adequate. This course is part of the re-designed Early Childhood Education program of study. The number of Early Childhood Education course hours offered each semester does not increase because of this additional course. The preparation and equated workload for this course assignment is 1:1.

C2. Other resources required for this course are:

Early Childhood Website: Grant funding is available to design this website and additional funding is being sought to maintain the site beyond the time limit of the grant. A graduate assistant may be assigned to keep this website updated.

Travel Costs: Professional development school monies are available to fund the two field trips. Transportation costs are also being requested from grant funding.

C3. As mentioned above, there is grant funding available for design of the website. Graduate assistantships in the College of Education will make it possible to keep the website current.

While transportation costs may be initially covered by grant funding, there are professional development school monies available in the College of Education for the two field trips to the professional development school sites.

C4. This course will be offered each spring semester to accommodate all students declaring early childhood education as their major.

C5. It is anticipated that only one section of this course will be offered each spring.

C6. This course can accommodate 25-30 students. More than this number would defeat the cohort concept and would make future field placements in the professional development school sites impossible. If the number of students requesting the course should move over 30 we would need to restrict enrollment in the early childhood program of study or create an additional professional development school site.

C7. Enrollment not limited by professional society.

C8. This is not a distance education course.

Hannibal

From: "John W Butzow" <jwbutzow@iup.edu>
To: "Hannibal" <hannibal@iup.edu>
Cc: <hechtman@iup.edu>; "Laurie Stamp" <lnstamp@grove.iup.edu>; <jank@grove.iup.edu>
Sent: Monday, September 22, 2003 1:31 PM
Subject: Re: Quick note needed

I am sending along this email to support the request of the Professional Studies Department for funding for the transpiration segment of the professional development school activity in the Derry/Labrobe School Districts. The Field Experiences Office will provide the funding for this activity.

John

----- Original Message -----

From: Hannibal
To: JWbutzow@iup.edu
Cc: hannibal
Sent: Monday, September 22, 2003 11:38 AM
Subject: Quick note needed

Good Morning,

Regarding the note I needed from you to attach to the ECED restructuring proposal:

The proposed new course, *ECED 180 Orientation to the ECED/ELED Program*, (1 credit) has a field component where students (30 max.) will travel to the Derry/Latrobe area twice during the semester. The UWUCC wants to know how these two bus trips will be financed. I need a letter from you stating that the expenses related to the field component for this new course will be covered by PDS monies (or wherever they are coming from . . .) . They just won't approve a course that incurs expenses without having some confirmation that arrangements have been made to cover these costs.

Two lines are fine . . .

Thank you,
 Mary Anne