

LSC Use Only
Number: _____
Action: _____
Date: _____

UWUCC Use Only
Number: 92-30
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: Early Childhood Education
Suggested 20 Character Course Title: Early Childhood Education
Department: Professional Studies in Education
Contact Person: Dr. Edwina B. Vold

II. If a course, is it being Proposed for:

Course Revision/Approval Only
 Course Revision/Approval and Liberal Studies Approval
 Liberal Studies Approval Only (course previously has been approved by the University Senate)
 Program Revision Approval Only

III. Approvals

Whitney E. Williams Department Curriculum Committee
Edwina B. Vold Department Chairperson
Julia B. ... College Curriculum Committee
Julia B. ... College Dean *

Director of Liberal Studies (where applicable) _____
Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____
to UWUCC: _____

Semester to be implemented: Fall 1992

Date to be published in Catalog: _____

Part II. Description of the Curriculum Change

Proposed Revisions of the
Early Childhood Education Undergraduate Program

To: Dr. John Butzow, Dean
College of Education
Indiana University of Pa.

July 1992

Submitted by: Dr. Edwina B. Vold, Chairperson,
Professional Studies in Education

and

Dr. Mary Jalongo, Coordinator
Early Childhood Education
Graduate Program

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Appendix:

Course Syllabi for:

- ED 499 Multicultural Education
 - EE 200 Introduction to Early Childhood Education (Revision of EL 353
Preschool Education)
 - EL 353 Preschool Education
 - EL 357 Pedagogy II
 - EE 315 Development and Learning Through Play
(formerly titled Play as Affective and Cognitive Development)
 - EE 220 Language Development and Children's Literature
(formerly titled Language and Literature)
 - EX 300 Education of the Exceptional Child in the Regular Classroom
 - SC 101 Fundamentals of Physics
 - SC 102 Fundamentals of Chemistry
 - SC 103 Earth and Space Science
 - SC 104 Fundamentals of Environmental Biology
 - SC 105 Physical Science I
 - SC 106 Physical Science II
- Replaced by SC 101 - 104

Proposed Revisions to the
Undergraduate Early Childhood Program

Background

Enrollment in the undergraduate Early Childhood Teacher Certification Program has increased steadily since the program was originally approved. As a result, we have been able to hire new faculty with expertise in Early Childhood Education. Due in part to changes in staffing and as a response to the results of our preliminary review from the National Council for the Accreditation of Teacher Education, we are proposing minor revisions to the undergraduate curriculum. The Early Childhood Committee has met on several occasions to revise and update the undergraduate curriculum. The changes we are proposing affect the course title, description and syllabus for EL 353, Preschool Education and the course titles (with minor revisions to the course descriptions) for EE 315, Play as Cognitive and Affective Development and EE 220 Language and Literature for Young Children. We are also rearranging the recommended course sequence during the junior year for our majors. The total number of credits required for graduation is increased by one credit.

Only one of the changes proposed in this document would affect another department on campus, but that change has already been approved for our Elementary Program. The change consists of allowing Early Childhood majors to take the Special Education competency exam or enroll in the course, EX 300 Education of the Exceptional Child. All of our majors would still be required to complete the course EX 464, Preschool Education of the Handicapped.

1. Proposed Course Title/Description Change

Existing Course Title: EL 353 Preschool Education

Current Catalog Description:

Principles and practices of guiding the learning experiences of kindergarten students. Special attention is given to observations, kindergarten program and its curriculum, and materials and methods of instruction.

Proposed Course Title: EE 200 Introduction to Early Childhood Education

Proposed Catalog Description:

Designed as an introductory course for prospective teachers of young children. Provides students with the opportunity to gain knowledge of historical, sociological, and political aspects of early childhood education. Emphasis on systematically observing, recording, and evaluating children's behavior in classrooms.

Rationale

Preschool Education has been an introductory course in the Early Childhood program and a recommended elective for Elementary Education throughout the history of our department. The NCATE review team recommended that our program have a course that is clearly designated, both by title and description, as an introduction to early childhood. They further recommended that we devote more course content to the historical and philosophical foundations of early

childhood education. Renumbering the course as a 200 level, changing the title, and placing greater emphasis on history and philosophy would address all of these issues.

2. Proposed Course Title/Description Changes

Rationale: This course title is cumbersome and does not communicate the content well.

EE 315 Play as Cognitive and Affective Development
 EE 315 Development and Learning Through Play

Catalog Description:

Provides early childhood educators with the knowledge and skills necessary to promote and guide children's play behavior as the child's basic learning mechanism. Emphasis on definitions, theories, and stages of play within the context of social, emotional, physical, and intellectual growth for children aged 0-8 years. Students will observe children at play, design specific learning activities that use a play/games format, and direct educational experiences during the supervised field component.

EE 220 Language and Literature
 EE 220 Language Development and Children's Literature

Rationale: This course title is being changed to better communicate the course content to students.

Catalog Description:

Language Development and Children's Literature will include the study of children's language acquisition and children's literature within the context of a developmentally appropriate language arts curriculum, preschool through the primary grades. Strategies for developing children's linguistic competence and integrating literature throughout the early childhood program will be emphasized. Observations, interviews, and teaching experiences are an integral part of the course.

3. Proposed Change in Major Sequence I and II:

Rationale:

We have decided to cluster together those methods courses that focus on teaching preschoolers and those courses that focus on teaching in the primary grades. With this new plan, the first semester of the Junior year would include those methods courses dealing with preschool teaching and a field assignment working with children from three to five years of age:

Major Sequence I

Ages of Children in Setting: 3-5 year olds

EE 220 Language Development and Children's Literature*
 EE 315 Development and Learning Through Play*

EE 312 Aesthetic Experiences (Art, Drama, Music and Movement)

During the spring semester of their Junior year, our majors take a sequence of methods courses geared to the primary grades. Because the accompanying field experience takes place in public school classrooms--first through third grade--there is more emphasis on formal lesson planning:

Major Sequence II

Ages of Children in Setting: 5-8 year olds

EE 310 Integrated Curriculum I (Problem Solving, Mathematics, Science)

EE 311 Integrated Curriculum II (Health, Safety, and Social Studies)

EE 451 Teaching Primary Reading

The total degree requirements for graduation went from 126 to 127 credits. Please note that the 1992 undergraduate catalog was in error. It stated that 24 credits were required. For a complete overview of all curricular changes, see the old and new program checklists.

4. Special Education Competency Exam

We are requesting that our Early Childhood majors be permitted to take either EX 300 or take the competency examination administered by the Special Education Department. This policy is already in effect for our Elementary Education undergraduates. Early Childhood majors would still be required to complete EX 464, Preschool Education of the Handicapped. A letter of support for this action is included in Part Four of this document.

5. Two changes that were made in the elementary program have been incorporated into the Early Childhood Program. These include:

EL 357 Pedagogy II as a requirement for all majors and

ED 499 Multicultural/Multiethnic Education

6. It is a Professional Studies in Education Department policy that a 2.5 cumulative grade point average is required to register for courses in the major. The new checklist for Early Childhood majors reflects this policy.

7. GE 101, 102, 103, or 104 as a social science requirement extends the range of possible courses to take to meet the social science elective requirements. In addition, GE 104, as an option gives the student an opportunity to take a social science course which meets the non-western requirement.

EARLY CHILDHOOD EDUCATION
PROGRAM REVISION

Part I. Introduction to Program Revision

The Early Childhood Education Undergraduate program is housed in the Department of Professional Studies in Education. It was approved by the University Senate in 1981 and by Pennsylvania Department of Education in 1982. For the past ten years, the program has made astonishing accomplishments and the changes that have been made in the quality of program offerings have resulted in better prepared teachers of young children at nursery through third grade levels.

The quality of students graduating from the early childhood education undergraduate program has remained constant, while the quantity of graduates has increased.

Graduates in Early Childhood Education

<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>
0	10	7	19	16	31	34	25

Jr. Field Experiences

<u>Spring Semesters</u>	<u>1982</u>	<u>1984</u>	<u>1989</u>	<u>1990</u>	<u>1992</u>
Approximate No. of Placements:					
Early Childhood Ed.	1	10	25	36	42
Child Dev./Family Relations	0	3	3	2	0

The goal and the objectives have been comparable with other institutions with early childhood education programs and of like size and mission. However, changes in student populations in early childhood settings and societal directions provide a focus for our goals and program.

Current National Trends in Early Childhood Education

There are sweeping changes in our society, changes that will not only increase the demand for early childhood programs, but also change the types of programs offered and the expectations for teachers who work in those programs.

There are at least three reasons why preschool programs are flourishing at this time:

- changes in the dominant American family structure and the resultant demand for quality child care;
- longitudinal research findings that support the salutary effects of early intervention; and
- growing awareness of the need for greater equity in education, particularly during the early years.

Perhaps the most obvious social influence on the demand for early childhood programs is the increase in single parent families. The Children's Defense Fund (1991) projects that over 40 percent of all children will live in a female-headed household before reaching adulthood and nine out of ten mothers--married or single--will be in the workforce. by the year 2000, if the present trends continue, nearly a third of mothers will postpone childbearing until after age 30 (Lewis, 1985). As a group, these mothers will be more career-oriented and demands for high-quality early childhood education programs will increase.

A second influence is the growing awareness of the importance of early childhood education and the positive impact of high-quality early childhood programs particularly for at-risk children. Harold Hodgkinson (1991), a leading educational demographer, estimates that every \$1 spent on Head Start saves \$7 in later services--an excellent return on the investment.

Moreover, it is a generally held view that very important learnings occur during early childhood, that learning difficulties are more remediable early on, and that a child's initial school experiences set the tone for later school experiences. Longitudinal research, such as David Weikart's (1988) High/Scope study, have persuasively presented a case for early intervention. A review of Gallup Poll results over the past four years documents a major upward trend in public acceptance of public school pre-kindergarten programs. Over 80 percent of the 18-29 year-olds are now in favor of tax-supported preschool programs housed in public schools. The American public has begun to regard a national system of public school preschool as the right of every child and family.

A third major influence on the decision to provide more and better early childhood programs is a commitment to equity in educational opportunity. There is increased sensitivity to the inequities in educational opportunities, particularly for the very young.

Future Trends Affecting Early Childhood Teacher Certification Programs

A fundamental goal of the America 2000 report is for every child to arrive at school "ready to learn." Although that goal is subject to interpretation, families, educators, and politicians can agree on one thing--that the most logical way to insure optimal development of children's abilities is to educate them well and begin early.

Since 1985, the number of states sponsoring public school preschool programs has doubled (Day, 1988). According to the Department of Education, an estimated 6.5 million children are in pre-primary programs and 4 million of those children are now in public preschool programs. By 1993, a projected seven million children will be in pre-primary programs and the number of three- and four-year-olds in public school is expected to increase dramatically (Center for Education Statistics, 1990).

As this happens, the demand for early childhood teachers who are the product of a four year teacher certification program will increase dramatically and, job opportunities for teachers certified nursery school through third grade will expand. Experienced private preschool teachers with two year associate degrees who seek public school employment will need early childhood teacher certification to do so. Even teachers who are already certified in elementary education will find it necessary to return to school and obtain early childhood teacher certification in order to work in early childhood programs.

Cynthia Warger (1988) summarized the current situation in preschool programs nationally this way:

American educators, encouraged by parents, political leaders, and public officials, have been moving quickly to accept new levels of responsibility for the education of young children. No longer the province of the very rich or the very poor, preschool education now holds the potential for greater academic achievement, less at-risk behavior in the teen years, and enhanced educational opportunity for children from all economic sectors. This promise, combined with simple economic need, has led to heightened interest in programs designed by public school systems to prepare children for entry into the educational system. (p. vii)

We also base our revisions on recommendations and input from other sources including:

1. Policy statements from the National Association of the Education of Young Children and the Association of Teacher Education
2. Recommendations from accrediting agencies such as: National Council for the Accreditation of Teacher Education and the Pennsylvania Department of Education
3. Follow-up Study of Recent Graduates of the Early Childhood Education program

The proposed revisions which follow also reflect the Department's Mission Statement.

Departmental Mission Statement (revised 1993)

As an integral part of the College of Education, Professional Studies in Education is a multi-faceted department committed to offering high quality undergraduate, masters and doctoral programs. All students engage in scholarly activity to advance the knowledge base of the field of education. The department collaborating with school districts, prepares teachers and administrators who think creatively, critically and humanely; who have in-depth knowledge of the world we live in; and, who are skilled in current pedagogy, research and technology.

Based on the above mission statement, the following goals are identified for the students in the department. Students are expected to:

1. Acquire a depth of knowledge in at least one specialization area and acquire basic knowledge in the humanities, social sciences, natural sciences, mathematics and fine arts.
2. Develop a positive attitude toward learning and intellectual pursuits.
3. Establish a professional identity.
4. Demonstrate a commitment to understanding and respecting all people from diversity including gender, race, ethnicity and class.
5. Acquire the ability to think critically and communicate effectively.

6. Develop skill in varied teaching strategies and innovative methodologies.
7. Apply theory and research during a sequence of clinical experiences.
8. Develop the necessary skill for instruction and curriculum development in one of the following certification areas:
 - a. Early Childhood Education
 - b. Reading
 - c. Elementary Education

The common elements in the department's mission statement, the department's philosophy and the college and university missions are illustrated below.

COMMON THEMES IN UNIVERSITY, COLLEGE AND DEPARTMENTAL MISSION STATEMENTS

Effective Communication

Critical Thinking

The Understanding and Commitment to Diversity

The Development of Personal and Professional
Responsibility for Growth (Self-directed Learning)

Skill in Pedagogy and Research

The Dissemination of Knowledge

The Acquisition of Knowledge in at Least One Academic Discipline and Basic
Knowledge in the Humanities, Social Sciences, Natural Sciences,
Mathematics and Fine Arts

Part II. Description of Curriculum Change

*No change in catalog description which states:

The Early Childhood Education Program prepares students to select from among a variety of techniques and strategies those which appropriately expand children's cognitive, social, emotional, and physical development. Through lectures, research, and on-site experiences with young children, students are able to expand their own knowledge of and attitudes toward education of young children Nursery school through 3rd grade.

The current requirements for graduation with a Bachelor of Science in Early Childhood Education (*) as found in the 1992-93 catalog are:

Liberal Studies: As outlined in Liberal Studies section 54-55
with the following specifications:

Mathematics: MA 151
Natural Sciences: SC 101, 102, 103, 104
Social Science: GE 101 or GE 103, PC 101
Liberal Studies Electives: No courses with EE prefix

College: 29

Professional Education Sequence	
CM 301 Technology for Learning and Instruction	3 s.h.
ED 242 Pre-Student Teaching I	1 s.h.
ED 342 Pre-Student Teaching II	1 s.h.
ED 441 Student Teaching	12 s.h.
ED 442 Practicum & School Law	3 s.h.
EP 202 Educational Psychology	3 s.h.
EP 377 Educational Tests and Measurements	3 s.h.
FE 202 American Education in Theory and Practice	3 s.h.

Major: 36

Required courses:	
EE 220 Language and Literature	3 s.h.
EE 310 Integrated Curriculum I	3 s.h.
EE 311 Integrated Curriculum II	3 s.h.
EE 312 Aesthetic Experiences for Young Children	3 s.h.
EE 315 Play as Cognitive and Affective Development	3 s.h.
EL 215 Child Development	3 s.h.
EL 353 Preschool Education	3 s.h.
EL 451 Teaching Primary Reading	3 s.h.
EX 300 Education of the Exceptional Child	3 s.h.
EX 464 Preschool Education of the Handicapped	3 s.h.
HE 426 Techniques of Parent Education	3 s.h.
MA 450 Preschool and Primary Math	3 s.h.

Free Electives 4-5

Total Degree Requirements 124

(*) See requirements leading to teacher certification in the catalog section on Academic Policies, "Admission to Teacher Education."

The proposed requirements for graduation with a Bachelor of Science in Early Childhood Education areas of the following. Those courses that have been changed are indicated by an o; those with title changes only are indicated by a +.

Liberal Studies: As outlined in Liberal Studies section 56
with the following specifications:

Mathematics: MA 151
Natural Sciences: SC 101-104
Social Science: GE 101, 102, 103 or 104, PC 101
Liberal Studies Electives: No courses with EE prefix

College: 29

Professional Education Sequence	
CM 301 Technology for Learning and Instruction	3 s.h.
ED 242 Pre-student Teaching Clinical Experience I	1 s.h.
ED 342 Pre-student Teaching Clinical Experience II	1 s.h.
ED 441 Student Teaching	12 s.h.
ED 442 School Law	1 s.h.
EP 202 Educational Psychology	3 s.h.
EP 377 Educational Tests and Measurements	3 s.h.
FE 202 American Education in Theory and Practice	3 s.h.
ED 499 Multicultural/Multiethnic Education	2 s.h.

Major: 36

A 2.5 overall grade point average is required to register for major courses.

Required courses:

o EE 200 Introduction to Early Childhood Education (formerly Preschool Education)	3 s.h.
+ EE 220 Language Development and Children's Literature	3 s.h.
EE 310 Integrated Curriculum I (Math, Science)	3 s.h.
EE 311 Integrated Curriculum II (Social Studies)	3 s.h.
EE 312 Aesthetic Experiences for Young Children	3 s.h.
+ EE 315 Development and Learning Through Play	3 s.h.
EL 215 Child Development	3 s.h.
EE 451 Teaching Primary Reading	3 s.h.
EL 357 Pedagogy II	3 s.h.
EX 464 Preschool Education of the Handicapped	3 s.h.
HE 426 Techniques of Parent Education	3 s.h.
MA 450 Mathematics for Early Childhood	3 s.h.

Free Electives 4-6

Total Degree Requirements 125

(*) See requirements leading to teacher certification in the catalog section on Academic Policies, "Admission to Teacher Education."

o course revisions

+ title changes

Other provisions:

EX 300 - a competency exam (or enrollment in the course) is required.

Summary of Changes in the Early Childhood Education Program

A. Liberal Studies Requirements:

Students were required to take SC 105 Physical Science I and SC 106 Physical Science II, a total of eight credits. Students will be required in the new program to take SC 101 Physics, SC 102 Chemistry, SC 103 Earth and Space Science and SC 104 Biology, a total of ten credits.

✓ Rationale: Students in the Elementary Education Undergraduate program are required to take the ten credit sequence approved by Liberal Studies. To maintain consistency in the departmental requirements and to ensure that Early Childhood Education majors are exposed to a broader range of the sciences, the proposed changes are requested.

B. Professional Certification Core:

1. EX 300

Students were required to take EX 300 Education of the Exceptional Child in the Regular Classroom.

✓ In the proposed program, students will follow the College of Education guidelines. They will be required to pass the Special Education Competency Test or take the course EX 300. Students in the Early Childhood Education Program will still be required to take EX 464 Pre School Education of the Handicapped as a part of their major requirements.

Rationale: Consistency with College of Education requirements.

2. ED 499

Students will be required to take ED 499 Multicultural Education Curriculum, a two credit course, as a part of their professional certification core.

✓ Rationale: Based on NCATE standard 1.9 and the College of Education and Department's mission statements, the course will provide an additional vehicle for helping students to become aware of, respect, and celebrate diversity in their teaching. It also provides a consistency in that Elementary Education majors are also required to take the course. For Standard 1.9, see appendix.

C. Major Course Requirements:

✓ The required course EL 353 PreSchool Education will be changed to EE 200 Introduction to Early Childhood Education. The revised description will read:

The course provides students with the opportunity to gain knowledge of historical, sociological and political aspects of early childhood education; to study various models of early childhood education; and, to develop skills in systematically observing, recording and evaluating children's behavior and their environment. The course is also recommended as an elective for Elementary Education majors.

Rationale: According to NCATE Standards 1.2, 1.4, and 1.10 the experiences in the revised course must be included in an approved program.

These experiences include the historical and sociological foundations of early childhood education, systematic observation of children in early childhood environments, and examination of legislative and social effects on the education of young children. (See Appendix for Standards 1.2, 1.4, and 1.10)

Students will take Pedagogy II during the Junior Year. The course is a part of the approved elementary education program. (Senate approved 1991)

Rationale: Pedagogy II includes experiences with classroom management, parent/teacher interactions, ways to use research as a classroom tool and indepth discussions of issues related to teaching and professionalism. These topics are required by NCATE in Standards 1.6, 1.7 and 2.1.2 and were not systematically covered in any major courses. For Standards 1.6, 1.7 and 2.1.2, see appendix.

D. Special Electives: The titles (only) of two required major area courses are being changed. EE 220, previously Language and Literature for Young Children is retitled as Language Development and Children's Literature. EE 315 Play as Cognitive and Affective Development is retitled Development and Learning Through Play. Course syllabi that reflect the title changes are attached.

Rationale: These changes reflect current terminology in the field of early childhood education.

Through the special electives (18-21 s.h.), students will have the opportunity to strengthen their knowledge base in areas of interest and/or strength from the humanities, social science, natural science, mathematics, psychology and child development and family relations. The special electives serve as a vehicle for improving the self-confidence and self-esteem of preservice early childhood education teachers. It also improves the marketability of students entering the job market.

E. There are 124 credits in the current Early Childhood Education undergraduate program. In the proposed program there are 125 credits without a separate Nonwestern cultures course. The increase is not significant in that the sequence can be completed in eight semesters.

Proposed Program
EARLY CHILDHOOD EDUCATION

Checklist for Bachelor of Science Degree Candidates
College of Education
Effective September 1993
(2/18/93)

Name _____ Social Security Number _____

		GRADE	COURSE
LIBERAL STUDIES REQUIREMENTS (56-60 cr.)			
<u>Learning Skills: English Composition</u> (7)			
College Writing	4	_____	EN 101
Research Writing	3	_____	EN 202
<u>Learning Skills: Mathematics</u> (3)			
Elements of Mathematics I	3	_____	MA 151
<u>Humanities</u> (9)			
History:			
History: The Modern Era	3	_____	HI 195
Literature:			
EN 121 - Introduction to Literature	3	_____	EN 121
Philosophy or Religious Studies: (one course)			
PH 101, PH 120, PH 221, PH 222, PH 223, RS 100, RS 250, or RS 290	3	_____	_____
<u>Fine Arts</u> (one course) (3)			
AH 101, MH 101, or TH 101	3	_____	_____
<u>Natural Science</u> (10)			
Fundamentals of Physics	2.5	_____	SC 101
Fundamentals of Chemistry	2.5	_____	SC 102
Fundamentals of Earth and Space Science	2.5	_____	SC 103
Fundamentals of Environmental Biology	2.5	_____	SC 104
<u>Social Sciences</u> (three courses) (9)			
General Psychology	3	_____	PC 101
Geography course (one)			
GE 101, GE 102, GE 103, or GE 104 (GE 104 fulfills the Non-Western Cultures course requirement)	3	_____	GE ____
Choose one social science course from the approved list			
_____	3	_____	_____
<u>Health and Wellness</u> (3)			
Health & Wellness	3	_____	HP 143
<u>OR</u>			
Nutrition & Wellness	3	_____	FN 143
<u>OR</u>			
One year of military science	4	_____	MS ____
		_____	MS ____

Liberal Studies Electives

(9)

Choose three courses from the approved list; one course must be numbered 200 or higher; no course prefix may be used more than once except intermediate-level foreign language prefixes which may be used twice.

_____	3	_____	_____
_____	3	_____	_____
_____	3	_____	_____

Synthesis

(3)

Choose one course from the approved list.

_____	3	_____	LS 499
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Non-Western Cultures

Choose one course from the approved list, if this requirement has not been met by another Liberal Studies course.)

_____	3	_____	_____
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PROFESSIONAL EDUCATION REQUIREMENTS (29 cr.)

(A 2.5 CGPA is required to register for these courses.)

American Education in Theory and Practice	3	_____	FE 202
Pre-Student Teaching I	1	_____	ED 242
Technology for Learning and Instruction	3	_____	CM 301
Educational Psychology	3	_____	EP 202
School Law	1	_____	ED 442
Pre-Student Teaching II	1	_____	ED 342
Educational Tests and Measurements	3	_____	EP 377
Student Teaching	12	_____	ED 441
Multicultural Education	2	_____	ED 499

MAJOR REQUIREMENTS

(36 cr.)

(A 2.5 CGPA is required to register for these courses.)

Introduction to Early Childhood Education	3	_____	EE 200
Language Development and Children's Literature (W)	3	_____	EE 220
Teaching Primary Reading	3	_____	EE 451
Child Development	3	_____	EL 215
Integrated Curriculum I	3	_____	EE 310
Integrated Curriculum II	3	_____	EE 311
Aesthetic Experiences for Young Children	3	_____	EE 312
Development and Learning Through Play	3	_____	EE 315
Pedagogy II	3	_____	EL 357
Preschool Education of the Handicapped	3	_____	EX 464
Techniques of Parent Education	3	_____	HE 426
Mathematics for Early Childhood	3	_____	MA 450

EX 300 - Education of the Exceptional in the Regular Classroom (competency exam required - EX 481)

_____	_____	_____	_____
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Electives

(4-6 cr.)

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

TOTAL CREDITS

(125-131 cr.)

(With a separate Non-Western Cultures course - 128 cr.)

EE 220 fulfills the requirement for one writing intensive course; mark a W by the other writing intensive course that was taken

EARLY CHILDHOOD EDUCATION

Checklist for Bachelor of Science Degree Candidates
 College of Education
 Effective 1989
 (8/31/92)

Name _____ Social Security Number _____

		GRADE	COURSE
LIBERAL STUDIES REQUIREMENTS (54-58 cr.)			
<u>Learning Skills: English Composition</u> (7)			
College Writing	4	_____	EN 101
Research Writing	3	_____	EN 202
<u>Learning Skills: Mathematics</u> (3)			
Elements of Mathematics I	3	_____	MA 151
<u>Humanities</u> (9)			
History:			
History: The Modern Era	3	_____	HI 195
Literature:			
EN 121 - Introduction to Literature	3	_____	EN 121
Philosophy or Religious Studies: (one course)			
PH 101, PH 120, PH 221, PH 222, PH 223, RS 100, RS 250, or RS 290	3	_____	_____
<u>Fine Arts</u> (one course) (3)			
AH 101, MH 101, or TH 101	3	_____	_____
<u>Natural Science</u> (8)			
Physical Science I	4	_____	SC 105
Physical Science II	4	_____	SC 106
<u>Social Sciences</u> (three courses) (9)			
General Psychology	3	_____	PC 101
Geography course (one)			
GE 101, GE 102; GE 103, or GE 104 (GE 104 fulfills the Non-Western Cultures course requirement)	3	_____	GE ____
Choose one social science course from the approved list			
_____	3	_____	_____
<u>Health and Wellness</u> (3)			
Health & Wellness (Revision for HP 140-141)	3	_____	HP 143
<u>or</u>			
Nutrition & Wellness (Revision for FN 140-141)	3	_____	FN 143
<u>or</u>			
One year of military science	4	_____	MS ____
		_____	MS ____


Part III. Letters of Support

Departmental Approval to Drop EX 300

December 9, 1992

Memo:

To: Mary Jalongo
Marilyn Willis
Department of Professional Studies in Education

From: Clarice Reber, Chairperson 
Department of Special Education and Clinical Services

The Education of Exceptional Persons Program Committee approves your request to permit Early Childhood majors to take the Special Education Competency Test or EX 300 Education of the Exceptional Child in the Regular Classroom. We do so with regret as we believe that your students would be better served by the course. Unfortunately, faculty load constraints make it difficult to offer an adequate number of seats for your majors.

cc: Jerry Fiddler

Department of Mathematics
Indiana University of Pennsylvania
233 Stright Hall
Indiana, Pennsylvania 15705-1072

(412) 357-2608



To: Dr. Gail Gerlach
Department of Professional Studies in Education

From: Gerald Buriok, Chairman *GMB*
Mathematics Department

Date: February 22, 1993

Subject: Early Childhood Mathematics Courses

After much discussion among members of our respective departments, it appears the best alternative to follow with regard to the mathematics requirement for Early Childhood majors is the current requirement of MA 151 Elements of Mathematics I and MA 450 Mathematics for Early Childhood, with some slight adjustments to the latter course. The Elementary Mathematics Education Committee in the Mathematics Department will present a proposal to the entire department at our next department meeting on March 4, 1993 to change the number on MA 450 and make some adjustments to the course syllabus. These changes will also need approvals of the College Curriculum Committee, the Senate Curriculum Committee, and the University Senate.

Pending the outcome of discussions of the Mathematics Department faculty, I wish to voice support for your decision to continue the six credit mathematics requirement for your Early Childhood majors.

Part IV. Curricular Offering/Change Authorization Form



Curricular Offering/Change Authorization

Please Check One For Each Form

- New Course Addition
- Course Deletion
- Course Number Change
- Course Descriptive Title Change
- Semester Hours Change

List only one entry per form.
Submit this form to College Dean.

Professional Studies in
Education

Department

- Undergraduate
- Graduate

Please list below the full information requested for the course to be added/dropped or changed.

Action	Dept.	Number	Descriptive Title	Semester Hours	Remarks
Add					
Drop					
Change From	EE	220	Language and Literature for Young Children	3 sh	
To	EE	220	Language Development and Children's Literature	3 sh	

My signature on this form signifies that I, or the approving agency which I chair on the following date approved the inclusion/deletion or changes listed above to the appropriate Master Course File.

- Sign and route as follows
1. Scheduling - White
 2. Chairperson - Canary
 3. College Dean - Pink

John B. ...
Chairperson

2/12/93
Date

2/12/93
Date

Dean of College

Chairperson of Curr. Comm/Grad Council

Date



Curricular Offering/Change Authorization

Please Check One For Each Form

- New Course Addition
- Course Deletion
- Course Number Change
- Course Descriptive Title Change
- Semester Hours Change

List only one entry per form.
Submit this form to College Dean.

Professional Studies in Education


Department

- Undergraduate
- Graduate

Please list below the full information requested for the course to be added/dropped or changed.

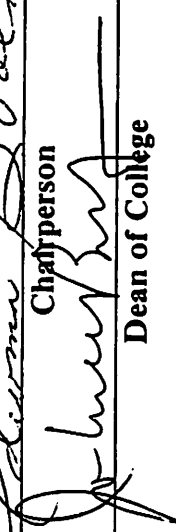
Action	Dept.	Number	Descriptive Title	Semester Hours	Remarks
Add	ED	499	Multicultural Education	2	Approved requirement for majors in the Professional Studies in Education Dept.
Drop					
Change From					
To					

My signature on this form signifies that I, or the approving agency which I chair on the following date approved the inclusion/deletion or changes listed above to the appropriate Master Course File.



 Chairperson 6/24/92

 Date



 Dean of College 2/12/92

 Date

Sign and route as follows

1. Scheduling - White
2. Chairperson - Canary
3. College Dean - Pink

Chairperson of Curr. Comm/Grad Council _____ Date _____



Curricular Offering/Change Authorization

Please Check One For Each Form

- New Course Addition
- Course Deletion
- Course Number Change
- Course Descriptive Title Change
- Semester Hours Change

List only one entry per form.
Submit this form to College Dean.

Professional Studies in Education Dept.

Department

- Undergraduate
- Graduate


Please list below the full information requested for the course to be added/dropped or changed.

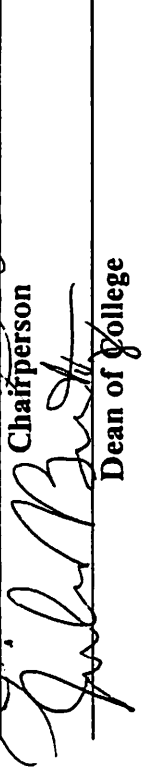
Action	Dept.	Number	Descriptive Title	Semester Hours	Remarks
Add					
Drop					
Change From	EE	315	Play as Cognitive and Affective Development	3	
To	EE	315	Development and Learning Through Play	3	

My signature on this form signifies that I, or the approving agency which I chair on the following date approved the inclusion/deletion or changes listed above to the appropriate Master Course File.

Sign and route as follows

1. Scheduling - White
2. Chairperson - Canary
3. College Dean - Pink

 Chairperson 2-9-93 Date

 Dean of College 2-9-93 Date

Chairperson of Curr. Comm/Grad Council _____ Date _____



Curricular Offering/Change Authorization

Please Check One For Each Form

List only one entry per form.
Submit this form to College Dean.

New Course Addition
 Course Deletion
 ~~Course Number Change~~ Course Prefix Change
 Course Descriptive Title Change
 Semester Hours Change


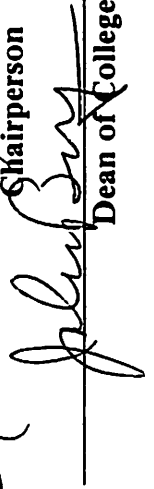
Professional Studies in Education Department
 Undergraduate
 Graduate

Please list below the full information requested for the course to be added/dropped or changed.

Action	Dept.	Number	Descriptive Title	Semester Hours	Remarks
Add					
Drop					
Change From	EL	353	Pre-School Education	3	Elective for Elem. Education majors. Major Requirement for Early Childhood Education
To	EE	300	Introduction to Early Childhood Education	3	Major Requirement for Early Childhood Education

My signature on this form signifies that I, or the approving agency which I chair on the following date approved the inclusion/deletion or changes listed above to the appropriate Master Course File.

- Sign and route as follows
1. Scheduling - White
 2. Chairperson - Canary
 3. College Dean - Pink

 Chairperson
 Dean of College
 Date 6/27/93
 Date 2/8/93

Chairperson of Curr. Comm/Grad Council _____ Date _____



Curricular Offering/Change Authorization

Please Check One For Each Form

- New Course Addition
- Course Deletion
- Course Number Change
- Course Descriptive Title Change
- Semester Hours Change

List only one entry per form.
Submit this form to College Dean.

Professional Studies in Education

Department

- Undergraduate
- Graduate

Please list below the full information requested for the course to be added/dropped or changed.

Action	Dept.	Number	Descriptive Title	Semester Hours	Remarks
Add	EL	357	Pedagogy II	3	Added in junior year to meet NCATE standards and competencies
Drop					dealing with parent interaction, research and professionalism.
Change From					
To					

My signature on this form signifies that I, or the approving agency which I chair on the following date approved the inclusion/deletion or changes listed above to the appropriate Master Course File.

- Sign and route as follows
1. Scheduling - White
 2. Chairperson - Canary
 3. College Dean - Pink

[Signature] Chairperson Date 6/24/92
[Signature] Dean of College Date 2/8/93

Chairperson of Curr. Comm/Grad Council _____ Date _____



Curricular Offering/Change Authorization

Please Check One For Each Form

- New Course Addition
- Course Deletion
- Course Number Change
- Course Descriptive Title Change
- Semester Hours Change

List only one entry per form.
Submit this form to College Dean.

Professional Studies in Education

Department

- Undergraduate
- Graduate

Please list below the full information requested for the course to be added/dropped or changed.

Action	Dept.	Number	Descriptive Title	Semester Hours	Remarks
Add					
Drop	EX	300	Education of the Exceptional Child in the Regular Class	3	Replace with College of Education Requirement of
Change From					Competency Test
To					

My signature on this form signifies that I, or the approving agency which I chair on the following date approved the inclusion/deletion or changes listed above to the appropriate Master Course File.

- Sign and route as follows
1. Scheduling - White
 2. Chairperson - Canary
 3. College Dean - Pink

[Signature] Chairperson
[Signature] Dean of College
 Date 6/24/92
 Date 2/8/93

Chairperson of Curr. Comm/Grad Council Date



Curricular Offering/Change Authorization

Please Check One For Each Form

- New Course Addition
- Course Deletion
- Course Number Change
- Course Descriptive Title Change
- Semester Hours Change

List only one entry per form.
Submit this form to College Dean.

Professional Studies in Education Department

- Undergraduate
- Graduate

Please list below the full information requested for the course to be added/dropped or changed.

Action	Dept.	Number	Descriptive Title	Semester Hours	Remarks
Add	SC	101	Fundamentals of Physics	2.5	Approved Liberal Studies Sequence for Elementary and
	SC	102	Fundamentals of Chemistry	2.5	
Drop	SC	105	Physical Science I	4.0	Early Childhood Education majors.
Change From					
To					

My signature on this form signifies that I, or the approving agency which I chair on the following date approved the inclusion/deletion or changes listed above to the appropriate Master Course File.

- Sign and route as follows
1. Scheduling - White
 2. Chairperson - Canary
 3. College Dean - Pink

[Signature] Chairperson
[Signature] Dean of College

6/24/92 Date
2/8/93 Date

Chairperson of Curr. Comm/Grad Council Date



Curricular Offering/Change Authorization

Please Check One For Each Form

- New Course Addition
- Course Deletion
- Course Number Change
- Course Descriptive Title Change
- Semester Hours Change

List only one entry per form.
Submit this form to College Dean.

Professional Studies in Education

Department

- Undergraduate
- Graduate

Please list below the full information requested for the course to be added/dropped or changed.

Action	Dept.	Number	Descriptive Title	Semester Hours	Remarks
Add	SC	103	Earth and Space Science Fundamentals of Environmental Biology	2.5	Approved by Liberal Studies for Elementary Education
	SC	104		2.5	
Drop	SC	106	Physical Science II	4.0	Sequence.
Change From					
To					

My signature on this form signifies that I, or the approving agency which I chair on the following date approved the inclusion/deletion or changes listed above to the appropriate Master Course File.

- Sign and route as follows
1. Scheduling - White
 2. Chairperson - Canary
 3. College Dean - Pink

[Signature] _____
Chairperson
Date 6/24/92

[Signature] _____
Dean of College
Date 2/8/93

Chairperson of Curr. Comm/Grad Council

Date

APPENDIX

Course Syllabus
EE 200
INTRODUCTION TO EARLY CHILDHOOD EDUCATION
(formerly EL 353, Preschool Education)

I. Purpose:

Designed as an introductory course for prospective teachers of young children. Provides students with the opportunity to gain knowledge of historical, sociological, and political aspects of early childhood education. Emphasis on systematically observing, recording, and evaluating young children's behavior in classrooms.

II. Course Objectives:

At the completion of this introductory course in the early childhood sequence, the outcomes to be assessed include:

- A. A knowledge of theoretical and historical influences on the variety of educational models of early childhood programs and child care environments.
- B. A personal belief system of what constitutes quality early childhood programs.
- C. A vocabulary of the early childhood profession.
- D. An awareness of the physical and cultural diversity of children and families in early childhood settings.
- E. An understanding of why and how advocacy affects the lives of young children.
- F. Skill in observing, recording and evaluating children birth to age 8 and what takes place in the varied early childhood settings.
- G. Recognition of the importance of communicating with and involving parents in the education of young children.
- H. Expertise in working with other teachers, peers and staff in creating appropriate learning experiences for young children.

Specific Objectives:

Student will:

- A. Understand the concept of a teacher's role and some of the major roles played by teachers of young children in a regular and mainstreamed environment.
- B. Understand how a teacher's personal style may influence the ways in which he/she interacts with young children.
- C. Understand the kinds of cultural differences and biases that affect relationships between and among family, children and teachers.
- D. Become aware of one's own values for child development and education.
- E. Understand the importance of consistency between a teacher's stated values and actual behavior.
- F. Understand how theory and practice inform teachers about how young children learn.
- G. Become aware of current issues in the field of human development and their implications for early childhood education.

- H. Become knowledgeable of the historical perspective of early childhood education.
- I. Acquire knowledge of different programs in early childhood education today.
- J. Become aware of the usefulness of observation/participation as a process for understanding young children.
- K. Develop a technique for systematically observing young children.
- L. Develop skills in teaching young children in individual small group and total group teaching experiences.
- M. Develop skill in relating to adults and guiding children's behavior.
- N. Know how early childhood curriculum areas contribute to children's development and approaches to teaching in each area.
- O. Understand how learning experience can be related, integrated and provide developmental continuity.
- P. Become aware of one's feelings and values about parent involvement.
- Q. Develop parent interaction skills.
- R. Acquire knowledge of all the different personnel in an early childhood environment.

III. TEXT

Seefeldt, C. & Barbour, N. (1993). Early childhood education: An introduction. Columbus, OH: Merrill.

IV. SUGGESTED ACTIVITIES

- A. Observing and participating experiences:
 - 1. Present ways to observe in early childhood environments in kindergarten - children, environment, equipment, etc.
 - 2. Observe and participate in the physical environment and become familiar/acquainted with the materials before meeting the children.
 - 3. Observe at least one hour, each two week period - total of six during the semester. A written evaluation of each observation is required.
 - 4. The students are to participate in the preschool and kindergarten environments.
- B. Teaching Experiences
 - 1. Present a created story (written and illustrated by each student.)
 - 2. Teaching any part of the preschool or kindergarten programs (gym, group meeting, work time)
 - 3. At least four experiences working one-on-one with young children. Theme examples - something of value and special to you, puzzles, science, creating puppets, reading and writing.
- C. Requirements of the Semester

1. Class attendance is required; class participation is required; share your ideas, suggestions, thoughts and wanderings; the textbook is your tool, a source - assignments relate to experiences students participate in - including all chapters during the semester; a final exam involves activities/experiences, class discussions, text, children, etc.; grading depends on the quality of the written and evaluation skills, participation with the children, teaching experiences with the individual child as well as whole group, etc.
2. Create, write and illustrate a book for young children.
3. Create and design an indoor and outdoor physical environment.
4. Choose three themes/topics and plan for two days of the school year.
5. Use activities/experiences - "hands on" in music, art, language, skills, and computers.

V. Lecture/Demonstration Topics

A. Historical Influences and Traditions in Early Childhood Education
Chapter 1 - Gordon

Additional Readings:
Chapter 22 - Hildebrand
Chapters 2, 3 and 4 - Morrison

B. Developmental/Learning Theories
Chapter 4 - Gordon

Additional Readings:
Developmentally Appropriate Practice in Early Childhood
Programs Serving Children from Birth Through Age 8. (NAEYC) 1987

C. Political Aspects of Early Childhood Education
Chapter 15 - Gordon

D. Observation and Evaluation of Children and Environments
Chapters 5, 6, 7, 9 and 10 - Gordon

Additional Readings:
Chapter 5 - Fenney
Observing and Recording the Behavior of Young Children by Cohen and Stern.
Studying the Child in School by Gordon.

E. Cultural Diversity and the Early Childhood Curriculum
Chapters 9-10 - Gordon

Additional Readings:
Chapter 21 - Hildebrand
Chapter 14 - Morrison
Teaching and Learning in a Diverse World by Ramsey

F. Curriculum Design

Additional Readings:

A Vision for America's Future (Children's Defense Fund) 1989
 Chapter 3 - Fenney
 Chapter 20 - Hendrick

- G. Professionalism:
 Appendix D - Gordon

Additional Readings:
 Chapter 15 - Morrison
 Department of Professional Studies in Education Guidelines 1992

VI. Classroom Requirements

- A. Attend lecture/demonstrations and share in discussions
- B. Complete observation report on the first designated early childhood site
- C. Complete a second observation form used in the kindergarten class of the University School
- D. 85% accuracy on mid-term evaluation (one alternative assessment is possible)
- E. Final project is a written thesis on one of the seven lecture topics (Guidelines are provided by the instructor.)

Selected periodicals to be used for recent publications:

Journal of Research in Childhood Education, Association for Childhood Education International (ACEI)
 Early Childhood Research Quarterly, National Association for the Education of Young Children (NAEYC)
 Young Children, NAEYC
 Childhood Education: ACEI
 Teaching Pre K-8
 Dimensions: Southern Association for Children Under Six (SACUS)

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OLD
SYLLABUS
Pre School Education

3 credits

EL 353

I. INTRODUCTION

This course is designed to help prospective teachers of young children in the preschool years to develop an awareness of themselves; to acquire knowledge of the historical and cultural background of early childhood education; to gain development skills necessary to work with young children and to become skillful evaluating children, the Early Childhood environment, and themselves.

II. COURSE OBJECTIVES

At the completion of this component of the Early Childhood Sequence, each student is:

Terminal Objectives

- A. To be aware of one's own personal qualities and how these qualities influence the way they work with young children in the preschool years.
- B. To develop a personal philosophy of teaching based on one's values.
- C. To be knowledgeable of the theories of development which have influenced the difference in the ways we work with young children.
- D. To be knowledgeable of the historical perspective of early education of young children.
- E. To be knowledgeable of young children throughout the world and their cultural experiences.
- F. To be cognizant of the impact of mainstreaming on the education of preschool children and the preschool educator.
- G. To be skillful in observation skills and interpreting what has taken place.
- H. To be knowledgeable of appropriate strategies for creating and managing a harmonious learning environment and social atmosphere in early childhood programs.
- I. To be aware of ways to organize the learning environment and design meaningful learning experiences for young children.
- J. To be skillful in communicating with parents as an essential part of educating young children.

- K. To develop skills in working with other teaching personnel in early childhood programs.

Specific Objectives:

- A. 1. Understand the concept of a teacher's role and some of the major roles played by teachers of young children in a regular and mainstreamed environment.
2. Understand how a teacher's personal style may influence the ways in which he/she interacts with young children.
3. Understand the kinds of cultural differences and biases of each family, children and teachers.
- B. 1. Become aware of one's own values for child development and education.
2. Understand the importance of harmony between a teacher's stated values and actual behavior.
- C. 1. Understand how theory and practice help teachers of young children become more knowledgeable about children and how they learn.
2. Become aware of current issues in the field of human development and their implications for early childhood education.
- D. 1. Become knowledgeable of the historical perspective of early childhood education.
2. Acquire knowledge of different programs in early childhood education today.
3. Understand the cultural heritage of young children in early childhood settings throughout the world.
- E. 1. Become aware of the usefulness of observation/participation as a process for understanding young children.
2. Develop a technique for systematically observing young children.
3. Develop skills in teaching young children in individual small group and total group teaching experiences.
- F. 1. Know the realities of classroom management.
2. Develop skill in relating to adults and children in facilitating ways.
- G. 1. Develop skill in creating and designing indoor and outdoor physical settings that meet children's needs.
2. Know how early childhood curriculum areas contribute to children's development and approaches to teaching in each area.

3. Understand how learning experience can be related and integrated.
- H.
1. Become aware of one's feelings and values about parent involvement.
 2. Know skills that will help one to work with parents.
- I.
1. Acquire knowledge of all the different personnel in an early childhood environment.
 2. Become aware of your relationship with others working with young children.

III. TEXT

Hendrick, Joanne. The Whole Child, Developmental Education for the Early Years, Fourth Edition. Merrill Publishing Company, 1988.

IV. SUGGESTED ACTIVITIES

A. Observing and Participating experiences in kindergarten.

1. Present ways to observe in kindergarten - children, environment, equipment, etc.
2. Observe and participate in the physical environment of kindergarten and become familiar/acquainted with the materials before meeting the children.
3. Observe at least one hour, each two week period - total of six during the semester. A written evaluation of each observation is required.
4. The students are to participate in the kindergarten environment.

B. Teaching Experience

1. Presenting their created story (written and illustrated by each student) to kindergarten.
2. Teaching any part of the kindergarten program - (Gym, Group Meeting, Worktime)
3. At least four experiences working one-on-one with the boys and girls. The students stay all day in kindergarten. Theme examples - something of value and special to you, puzzles, science, creating puppets, reading and writing.

C. Requirements of the Semester

1. Class attendance is required; class participation is required; give of yourself with your ideas, suggestions, thoughts and wanderings; the textbook is your tool, a source - assignments relate to experiences students participate in - including all chapters during the semester; a final exam involves activities/experiences, class discussions, text, children, etc.;

grading depends on the quality of the written and evaluation skills, participation with the children teaching experiences with the individual child as well as whole group etc.

2. Create, write and illustrate a book for young children.
3. Create and design an indoor and outdoor physical environment.
4. Choose three themes/topics and plan for two days of a kindergarten year using the schedule each student is participating in during the semester.
5. Kindergarten Program activities/experiences - "hands on" in music, art, language, skills, computers etc.

V. BIBLIOGRAPHY

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B. Periodicals

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