

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		09-221	AP-8/18/09	App-9/15/09

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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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) <input type="checkbox"/> New Course <input checked="" type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input checked="" type="checkbox"/> Course Revision <input checked="" type="checkbox"/> Course Number and/or Title Change <input checked="" type="checkbox"/> Catalog Description Change	
ECED 314 Creative Experiences to Enhance Literacy Acquisition	ECSP 314 Creative Experiences & Play for all PreK to Grade 4 Learners
<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>
2. Additional Course Designations: check if appropriate <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.	
3. Program Proposals <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Other <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Program Revision	
<i>Current program name</i>	<i>Proposed program name, if changing</i>
4. Approvals	
Department Curriculum Committee Chair(s)	Date
<i>May Ann Raphael</i>	<i>3/30/09</i>
<i>Joseph Bernatche</i>	<i>3-30-09</i>
Department Chair(s)	Date
<i>Joseph Bernatche</i>	<i>3/30/09</i>
<i>Joseph Bernatche</i>	<i>3-30-09</i>
College Curriculum Committee Chair	Date
<i>Joseph Bernatche</i>	<i>4-27-09</i>
College Dean	Date
<i>May Ann Raphael</i>	<i>4-27-09</i>
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	Date
<i>Gail Sechrest</i>	<i>8-29-09</i>

* where applicable

Received

JUN 26 2009

Received

MAY 01 2009

Liberal Studies Liberal Studies

Gail S. Sechrist

From: "Laurie Nicholson" <lnichols@iup.edu>
To: <gailsech@iup.edu>
Sent: Tuesday, July 07, 2009 3:55 PM
Attach: File 12 UWUCC ECSP 314 FINAL July 7.doc
Subject: ECSP 314

Dear Gail,

Please find attached the materials related to ECSP 314 Creative Experiences and Play for all PreK to Grade 4 Learners. We understood from the June 30 e-mail that the decision on this course was tabled. Please be advised that the concerns related to parents and families have been addressed and are featured more prominently in the outlined instructional materials as well as the attached bibliography.

While the question of overlap with CDFR 321 was mentioned, we respectfully submit that the overlap is not significant. ECSP 314 focuses on issues of planning specific arts and creative play activities for all PreK to Grade 4 learners (a broader age group than the CDFR course), including those with special needs, and diverse language needs (not addressed in the CDFR catalog description) and encompasses in greater depth, and with broader scope and sequence the historical background, theoretical underpinnings, and classroom applications (through Grade 4) of creative activities and play. The catalog description for CDFR 321 indicates that the course "emphasizes play" but does not mention families, parents, ELL, or Special Needs Learners; all topics addressed in the course content and pedagogy of ECSP 314.

Please find the syllabus attached.

Many thanks.

In

II. Description of Change

1. New Syllabus of record

ECSP 314 Creative Experiences and Play for all

Pre-K to Grade 4 Learners 3cr-01-3cr

Prerequisites: ECED/EDEX major

I. Catalog Description

Provides teacher candidates with the knowledge and skills necessary to incorporate creative music, art, drama, movement and play activities into a comprehensive early childhood inclusive curriculum. Integration of creative experiences and play designed to enhance and encourage the development of all Prek to Grade 4 learners will be emphasized, as will the historical, theoretical and research base for the integration of play and creative experiences into a fully inclusive classroom.

II. Course Outcomes

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

- a. Articulate the types of play and their importance to the development of the whole child, along with implications for curriculum and IFSP/IEP development for students with special needs based upon the historical and current research on play.
- b. Articulate the value of the creative arts (music, art, drama, and movement) and play in early childhood, both as important ends in themselves and as tools for success and development in all domains.
- c. Demonstrate competence in using creative arts and play as a foundation for all young children's learning and skill development, in maintaining a safe and accessible environment for all PreK children.
- d. Define priorities for high-quality, meaningful creative arts experiences in early childhood and share ways to involve families in children's creative arts and play.
- e. Use their own knowledge and other resources to design, implement, and evaluate meaningful creative and play experiences that promote comprehensive development and learning outcomes for all young children, as well as, incorporating IFSP and IEP goals into a play-based curriculum.
- f. Integrate developmentally appropriate and effective creative arts and play experiences into all aspects of the curriculum to influence all young children's learning and skill development.

- g. Demonstrate skill in selecting and adapting bias-free, culturally relevant play materials and creative activities that support learning and skill development of all PreK to Grade 4 children.

Course Objective	INTASC Standard/ Principle	NCATE / NAEYC / CEC Blended Program Standard	Course Assessment Measuring Objective
A	1,2,3,4,5, 6,7	NAEYC Standard 1 and 4; CEC standard 2 and 4	B Research Project
B	1,2,3,4,5,6, &7	NAEYC Standard 4; CEC Standard 4 and 5	A Five Day Activity Guide E Simulation Activities F Resource File
C	1,2,3,4,5, 6,7	NAEYC Standard 4; CEC Standard 5, 6 and 7	A Five Day Activity Guide C Board Maker Book F Resource File
D	1,2,3,4,5, 6,7	NAEYC Standard 2 and 4; CEC 7 and 10	D Website Reviews E Simulation Activities F Resource File
E	1,2,3,4,5, 6,7	NAEYC Standard 3 and 4; CEC 7 and 8	A Five Day Activity Guide, C Board Maker Book
F	1,2,3,4,5, 6,7	NAEYC Standard 4; CEC Standard 4 and 5	A Five Day Activity Guide C Board Maker Book E Simulation Activities F Resource File
G	1,2,3,4,5, 6,7	NAEYC 4; INTASC Principles 1,2,3,4,5,6,7; CEC Standard 3	A Five Day Activity Guide C Board Maker Book F Resource File

III. Detailed Course Outline

- Week 1: Introduction and course overview
 Understanding the creative process
 Defining creative experiences
 Promoting growth and development through creative experiences
 Critical observation as a component of authentic assessment
 Valuing cultural relevance in artistic experiences and creative activities
- Weeks 2 & 3: Theories about, and developmental stages of, play
 Play and creative experiences in early childhood from a historical perspective (both traditional early childhood and special education)
 Froebel's perspective on creativity in the early childhood classroom
 Play-based curriculum for children with special needs
 Insuring access for each and every child
- Week 4: Examining early childhood curriculum models that effectively integrate creative experiences: Reggio Emilia, Creative Curriculum, Project approach, Play-based Curriculum

- g. Demonstrate skill in selecting and adapting bias-free, culturally relevant play materials and creative activities that support learning and skill development of all PreK to Grade 4 children.

Course Objective	INTASC Standard/ Principle	NCATE / NAEYC / CEC Blended Program Standard	Course Assessment Measuring Objective
A	1,2,3,4,5, 6,7	NAEYC Standard 1 and 4; CEC standard 2 and 4	B
B	1,2,3,4,5,6, &7	NAEYC Standard 4; CEC Standard 4 and 5	A,E,F
C	1,2,3,4,5, 6,7	NAEYC Standard 4; CEC Standard 5, 6 and 7	A,C,F
D	1,2,3,4,5, 6,7	NAEYC Standard 2 and 4; CEC 7 and 10	D,E,F
E	1,2,3,4,5, 6,7	NAEYC Standard 3 and 4; CEC 7 and 8	A,C
F	1,2,3,4,5, 6,7	NAEYC Standard 4; CEC Standard 4 and 5	A,C,E,F
G	1,2,3,4,5, 6,7	NAEYC 4; INTASC Principles 1,2,3,4,5,6,7; CEC Standard 3	A,C,F

III. Detailed Course Outline

- Week 1: Introduction and course overview
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- Week 4: Examining early childhood curriculum models that effectively integrate creative experiences: Reggio Emilia, Creative Curriculum, Project approach, Play-based Curriculum
- Week 5: Integrating music and movement into an inclusive early childhood classroom

Developmental stages of music development
Providing access to music for all students
Early childhood music standards

- Week 6: Integrating the Visual Arts into an inclusive early childhood classroom
Developmental stages of artistic development
Approaches to including children with special needs in visual art activities
Early childhood visual arts standards
Understanding the place of technology in visual arts
- Week 7: Encouraging play and creative drama in the classroom
Creating a safe, accessible environment for all young children that promotes play and creativity
Approaches to encourage play in children with special needs
Augmentative communication devices and PECS
Promoting family participation in children's play and creative experiences
- Weeks 8: Integrating creative drama into the inclusive classroom
Creative drama and early literacy and language development
Creative drama and social and emotional development
Techniques for including children with special needs in creative drama activities
- Week 9: Integrating dance and creative movement into the early childhood classroom
Approaches for including children with special needs in dance and movement activities
Developmental stages of dance
- Week 10: Assessment and evaluation of music, art, movement and play activities and child developmental
Data collection and interpretation
Documenting IFSP/IEP goals and assisting families in understanding them
Understanding integrated curriculum as a way to meet standards and goals
Using technology to document individual growth
- Week 11: Encouraging family and community partnerships
Understanding the family's place in IFSP/IEP development in the area of play and creative activities
Promoting family participation in play and creative experiences
Identifying family and community resources to support play and creative experiences

- Collaborating with families and communities to support play and creative experiences
Advocating for the inclusion of play and creative experiences in early childhood classrooms
- Week 12 Exploring artists and their works as a way to engage students
Experimenting with three-dimensional art
Encouraging students to stretch their minds as to what music, art, movement and play can be
- Week 13 Creating supportive learning communities through creative experiences and play
Establishing and maintaining positive social contexts for creative experiences and play
Helping children to develop self and emotional regulation in creative experiences and play
Planning for the classroom
Initiate five day activity guide work.
- Week 14 Incorporating play into an inclusive classroom
Peer reviewing the five day activity guide to provide feedback and suggestions
- Week 15 Final Exam: Sharing of five day activity guides

IV. Evaluation Methods

- A. Five Day Activity Guide- 100 points**
Student will prepare a five day activity guide on an appropriate early childhood topic incorporating play and creative experiences. These will be ideas, not units with lesson plans. The students will be asked to plan for an inclusive classroom with opportunities for family involvement and support in the home environment..
- B. Research Project – 75 points**
Students will research in the area of play, write a brief paper on their topic and present their findings to the class
- C. Board Maker Book – 100 points**
Students will use Board Maker to make an interactive book to assist a child with severe language delays in a play or creative activity. Extensions for family support of the child’s developing skills should also be developed.

D. Website Reviews – 50 points

Students will complete review forms for websites and/or software related to creative activities and play. Review guidelines will include issues of accessibility for all PreK to Grade 4 learners and also for family involvement.

E. Simulation Activities – 50 points

Students will participate in various activities which will allow them to explore the various creative activities and play from perspectives of all children.

F. Resource File – 75 points

Students will develop a resource file of information to assist with their planning and implementing play and creative activities in inclusive classrooms as well as in educating families regarding the importance of aesthetic activities. This database can include such things as books, websites, software, research articles, materials, etc. Social bookmarking sites might be used to warehouse the information.

V. Example Grading Scale

With 450 total points in the course, grades will be computed with the following percentages:

92 - 100%	A
84 - 91	B
76 – 83	C
70 – 75	D
0 - 69	F

VI. Attendance Policy

Three hours of absence are allowable. If the student must miss a class session beyond these three hours 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 Reading

Edwards, Linda Carol (2006). *Creative arts: A process approach for teachers and children*. Upper Saddle River, NJ: Merrill.

Gould, Patti & Sullivan, Joyce. (1999). *Inclusive early childhood classroom: Easy ways to adapt learning centers for all children*. Beltsville, MD: Gryphon House

Scarlett, W.G., Naudeau, S, Salonijs-Pasternak, D., Ponte, I.C. (2005). *Children's Play*. Sage Publications.

Selected journal articles related to creative experiences and play and their influence on learning and skill development in all children.

VIII. Special Resource Requirements

Board Maker Semesterware (free resource for students)

IX. Bibliography

Berger, R. (2006). Using contact with nature, creativity, and rituals as a therapeutic medium with children with learning difficulties: A case study. *Emotional and Behavioural Difficulties*, 11(2), 135-146.

Boldt, R.W., Brooks, C. (2006). Creative arts: Strengthening academics and building community with students at risk. *Reclaiming Children and Youth*, 14(4), 223-227.

Davies, M.A. (Spring 2000). Learning: The beat goes on. *Childhood Education* 76(3). 148-153.

Derman-Sparks, L. (2003). Developing anti-bias multicultural curriculum. In C. Copple (Ed.), *A world of difference* (pp. 173-178). Washington, DC: NAEYC.

Diffily, D. (July 2003). Creating a video about hurricanes: Experiences in project-based learning. *Young Children* 58(4). 76-81.

Epstein, A. (May 2001). Thinking about art: Encouraging art appreciation in early childhood settings. *Young Children* 56(3), 38-43.

Freeman, N. (2007). Preschoolers' perceptions of gender appropriate toys and their parents' beliefs about genderized behaviors: Miscommunication, mixed messages, or hidden truths? *Early Childhood Education Journal*, 34(5), 357-366.

Gabbard, C. & Rodrigues, L. (May/June 2002). Optimizing early brain and motor development through movement. *Early Childhood News* 14(3). 33-38.

Ginsburg, K.R. (2007). The importance of play in promoting healthy child development and maintaining strong parent-child bonds. *Pediatrics*, 119(1), 182-191.

Gugliemo, S. (2004). "Far away, So close": Psychological and theatre activities with Serbian refugees. *The Drama Review*, 48(3), 32-49.

Haywood, J.(2006). You can't be in my choir if you can't stand up: One journey towards inclusion. *Music Education Journal*, 8(3), 407-416.

- Healy, L. (May 2001). Applying theory to practice: Using developmentally appropriate strategies to help children draw. *Young Children* 56(3), 28-30.
- Honig, A.S. (Nov./Dec.1998). Making music. *Early Childhood Today*, 13(3),24-26.
- Hourigan, R.M. (2208). Teaching strategies for performers with special needs. *Teaching Music*, 15(6), 26-29.
- Jalongo, M.R. (Summer 2003). The child's right to creative thought and expression: ACEI position paper. *Childhood Education*, 79 (4), 218-227.
- Jalongo, M. R. & Stamp, L. N. (1997). *The arts in children's lives: Aesthetic education in early childhood*. Boston, MA: Allyn and Bacon.
- Karnes, M. (2003). Art for children with special needs. *Early Childhood Today*, 17(7), 39.
- Landreth, G.L., Ray, D.C., & Bratton, S.C. (2009). Play therapy in elementary schools. *Psychology in the Schools*, 46 (3), 281-289.
- Le Count, D., & Lang, P. (2000). Working with difficult children form the inside out: Loss and bereavement and how the creative arts can help. *Pastoral Care in Education*, 19(2), 17-28.
- Loughran, S. (Summer 2001). An artist among young artists. *Childhood Education* 77(4), 204-208.
- McArdle, F. (2003). The visual arts. In Sally Wright, *The arts, young children and learning (151-181)*. Boston: Pearson Education, Inc.
- Neelly, L. (May 2001). Developmentally appropriate music practice: Children learn what they live. *Young Children* 56(3), 32-37.
- New, R. (April 2003). Reggio Emilia: New ways to think about schooling. *Educational Leadership* 60(7), 34-38.
- Paasche, C.L., Gorrill, L., Strom, B (2004). *Children with special needs in early childhood settings*. Clifton Park, NY: Delmar Learning.
- Palmer, H. (Sept. 2001). The music, movement and learning connection. *Young Children* 56(5), 13-17.
- Paquette, K., & Rieg, S. (2008). Using music to support the literacy development of young English language learners. *Early Childhood Education Journal*, 36(3), 227-232.
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- Reyner, A. (Nov./Dec. 2002). Creative connections: Promoting literacy through art. *Early Childhood News* 14(6), 12.
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- Takatori, M., & Oshiro, M. (2009). Playing to create new ways of playing: A child with Prader-Willi syndrome. *Journal of Developmental & Physical Disabilities*, 21 (20), 139-152.
- Trepanier-Street, M. (Fall 2000). Multiple forms of representation in long-term projects: The garden project. *Childhood Education* 77(1), 18-25.
- Unten, A. (2003). Weaving the pieces together. In C. Copple (ed.), *A world of difference* (185-186). Washington, DC: NAEYC.

- Van Weelden, K. (2007). Music for the forgotten: Creating a secondary general music experience for students with special needs. *General Music Today*, 21(1), 26-29.
- Warner, L. (Fall 1999). Self-esteem: A byproduct of quality classroom music. *Childhood Education* 76(1). 19-23.
- Welsch, J.G. (2008). Playing within and beyond the story: Encouraging book-related pretend play. *Reading Teacher*, 62 (2), 138-147.
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- Wolfe, J. (2000). *Learning from the past: Historical voices in early childhood education*. Mayerthorpe, Alberta, Canada: Piney Branch Press.
- Wright, S. (2003). *The arts, young children and learning*. Boston: Pearson Education, Inc.

Course Analysis Questionnaire

ECSP 314

A. Details of the Course

A1. This course is designed for all majors in the ECED PreK to Grade 4/Special Education PreK to Grade 8 major.

A2. This course is one of several courses being revised within the Early Childhood Education/Special Education program revision and does not affect any courses outside the department. This course is required.

A3. This course has not been offered on a trial basis or as a special topic

A4. This course is not dual level and will not be offered as such.

A5. This course will not be offered for variable credit.

A6. Examples of other institutions currently offering a similar course include
ECE 041 The Creative Play Classroom Lakeland College of Illinois
ECE 201 Creative Activities Post University Connecticut

A7. The content of this course is required by the competencies set forth by the Pennsylvania Department of Education, and by the National Association for the Education of Young Children.

Section B: Interdisciplinary Implications

B1. The ECSP prefix denotes a co-taught course. This course will be co-taught by appropriately qualified instructors in both the PSE and EDEX departments.

B2. This course is independent of other departments and is restricted to the major.

B3. This course will not be cross listed.

Section C: Implementation

C1. Faculty resources are currently adequate to teach this course. This course is part of the redesigned curriculum mandated by the PDE's restructured certification guidelines. The preparation and equated workload for this course assignment is 1:1.

C2. No other resources are required for this course. Space, equipment, and library materials are currently adequate to teach this course.

C3. None of the resources for this course are funded by a grant

C4. This course will be offered both fall and spring semesters to accommodate all majors in the Early Childhood/Special Education major.

C5. Currently, there are about 125 majors total in Early Childhood Education, Elementary Education, and Special Education. We hope to enroll the same number of students in the proposed program which will replace the aforementioned areas. Therefore, we would plan to offer 4-5 sections of this course each year.

C6. Each section of this course will accommodate 20 to 25 students.

C7. No such recommendations are made.

C8. This is not a distance education course

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

No additional information is required

2. Summary of Changes

ECED 314 Creative Experiences to Enhance Literacy Acquisition	ECSP 314 Creative experiences & Play for all PreK to Grade 4 Learners
<p>Provides the knowledge and skills necessary to incorporate creative music, art, movement and play activities into the comprehensive early childhood curriculum. Integration of creative experiences designed to enhance literacy acquisition will be emphasized as well as the historical, theoretical, and research base for the integration of creative experiences into the curriculum. Students engage in supervised field experiences during which they will engage preschool students in literacy-focused creative experiences. Eight hours of service learning focused on early literacy acquisition are required.</p>	<p>Provides teacher candidates with the knowledge and skills necessary to incorporate creative music, art, drama, movement and play activities into a comprehensive early childhood inclusive curriculum. Integration of creative experiences and play designed to enhance and encourage the development of all Prek to Grade 4 learners will be emphasized, as well as the historical, theoretical and research base for the integration of play and creative experiences into a fully inclusive classroom.</p>

3. Justification/Rationale for Changes

This course is being revised to include more focus on the developmental importance of play in compliance with the PDE guidelines for the PreK to Grade 4 certification program.

4. Old Syllabus of Record

See accompanying PDF file