

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		03-23d	Apr 11/11/03	Apr 12/2/03

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

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

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

	<b>ECED 280 Maximizing Learning</b>
<u>Current</u> Course prefix, number and full title	<u>Proposed</u> course prefix, number and full title, if changing:

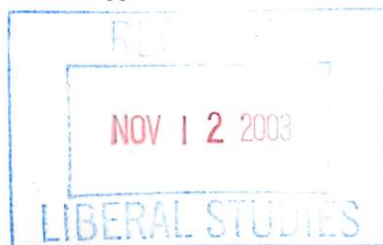
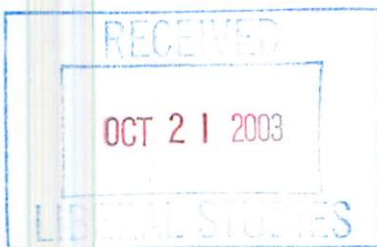
- 2. Additional Course Designations: check if appropriate**
- This course is also proposed as a Liberal Studies Course.                       Other: (e.g., Women's Studies, Pan-African)
- This course is also proposed as an Honors College Course.

- 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
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4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>Barbara Kupetz</i>	10/13/03
Department Chair(s)	<i>Laurie Nicholson Stamp</i>	10/13/03
College Curriculum Committee Chair	<i>Joseph Domaradz</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



## Syllabus of Record

### ECED 280 Maximizing Learning

#### I. Catalog Description

##### ECED 280 Maximizing Learning

**(3c-01-3cr)**

3 class hours

0 lecture hours

3 credits

**Prerequisite:** Admission to IUP Early Childhood Teacher Certification Program

Designed to further students' understanding of the organization and management of functional learning environments and the use of curriculum development principles and strategies to design, implement and evaluate educationally sound and developmentally effective learning experiences for young children.

#### II. Course Objectives

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

- a. Use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promotes comprehensive development and learning outcomes for all young children (NAEYC Standard 4d; INTASC Principles 1,2,,4,5 & 7; PDE Standards IA, IIA, IIB)
- b. Use developmentally appropriate and effective approaches, strategies and tools to influence young children's learning (NAEYC Standard 4b; INTASC Principles 1,2,3,4,5,6, & 7; PDE Standards IIA, IIB, IIC)
- c. Demonstrate understanding of the importance, central concepts, inquiry tools, and structures of social studies in the early childhood classroom and apply this understanding to the design of an appropriate unit of study for young children. (NAEYC Standard 4c; INTASC Principle 1; PDE Standards IIB, IIC)
- d. Demonstrate skill in selecting and adapting bias-free, culturally relevant learning materials that support learning by all children (NAEYC Standard 4b1, INTASC Principle 3; PDE Standards IIA, IIB, IIC)
- e. Use a varied repertoire of research-based guidance approaches to meet individual children's needs. (NAEYC Standard 4b; INTASC Principles 1,2,3,4,5,6, & 7; PDE Standards IIA, IIB, IIC)

- f. Demonstrate understanding of the importance of a supportive, interesting classroom environment and relationships as ways to prevent and correct many challenging behaviors (NAEYC Standard 4d; INTASC Principles 1,2,3,4,5,6, & 7, PDE Standards IA, IIA, IIB)
- g. Use appropriate, responsible assessment tools and approaches. (NAEYC Standard 3; INTASC Principle 8; PDE Standards ID, IIB)

### **III. Course Outline**

<b>Week 1:</b> <b>3 hrs.</b>	Introduction and course overview Developmentally Appropriate Practice The Teacher's Role in the Classroom
<b>Week 2:</b> <b>3 hrs</b>	Focusing on Emergent Literacy and Reading The Three Phase Approach to Teaching
<b>Week 3-4:</b> <b>6 hrs</b>	Goals and Objectives: Planning for Learning Social Studies Standards Strategies for Teaching Social Studies Concepts
<b>Week 5-6:</b> <b>6 hrs</b>	Lesson Plan Format Unit Plan Format Integrated Curriculum in the ECE Classroom
<b>Week 7 -8:</b> <b>6 hrs</b>	Planning for Diverse Populations Teaching Strategies that Enhance the Learning Experience Mid-Term Exam
<b>Week 9:</b> <b>3 hrs</b>	Questioning Strategies
<b>Week 10:</b> <b>3 hrs</b>	Appropriate and Responsible Assessment Tools and Approaches
<b>Week 11:</b> <b>3 hrs</b>	Creating the Cooperative Classroom Importance of Positive Interactions Micro teaching lesson
<b>Week 12:</b> <b>3 hrs</b>	Guidance Approaches Appropriate for Young Children
<b>Week 13:</b> <b>3 hrs</b>	The Reflective Practitioner
<b>Week 14:</b> <b>3 hrs</b>	Sharing Unit Plans
<b>Week 15:</b>	Culminating Activity <b>2 hrs.</b>

#### **IV. Evaluation Methods**

- A. **Four Lesson and/or Activity Plans** 15%  
Each student will develop four social studies lessons with a literacy focus
- B. **Two Teaching Experiences** 15%  
One of the above lessons will be taught to peers in a micro-teaching situation. Another of the above lessons will be taught in an early childhood classroom in one of the professional development school sites. Each lesson will be evaluated by an assigned observer and self-evaluated by the student.
- C. **Unit Plan** 15%.  
Students will work in dyads to design a social studies unit plan appropriate for the early childhood classroom. Each student's four lesson plans designed as course requirements may be incorporated into this unit. A classroom management plan is to be included with the unit plan.
- D. **Philosophy of Education** 15%  
Each student will write a philosophy of education as perceived at this point in the teacher education program. Two drafts will be submitted throughout the semester and professor feed-back will be given. The final draft is to be included in the student's electronic portfolio.
- E. **Mid-Term Exam/Essay and Multiple Choice** 10%.
- F. **Final Exam/Essay Questions** 15%
- G. **Electronic portfolio entries** 5%  
Each student will provide the professor with a copy of his/her electronic portfolio containing entries of choice demonstrating course work that assisted the student in meeting the designated NAEYC Standards. The student's philosophy of education statement will also be included in the electronic portfolio.
- H. **Participation** 10%  
Includes attending all scheduled class sessions and contributing to class discussions

#### **V. Grading Scale**

360-400	A
320-359	B
280-319	C
240-279	D
Below 240	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**

Jacobsen, D., Eggen, P., & Kaichak, D. (2002). *Methods for teaching: Promoting student learning* (6<sup>th</sup> ed). Columbus, OH: Merrill Publishing Company.

Bredenkamp, S., & Copple, C. (Eds.). (1997). *Developmentally appropriate practice in early childhood programs*. (Rev. ed.). Washington, D. C.: National Association for the Education of Young Children.

## **VIII. Special Resource Requirements**

None

## **IX. Bibliography**

Arends, R. I. (1998). *Learning to teach* (4<sup>th</sup> ed.). Boston: McGraw-Hill.

Bickart, T. S., Jablon, J. R., & Dodge, D. T. (1999). *Building primary classroom: A complete guide to teaching and learning*. Washington, D. C.: Teaching Strategies, Inc.

Gordon, A. M., & Browne, K. W. (2004). *Beginnings & beyond: Foundations in early childhood education* (6<sup>th</sup> ed.). NY: Delmar Learning.

Morrison, G. R., Ross, S. M., & Kemp, J. E. (2004). *Designing effective instruction* (4<sup>th</sup> ed.). NJ: John Wiley & Sons, Inc.

Schickedanz, J. A., Pergantis, M. L., Kanosky, J., & Ottinger, J. (1997). *Curriculum in early childhood: A resource guide for preschool and kindergarten teachers*. Boston: Allyn and Bacon.

Wong, H. K., & Wong, R. T. (1998). *How to be an effective teacher: The first days of school*. CA: Harry K. Wong Publications, Inc.

## Course Analysis Questionnaire

### ECED 280 Maximizing Learning

#### A. Details of the Course

**A1.** This course is a combination of ELED 257 Pedagogy I and ELED 357 Pedagogy II, two courses currently required for Early Childhood Education and Elementary Education majors in the Professional Studies in Education (PSE) Dept.

This new course is designed only for early childhood education majors in PSE Professional Sequence I, meaning they have been accepted into the PSE Teacher Preparation program of study. It will be a required course and will be designed specifically to meet the needs of early childhood educators.

With the redesign of the early childhood program of study to include the reading concentration, it became imperative to combine some existing courses in order to add three additional reading courses within the 120 credit hour mandate.

Classroom management and issues in education are the main topics covered in ELED 357. Curriculum models, lesson planning, unit planning, teaching strategies and classroom management are the key elements of ELED 257. This combination of courses eliminates the classroom management overlap.

By combining these two courses we are also eliminating the duplication of ELED 357 course content in an existing early childhood course. Curriculum models are addressed in ECED 200 Introduction to Early Childhood Education. Issues in early childhood education are also a focus in ECED 200.

Designing a pedagogy course specifically directed toward the teaching of young children (Birth -Grade 3) is imperative in a climate that is focused on early literacy acquisition and “all children reading by grade 3”. This course will be tied closely with the Professional Sequence I field experience and students will be able to teach their planned lessons to children in preschools and Head Start Centers in the Professional Development School sites.

With the elimination of a course focusing on the teaching of social studies in the early childhood classroom (ECED 311 Integrated Curriculum) it is imperative that students are exposed to social studies standards and are “able to articulate priorities for high-quality, meaningful social studies experiences in early childhood, across a developmental continuum”(NAEYC Standard IV C). With the focus in this course on lesson and unit planning, it becomes an ideal opportunity to incorporate the key principles of the teaching of social studies. Examples given in class and student lesson plans and unit plans will all be directed toward a social studies topic. With thoughtful integration of social studies into the course, early childhood education majors will be well-prepared to teach social studies, particularly in K-3 classrooms.

Multicultural and anti-bias issues, as addressed in all NAEYC Standards, are identified as objectives of this course and will permeate course content.

**A2.** This will be a required course and will replace ELED 257 Pedagogy I in Professional Sequence I. Because this course is a combination of ELED 257 and ELED 357, ELED 257 and ELED 357 will no longer be required in the Early Childhood Education program of study. Note that ELED 357 is a writing intensive course and the writing elements included in ELED 357 have been incorporated into this new course. There is no course content being eliminated. The course content from ELED 357 is either included in this new course or has always been included in other ECED courses.

**A3.** No, this course, as written, 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.** All teacher preparation programs offer similar courses. The course content in this new course is a combination of the material included in two existing courses in the PSE ELED and ECED programs, ELED 257 Pedagogy I and ELED 357 Pedagogy II.

**A7.** The National Association for the Education of Young Children (NAEYC), as a program accreditation requirement, does require evidence that teacher candidates integrate their understanding of “developmentally effective approaches to teaching and learning” and “their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.” (NAEYC Standard IV)

## **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.

## **CI. 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 course. The preparation and equated workload for this course assignment is 1:1. This course will need to be taught by a faculty member whose area of expertise is Early Childhood Education. This was not a requirement for ELED 257 and ELED 357 as they were designed for elementary education majors. The PSE department has a sufficient number of qualified professors to teach this course.

- C2.** There are no other resources required for this course. Student field experiences are already established in EDUC 242 Pre-Student Teaching I. Travel costs are covered in that course and not a burden of this new course.  
Materials needed by students for teaching lessons will be available in the newly established Early Childhood Resource Library, funded by the Heinz Endowment.
- C3.** No. Student access to the Resource Library, while beneficial, is not essential to this course.
- C4.** This course will be offered each spring semester to accommodate all students declaring early childhood education as their major. It will be part of Professional Sequence I, the first step in the 3-Step Process for teacher certification.
- 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.