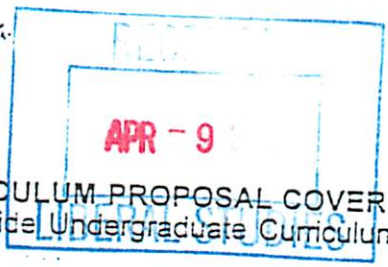


LSC Use Only
Number: _____
Submission Date: _____
Action-Date: _____

UWUCC USE Only
Number: 01-226
Submission Date: 08-676
Action-Date: App 4/23/02
Senate App 5/7/02



CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Linda S. Nelson Phone 7-2336
Human Development and Environmental Studies Department
Department Child Development and Family Relations Program

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE Preschool Education
Suggested 20 character title

New Course* _____
Course Number and Full Title

Course Revision CDFR 321 Preschool Education
Course Number and Full Title

Liberal Studies Approval + _____
for new or existing course Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change _____
Old Number and/or Full Old Title

_____ New Number and/or Full New Title

Course or Catalog Description Change _____
Course Number and Full Title

PROGRAM: Major Minor Track

New Program* _____
Program Name

Program Revision* _____
Program Name

Program Deletion* _____
Program Name

Title Change _____
Old Program Name

_____ New Program Name

III. Approvals (signatures and date)

Janice Heckroth
Department Curriculum Committee

Linda S. Nelson
Department Chair

Mary E. Sumler 4/2/01
College Curriculum Committee

Charles A. Zoni 4-09-01
College Dean

- Director of Liberal Studies (where applicable)

*Provost (where applicable)



Old Catalog Description

HMEC 321 Preschool Education

3c-01-3sh

Prerequisite: HMEC 220 or concurrently

Examination of the child development philosophy as the basis for developmentally appropriate decisions and methods in preschool education programming. The emphasis is placed on play as a developmental process and as the major aspect of the preschool curriculum. May not be interchanged with ELED 353: Preschool Education.

New Catalog Description

3c-01-3sh

CDFR 321 Preschool Education

Prerequisite: CDFR 218

Examination of the child development philosophy as the basis for developmentally appropriate decisions and methods in preschool education programming. Emphasis is placed on play as a developmental process and as the major aspect of the preschool curriculum. May not be interchanged with ELED 353: Preschool Education.

2) Summary of Proposed Revisions

Drop HMEC 220 Teaching in Child Development Centers as prerequisite

Add CDFR 218 Child Development as prerequisite

3) Justification/Rationale for Revisions

CDFR 218 Child Development (which has PSYC 101 General Psychology as its prerequisite) is a more appropriate prerequisite for CDFR 321 Preschool Education. Before students can fully comprehend the content of this upper level course, they need to have a basic understanding of the major developmental theorists and age/stage development. The content of the old prerequisite, HMEC 220, has never been necessary in order for students to be successful in CDFR 321. It has been impossible to enforce as a prerequisite, and it was a mistake to have included it as such.

I. Catalog Description

**CDFR 321 PRESCHOOL EDUCATION:
Developmentally Appropriate Programming
for Young Children**

**3 class hours
0 lab hours
3 semester hours
(3c - 0l - 3sh)**

Prerequisite: CDFR 218 Child Development

Examination of the child development philosophy as the basis for decisions and methods in preschool education. Emphasis is placed on play as a developmental process and as the major aspect of the preschool curriculum.

II. Course Objectives: Upon successful completion of this course, students will

- 1. demonstrate knowledge of children's age characteristics and appropriate planning techniques.**
- 2. demonstrate recognition of the value of play and means for play enhancement in the preschool curriculum.**
- 3. analyze the contribution of various components of the curriculum and the teacher's role in supporting children's learning and development.**
- 4. identify the major areas of potential crisis in the preschool and examine methods of coping with the unexpected.**
- 5. examine ways to make the environment supportive for the inclusion of all children.**
- 6. examine personal motivations, skills, and talents in relation to the child development field as a career choice.**

III. Course Outline

- A. Career Decisions and Professional Development (6 lecture hours)**
 - 1. Professional Responsibilities and Ethics**
 - 2. Career Opportunities**
 - 3. The Evaluation of the Profession**
 - 4. Personal Characteristics**

- B. Review of Age Characteristics (6 lecture hours)**
 - 1. Theorist's View of the Preschool Years**
 - 2. Common Age Characteristics**

- C. Developmentally Appropriate Practices as a Curriculum Development Process (18 lecture hours)**
 - 1. The Philosophy of Developmentally Appropriate Practices**

2. Common Elements of Developmentally Appropriate Practices
3. Play as a Developmental Process and Teaching Tool
4. Nurturing Creativity
5. Curriculum Organization and Appropriate Areas of Activities
6. The Teacher's Role in Planning and Guiding
7. Program Practices for Inclusion of all Children

D. Coping with the Pressures of the Classroom (10 lecture hours)

1. Keeping Young Children Safe and Healthy
2. Handling Crisis in the Classroom
3. Stress Management for Children and Teachers
4. Professional Growth, Self-Evaluation and Renewal

NOTE: The two remaining hours will be used for one hour exams. A final two hour exam will be given on the final exam day.

IV. Evaluation Methods

The final grade for the course will be determined as follows:

47% Tests. Two tests (75 points each) and a final (60 points) consisting of multiple choice, completion, true-false and short essay.

37% Assignments. Four assignments consisting of a resume, portfolio, observation in a preschool setting and research paper on a specific curriculum topic.

16% Quizzes/In-Class Activities. Periodic quizzes and activities will be completed in class.

Course Grade:

<i>Points</i>	
405 - 450 -	A
360 - 404 -	B
315 - 359 -	C
270 - 314 -	D
below 269 -	F

Attendance Policy:

All students are expected to attend class. Attendance will be taken on a daily basis. Although students may think that all the course material can be acquired from the textbook, the lecture will supplement the text with additional information taken from a variety of outside sources. Class attendance is therefore essential and inevitably students who do not attend class regularly do poorly on the assignments and exams. Attending

class and participation in the discussion will enable students to understand the materials and assimilate new ideas regarding child development. Although the need to miss class because of illness or personal emergency is recognized, the number of unexcused absences should not exceed four class periods or a total of four clock hours. Unexcused absences will result in loss of 10 points per class period. In addition, students must arrive promptly at the beginning of class to receive credit for attendance.

V. Required textbooks, supplemental books and readings

Feeny, S.D., D. Christensen & E. Moravcik. Who Am I in the Lives of Children? (6th Ed.), Columbus, Ohio: Merrill Prentice Hall., 2000.

Paciorek, Karen and Joyce Munro (Editors). Early Childhood Education 00/01 Annual Editions. Guilford, CT: Dushkin/McGraw-Hill Publishing, 2001.

VI. Special resource requirements

None

VI. Bibliography

Historical

Frost, J.S. & B.L. Klein. Children's Play and Playgrounds. Austin, TX: Playgrounds International, 1979.

Herron, R. & B. Sutton-Smith. Child's Play. New York: J. Wiley & Sons, Inc., 1971.

Johnson, J. et al. Play and Early Childhood Development. Glenview IL: Scott, Foresman & Company, 1987.

Mayesky, Mary. Creative Activities for Young Children. (4th Ed.) Albany, NY: Delmar Publishers, 1990

Modern

Anziano, M. et al., Approaches to Preschool Curriculum. Columbus, Ohio: Glencoe, 1995.

Branscombe, N. et al., Early Childhood Education: A Constructivist Perspective. Boston, MA: Houghton Mifflin Company, 2000.

NEW

Bredenkamp, Sue. Developmentally Appropriate Practices in Early Childhood Program. (Revised Ed.) Washington, D.C., National Association for the Education of Young Children, 1997.

Council for Professional Recognition. Preparing Professionals As Child Development Associates: A guide for designing the delivery of CDA training. Washington, D.C.: Council for Professional Recognition, 1999.

Croft, D. An Activities Handbook for Teachers of Young Children. Boston, MA: Houghton Mifflin Company, 2000.

Rand, Muriel. Giving It Some Thought: Cases for Early Childhood Practice. Washington, D.C.: NAEYC, 2000.

2) Summary of Proposed Revisions

Drop CDFR 220 Teaching in Child Development Centers
Add CDFR 218 Child Development

3) Justification/Rationale for Revisions

CDFR 218 Child Development which has PSYC 101 General Psychology as its prerequisite) is a more appropriate prerequisite for CDFR 321 Preschool. Before students can fully comprehend the content of this upper level course, they need to have a basic understanding of the major developmental theorists and age/stage development. The content of the old prerequisite, CDFR 220, has never been necessary in order for students to be successful in CDFR 321. It has been impossible to enforce as a prerequisite, and it was a mistake to have included it as such.

NEW

Old Catalog Description

HMEC 321 Preschool Education

3c-01-3sh

Prerequisite: HMEC 220 or concurrently

Examination of the child development philosophy as the basis for decisions and methods in preschool education. Emphasis is placed on play as a developmental process and as the major aspect of the preschool curriculum.

New Catalog Description

CDFR 21 Preschool Education

3c-01-3sh

Prerequisite: CDFR 218

Examination of the child development philosophy as the basis for decisions and methods in preschool education. Emphasis is placed on play as a developmental process and as the major aspect of the preschool curriculum.

2) Summary of Proposed Revisions

Drop HMEC 220 Teaching in Child Development Centers as prerequisite.

Add CDFR 218 Child Development as prerequisite.

3) Justification/Rationale for Revisions

CDFR 218 Child Development (which has PSYC 101 General Psychology as its prerequisite) is a more appropriate prerequisite for CDFR 321 Preschool Education. Before students can fully comprehend the content of this upper level course, they need to have a basic understanding of the major developmental theorists and age/stage development. The content of the old prerequisite, HMEC 220, has never been necessary in order for student to be successful in CDFR 321. It has been impossible to enforce as a prerequisite, and it was a mistake to have included it as such.

**HMEC 321 PRESCHOOL EDUCATION:
Developmentally Appropriate Programming for Young Children**

Course Description:

Examination of the child development philosophy as the basis for decisions and methods in preschool education. Emphasis is placed on play as a developmental process and as the major aspect of the curriculum for young children.

Prerequisite: HE 220

Required Texts:

Feeney, S.D., D. Christensen & E. Moravcik. Who Am I in the Lives of Children? (6th Ed.), Columbus, Ohio: Merrill Prentice Hall, 2001.

Paciorek, Karen and Joyce Munro (Editors). (2000). Early Childhood Education 00/01 Annual Editions. Guilford, CT: Dushkin/McGraw-Hill Publishing.

ADDITIONAL READINGS MAY BE ASSIGNED IN CLASS

Objectives: Upon successful completion of this course, students will be able:

1. demonstrate knowledge of children's age characteristics and appropriate planning techniques.
2. demonstrate recognition of the value of play and means for play enhancement in the preschool curriculum.
3. analyze the contribution of various components of the curriculum and the teacher's role in supporting children's learning and development.
4. identify the major areas of potential crisis in the preschool and examine methods of coping with the unexpected.
5. examine ways to make the environment a supportive for the inclusion of all children.
6. examine motivations, skills, and talents in relation to the child development field as a career choice.

Course Outline

- I. Career Decisions and Professional Development** 6 lecture hours
- A. Professional Responsibilities and Ethics
 - B. Career Opportunities
 - C. The Evaluation of the Profession
 - D. Personal Characteristics
- II. Review of Age Characteristics** 6 lecture hours
- A. Theorist's View of the Preschool Years
 - B. Common Age Characteristics
- III. Developmentally Appropriate Practices as a Curriculum Development Process** 18 lecture hours
- A. The Philosophy of Developmentally Appropriate Practices
 - B. Common Elements of Developmentally Appropriate Practices
 - C. Play as a Developmental Process and Teaching Tool
 - D. Nurturing Creativity
 - E. Curriculum Organization and Appropriate Areas of Activities
 - F. The Teacher's Role in Planning and Guiding
 - G. Program Practices for Inclusion of all Children
- IV. Coping with the Pressures of the Classroom** 10 lecture hours
- A. Keeping Young Children Safe and Healthy
 - B. Handling Crisis in the Classroom
 - C. Stress Management for Children and Teachers
 - D. Professional Growth, Self-Evaluation and Renewal

NOTE: The two remaining hours will be used for one hour exams. A final two hour exam will be given on the final exam day.

Procedures:

The course will be taught by three hours of class meetings per week. Lecture/discussion, video tapes, class activities, readings, and presentations by students.

Attendance Policy:

All students are expected to attend class. Attendance will be taken on a daily basis. Although students may think that all the course material can be acquired from the textbook, the lecture will supplement the text with additional information taken from a variety of outside sources. Class attendance is therefore essential and inevitably students who do not attend class regularly do poorly on the assignments and exams. Attending

class and participation in the discussion will enable students to understand the materials and assimilate new ideas regarding child development. Although the need to miss class because of illness or personal emergency is recognized, the number of unexcused absences should not exceed four class periods or a total of four (4) clock hours. Unexcused absences will result in loss of 10 points per class period.

Course Requirements

1. You are expected to take tests on the day the test is scheduled. **No make-up exams will be allowed without prior approval of the instructor. The instructor reserves the right to assign an "F" grade for late assignments or missed tests.**
2. All written assignments will be due in class on the date assigned. Assignments turned in late for any reason (unless prior instructor approval given) will receive a 10 point reduction. If the student has special problems and cannot turn in an assignment on time, the instructor must be notified in advance to make appropriate arrangements.
3. All assignments must be typed and double-spaced. Spelling and grammar will be included as part of the grade for all written formal work. Thus, proper spelling and careful proof reading are important. Students should utilize APA style for any reference citations. Any prepared formal written assignment deemed unreadable by the instructor will be returned to the student without a grade.
4. Students will be expected to show courtesy during the lecture - talking between students should be kept to a minimum. Talking to your neighbor is disruptive to both the instructor and to other students.
5. Students are expected to observe all principles of academic honesty. Violators of such standards will be dealt with accordingly. (See Undergraduate Catalog.)
6. If you have any problems with the course or the materials, please see the instructor prior to or after class to arrange an appointment time.

Evaluation:

Students will be evaluated by their performance on exams and assignments. Grade is based on exams (45 %) and assignments (55 %). The final grade calculations will be made according to the following formula:

Exam # 1	60 points
Exam # 2	60 points
Final	60 points
Assignment # 1	40 points
Assignment # 2	40 points
Assignment # 3	75 points
Assignment # 4	40 points
In-Class Activities 5@5pts.	25 points

Total Possible **400 points**

Course Grade:

360 - 400	-	A
320 - 359	-	B
280 - 319	-	C
240 - 279	-	D
below 239	-	F

References:

- Anziano, M. et al., Approaches to Preschool Curriculum. Columbus, Ohio: Glencoe, 1995.
- Branscombe, N. et al., Early Childhood Education: A Constructivist Perspective. Boston, MA: Houghton Mifflin Company, 2000.
- Bredenkamp, Sue. Developmentally Appropriate Practices in Early Childhood Program. (Revised Ed.) Washington, D.C., National Association for the Education of Young Children, 1997.
- Council for Professional Recognition. Preparing Professionals As Child Development Associates: A guide for designing the delivery of CDA training. Washington, D.C.: Council for Professional Recognition, 1999.
- Croft, D. An Activities Handbook for Teachers of Young Children. Boston, MA: Houghton Mifflin Company, 2000.
- Frost, J.S. & B.L. Klein. Children's Play and Playgrounds. Austin, TX: Playgrounds International, 1979.
- Herron, R. & B. Sutton-Smith. Child's Play. New York: John Wiley & Sons, Inc., 1971.
- Johnson, J. et al. Play and Early Childhood Development. Glenview IL: Scott, Foresman & Company, 1987.
- Mayesky, Mary. Creative Activities for Young Children. (4th Ed.) Albany, NY: Delmar Publishers, 1990.
- Rand, Muriel. Giving It Some Thought: Cases for Early Childhood Practice. Washington, D.C.: NAEYC, 2000.