

10-15f.

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		09-66f.	App-9/21/10	App-12/7/10

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

Contact Person Fredalene B. Bowers	Email Address fbowers@iup.edu
Proposing Department/Unit Human Development & Environmental Studies	Phone 357-4046

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

<b>1. Course Proposals (check all that apply)</b> <input type="checkbox"/> New Course <input 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	
CDFR 321 Preschool Education: Developmentally Appropriate Practices	CDFR 321 Preschool Education: Play and Developmentally Appropriate Practices
<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>
<b>2. Additional Course Designations: check if appropriate</b> <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.	
<b>3. Program Proposals</b> <input type="checkbox"/> New Degree Program <input type="checkbox"/> Catalog Description Change <input type="checkbox"/> Program Revision <input type="checkbox"/> New Minor Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Other <input type="checkbox"/> New Track	
<i>Current program name</i>	<i>Proposed program name, if changing</i>
<b>4. Approvals</b>	
Department Curriculum Committee Chair(s)	<i>Fredalene B. Bowers</i> <i>1/22/10</i>
Department Chair(s)	<i>Mary C. Smith</i> <i>1/22/10</i>
College Curriculum Committee Chair	<i>Ramona Koshluk</i> <i>2/22/10</i>
College Dean	<i>Parlene Zoni</i> <i>2.24.10</i>
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate:	<i>Joseph Demarachi</i> <i>10.26.10 / 10.28.10</i>
UWUCC Co-Chairs	<i>Gail Sedquist</i> <i>11-1-10</i>

Received

JUL 16 2010

Liberal Studies

Received

FEB 25 2010

Liberal Studies

65

## **Part II. 1. NEW SYLLABUS OF RECORD**

### **I. Catalog Description**

CDFR 321 Preschool Education: 3 class hours  
Play and Developmentally Appropriate Practices 0 lab hours  
3 credits

(3c-01-3cr)

**Prerequisite:** Grade of C or better in CDFR 218

Emphasizes play as a developmental process, the primary vehicle for early learning and as the major aspect of the preschool curriculum. Utilizes the child development philosophy as the basis for early learning environments. Provides students with knowledge to implement developmentally appropriate curriculum and methods for preschool education programming.

### **II. Course Outcomes**

Students will be able to:

1. Examine motivations, skills, and talents in relation to child development as a professional career choice.
2. Demonstrate a knowledge of children's age characteristics (e.g., physical, cognitive, linguistic, social and emotional) in relation to planning a preschool program.
3. Demonstrate recognition of the value of play as a cognitive, social, emotional and therapeutic tool with preschool children.
4. Plan developmentally appropriate activities focusing on play as the primary vehicle for early learning.
5. Analyze the contribution of various components of a developmentally appropriate curriculum (e.g., creativity, math & manipulatives, science, sensory experiences, block building, music & movement, language & literacy, social studies, technology, outdoor play) in relation to early learning.
6. Identify techniques to infuse developmentally appropriate emergent literacy activities in all components the curriculum.
7. Summarize the teacher's role in planning and supporting diversity in children's learning and development.

8. Identify the major areas of potential crisis in the preschool and methods of coping with these situations/issues.
9. Examine ways to make the environment supportive for the inclusion of all children.

Student Outcomes Matrix for FCSE

College Conceptual Framework Standard	INTASC Standard	Discipline Specific Standard/ Program Objective	Course Objective	Course Assessment Measuring Objective*
		IB.	1	Exams 1
		I.D., II.A.	2	Exams 2-3
		I.D., II.A.	3	Exams 2-3
		I.D., II.A.	4	Exams 2-3
		I.D., II.A.	5	Exams 1-2-3
		I.D.,II.D.	6	<b>Exam 3</b>
		I.F., II.B., II.D.,II.E.,	7	<b>Exam 3</b>
		I. D., I.F.,II.A.	8	Exam 2
		I.F.,II.A.,II.D.,II. E.	9	Exam 2-3

\*Assignments/products chose for aggregation are bolded

### **III. Course Outline**

- A. Career Decisions and Professional Development** (3 hours)
    - 1. Professional Responsibilities and Ethics
    - 2. Career Opportunities
  
    - 3. The Evaluation of the Profession
    - 4. Personal Characteristics
  
  - B. Review of Age Characteristics** (10 hours)
    - 1. Theorist's View of the Preschool Years
    - 2. Common Age Characteristics (e.g., physical, cognitive, language, social-emotional development) in preschool years
  
  - Exam I** (1 hour)
  
  - C. Coping with the Pressures of the Classroom** (5 hours)
    - 1. Keeping Young Children Safe and Healthy
    - 2. Handling Crisis in the Classroom
    - 3. Stress Management for Children and Teachers
    - 4. Positive Guidance of Children's Behavior
    - 5. Professional Growth, Self-Evaluation and Renewal
  
  - D. Utilizing Play as a Cognitive, Social, Emotional and Therapeutic Tool** (8 hours)
    - 1. Philosophy of Developmentally Appropriate Practices
    - 2. Common Elements of Developmentally Appropriate Practices
    - 3. Play as a Developmental Process and Teaching Tool
    - 4. Play as a Therapeutic Tool
  
  - Exam II** (1 hour)
  
  - E. Developmentally Appropriate Practices throughout the Curriculum** (12 hours)
    - 1. Nurturing Creativity through Creative Arts
    - 2. Planning a Curriculum with Developmentally Appropriate Activities (e.g., creativity, math & manipulatives, science, sensory experiences, block building, music & movement, language & literacy, social studies, technology, outdoor play)
    - 3. Supporting Emergency Literacy throughout the Curriculum
    - 4. The Teacher's Role in Room Arrangement and Selection of Materials/Activities to support diversity (e.g., socio-economic, linguistic, culture, etc.) in the classroom
  
  - F. Program Practices for Inclusion of all Children** (2 hours)
- Final Exam - During Final Exam Week**

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

The faculty person assigned to teach this course could be one of several faculty within the CDFS Program. The following is an example of the evaluation methods used for this course.

72 % Three Examinations: The examinations could include multiple choice, true/false, matching, and short answer/essay with materials coming from lecture notes, the text, videos and class handouts.

28 % Assignments: This could include specific assignments related to course material, individual or small group projects, resume, observations, portfolio, papers and case studies.

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

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

#### **VI. Attendance Policy**

Student learning is enhanced by regular attendance and participation in class discussions, the instructor expects all students to attend class. The attendance policy for this class follows the Undergraduate Course Attendance Policy which is included in the Undergraduate Catalog. The total number of unexcused absences should not exceed one week of class.

#### **VII. Required Textbooks, supplemental books and reading**

Copple, C. & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (3rd ed.) Washington, D.C.: National Association for the Education of Young Children.

Croft, D. (2000). *An activities handbook for teachers of young children*. Boston, MA: Houghton Mifflin Company.

Feeney, S.D., Christensen, D., Moravcik, E. & Christensen, D. (2010). *Who am I in the lives of children* (8th ed.). Columbus, Ohio: Merrill Prentice Hall.

On-Line Reading: Pennsylvania Learning Standards for Early Childhood - Pre Kindergarten  
<http://www.pakeys.org/uploadedContent/Docs?PD?PreK%202009.pdf>

#### **VIII. Special resource requirements**

None.

## IX. Bibliography

- Branscombe, N. (2000). *Early childhood education: A constructivist perspective*. Boston, MA: Houghton Mifflin Company.
- Beaty, J. (2008). *Skills for preschool teachers* (8th ed.). Upper Saddle River, NJ: Merrill.
- Bullard, J. (2010). *Creating environments for learning: Birth to age eight*. Upper Saddle River, NJ: Merrill
- Council for Professional Recognition. (1999). *Preparing professionals as child development associates: A guide for designing the delivery of cda training*. Washington, D.C: Council for Professional Recognition.
- Dodge, D., Colker, L., & Heroman, C. (2002). *The creative curriculum for preschool* (4<sup>th</sup> ed.). Washington, D.C.: Teaching Strategies, Inc.
- Frost, J.S., & Klein, B.L., (1979). *Children's play and playgrounds*. Austin, TX: Playgrounds International.
- Genishi, C., & Dyson, A. (2009). *Child language and literacy: Diverse learners in diverse times*. Washington, D.C: National Association for the Education of Young Children.
- Gould, P., & Sullivan, J. (1999). *The inclusive early childhood classroom*. Beltsville, MD: Gryphon House.
- Herron, R., & Sutton-Smith., B. (1971). *Child's play*. New York: John Wiley & Sons, Inc.
- Heroman, C., & Jones, C. (2004). *Literacy: The creative curriculum approach*. Washington, D.C: Teaching Strategies, Inc.
- Isbell, R. (1995). *The complete learning center book*. Maryland: Gryphon House.
- Isbell, R., & Raines, S. (2007). *Creativity and the arts with young children* (2nd ed.). Clifton Park, NY: Thompson.
- Johnson, J. (1987). *Play and early childhood development*. Glenview IL: Scott, Foresman & Company.
- Kostelnik, M. (2007). *Developmentally appropriate curriculum: Best practices in early childhood education*. (4th ed.). Upper Saddle River, NJ: Merrill.
- Mayesky, M. (2009). *Creative activities for young children*. (9th ed.) Clinton Park, NY: Delmar Thompson Learning.

**Student Outcomes Matrix for CDFS 321 Preschool Education: Developmentally Appropriate Practices**

<b>Course Objectives</b>	<b>NAEYC Standards</b>	<b>NCFR-CFLE Standards</b>	<b>PDE PreK-4 Competencies</b>
<b>1</b>	<b>6.a,b</b>	<b>9</b>	<b>V.A</b>
<b>2</b>	<b>1. a,b,c</b>	<b>3</b>	<b>1.A.3 B.1. C.7,8</b>
<b>3</b>	<b>4.c,d 5.a,b,c</b>		<b>1.C.5 C.9</b>
<b>4</b>	<b>5.b</b>		<b>1.A.5 C.1 G.6</b>
<b>5</b>	<b>5.a,b,c</b>		<b>1.F.2,3 III.F.5</b>
<b>6</b>	<b>5.a,b,c</b>		<b>1.A. 5 C. 5 F. 2.,3</b>
<b>7</b>	<b>1.a,b,c 6.a,b,c,d</b>		<b>V.A</b>
<b>8</b>	<b>2.a 4.a,b</b>		<b>I.C. 11.12</b>
<b>9</b>	<b>2.a,b,c 3.c 4.c</b>		<b>1.A.6,7 C.3. G.2,3,4 I.1,3,4,5,6,8,9,10</b>

## **Part II. 2. Summary of Proposed Revisions**

### **A. CDFR 321 was revised in the following ways:**

1. The course title was changed.
2. The course description was expanded.
3. The course outcomes were expanded from six to nine outcomes.
4. The course outline was expanded.
5. The evaluation methods were modified.
6. The bibliography was updated.

## **Part II. 3. JUSTIFICATION FOR THE REVISIONS**

1. The course title was revised to include the term "play", emphasizing the importance and focus on the role of play in children's development.
2. The course description was expanded to identify the specific focus of the course and the emphasis on play as a developmental process and the use of developmentally appropriate practices in early care and education programs.
3. The course outcomes were expanded from six to nine. From the old syllabus of record, outcome (# 3) was separated into two separate outcomes. Also, outcomes # 4 and # 6, were included to address current topics in the field (identified in both the National Association for the Education of Young Children and Pennsylvania's Pre-K Guidelines). Those topics include the importance of play and the focus on emergent literacy activities in the curriculum.
4. The course outline was expanded to identify topics covered in the course.
5. The evaluation methods were clarified to address assessment through both written examinations and graded assignments.
6. The bibliography was updated to include current research and resources utilized in preparation of course materials.

## **Part II. 4. Old Syllabus of Record**

See attached for old syllabus of record

## **Part III. LETTERS OF SUPPORT**

None needed.



**Student Outcomes Matrix for CDFR 321 Preschool Education: Developmentally Appropriate Practices**

<b>Course Objectives</b>	<b>NAEYC Standards</b>	<b>NCFR-CFLE Standards</b>	<b>PDE PreK-4 Competencies</b>
<b>1</b>	<b>6.a,b</b>	<b>9</b>	<b>V.A</b>
<b>2</b>	<b>1. a,b,c</b>	<b>3</b>	<b>1.A.3 B.1. C.7,8</b>
<b>3</b>	<b>4.c,d 5.a,b,c</b>		<b>1.C.5 C.9</b>
<b>4</b>	<b>5.b</b>		<b>1.A.5 C.1 G.6</b>
<b>5</b>	<b>5.a,b,c</b>		<b>1.F.2,3 III.F.5</b>
<b>6</b>	<b>5.a,b,c</b>		<b>1.A. 5 C. 5 F. 2.,3</b>
<b>7</b>	<b>1.a,b,c 6.a,b,c,d</b>		<b>V.A</b>
<b>8</b>	<b>2.a 4.a,b</b>		<b>I.C. 11.12</b>
<b>9</b>	<b>2.a,b,c 3.c 4.c</b>		<b>1.A.6,7 C.3. G.2,3,4 I.1,3,4,5,6,8,9,10</b>