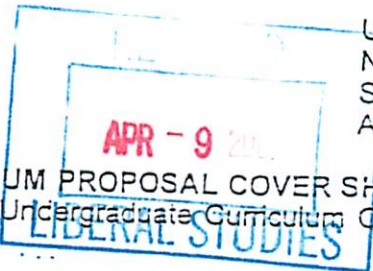


LSC Use Only
Number: _____
Submission Date: _____
Action-Date: _____

UWUCC USE Only 01-22c
Number: 06-67c
Submission Date: App 4/23/02
Action-Date: 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 TCHNG CHLD DEV CTRS
Suggested 20 character title
- New Course* _____
Course Number and Full Title
- Course Revision _____
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 HE 220 Teaching in Child Development Centers
Old Number and/or Full Old Title
CDFR 419 Teaching in Child Development Centers
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)

James H. Heckert Linda S. Nelson
Department Curriculum Committee Department Chair
Mary E. Swisher 4/2/01 Arthur P. Zoni 4/9/01
College Curriculum Committee College Dean

- Director of Liberal Studies (where applicable) *Provost (where applicable)



Old Catalog Description

HMEC 220 Teaching in Child Development Centers

2c-4l-4sh

Prerequisite: HMEC 218 or equivalent

Techniques in planning for and teaching preschool children. Participation as teacher-assistant provides experience in applying principles of child guidance and development needed by teachers in preschool centers or secondary school child development laboratories.

New Catalog Description

CDFR 419 Teaching in Child Development Centers

2c-4l-4sh

Prerequisite: C D F R 218 or equivalent

Techniques in planning for and teaching preschool children. Participation as teacher-assistant provides experience in applying principles of child guidance and development needed by teachers in preschool centers or secondary school child development laboratories.

2) Summary of Proposed Revisions

Change course prefix and number.

Old prefix and number: HMEC 220 Teaching in Child Development Centers

New prefix and number: C D F R 419 Teaching in Child Development Centers

3) Justification/Rationale

This course had traditionally been taught as a 400 level course similar in nature to student teaching. During the last program revision, it was made a 200 level course with the intent to offer a two-tiered lab experience for C D F R majors. Due to lack of lab space, the C D F R 420 Practicum course has never been available to students except on an independent study basis. Since the last program revision, enrollment in the C D F R major has doubled. There is a three semester waiting list for enrollment in this class, and students typically cannot enroll in it until their senior year.

This course is taught primarily through a discussion format in which students must analyze and evaluate their experiences with preschoolers in the child care lab. Students keep daily logs where they analyze children's behaviors, interpret events, and evaluate the adults' behaviors that occur during their lab time. Students are expected to incorporate child development theory and principles of developmentally appropriate practices into their direct work with children and their discussion/evaluation. Students are expected to complete all work at a level that is consistent with a 400-level course.

It is proposed that all HMEC prefixes be changed to C D F R for consistency across the university in identification of the Child Development and Family Relations program.

Impact of Change

No other department will be affected by this change. The change will necessitate the removal of this course as a prerequisite from the following C D F R courses: C D F R (HMEC) 321 Preschool Education, C D F R (HMEC) 422 Early Childhood Education, C D F R (HMEC) 426

Techniques of Parent Education, and C D F R (HMEC) 427 Administration of Child Development Centers. Students do not need the content of HMEC 220 in order to be successful in these courses. This prerequisite has been routinely waived in the past for these courses because students have not been able to get the course until their senior year. It was a curriculum mistake to have required HMEC 220 as a prerequisite for these courses.

Syllabus of Record

1. Catalog Description

CDFR 419 Teaching in Child Development Centers

2 class hours

4 lab hours

4 semester hours

(2c - 4l - 4sh)

Prerequisite: CDFR 218 or equivalent

Techniques in planning for and teaching preschool children. Participation as teacher-assistant provides experience in applying principles of child guidance and development needed by teachers in preschool centers or secondary school child development laboratories.

II. Course Objectives

After attending the class and working with the children, students will have

- demonstrated the use of positive guidance and developmentally appropriate discipline techniques that support the growth of self-control in young children,
- evaluated traditional child development center routines, procedures, and activities,
- analyzed the daily and/or special needs of children, as expressed through their behavior and responded appropriately to these needs ,
- described characteristic behaviors of preschool children and planned developmentally appropriate activities for them,
- developed a better understanding of their own feelings and actions through observation and analysis of the behaviors of children,
- incorporated appropriate activities for children with special needs,
- developed a personal professional code of ethical behavior in regard to work with children and their families.

III. Course Outline

A. Introduction to the Child Development / Early Childhood Center

1. Teacher Responsibilities

4 hours

- a. Safety Concerns and Limits
- b. Planning the Program
- c. Preparation of Materials
- d. Classroom Management

- | | |
|---|-----------------------|
| <p>2. The Children</p> <p style="margin-left: 20px;">a. Important Relationships</p> <p style="margin-left: 20px;">b. Individual Behavior Patterns and Needs</p> <p style="margin-left: 20px;">c. Special Needs Children</p> <p style="margin-left: 20px;">d. Respect for Diversity</p> | <p>5 hours</p> |
| <p>C. Concepts of Positive Guidance</p> <p style="margin-left: 20px;">1. Conceptual Framework and Theoretical Background</p> <p style="margin-left: 20px;">2. Techniques of Positive Guidance</p> <p style="margin-left: 20px;">3. Guidance During Routines</p> <p style="margin-left: 20px;">4. Helping Children Deal with Strong Emotions</p> <p style="margin-left: 20px;">5. Helping Children Develop Positive Social Skills</p> | <p>8 hours</p> |
| <p>D. Developmentally Appropriate Discipline Techniques</p> <p style="margin-left: 20px;">1. Supporting self-control</p> <p style="margin-left: 20px;">2. Situational Assistance</p> <p style="margin-left: 20px;">3. Reality Appraisal</p> <p style="margin-left: 20px;">4. Rewards - Punishment</p> | <p>2 hours</p> |
| <p>E. Crisis Control in the Classroom</p> | <p>2 hours</p> |
| <p>F. Developmentally Appropriate Activities for Young Children</p> <p style="margin-left: 20px;">1. Content areas - a Multi-cultural Perspective</p> <p style="margin-left: 20px;">2. Methods and Materials</p> <p style="margin-left: 20px;">3. Play, the Integrating Factor</p> | <p>3 hours</p> |
| <p>G. Professional/Ethical Behavior</p> <p style="margin-left: 20px;">1. Confidentiality</p> <p style="margin-left: 20px;">2. Code of Ethics</p> <p style="margin-left: 20px;">3. Membership in Professional Organizations</p> | <p>2 hours</p> |

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

Students will be evaluated by their performance on three exams, daily logs and analysis of floor work, observations, papers, class activities and discussion, and growth in skills demonstrated in their direct work with children.

The final grade calculation will be made according to the following formula:

- Laboratory Grade = 40%

Includes participation with children in the laboratory setting, observation assignments, daily logs, and class participation.

All students must have a current Mantoux TB test and a current health exam report on file during this laboratory experience. These can be completed at the health center on dates given in class. Any student who does not have these items on file by the date specified in class will not be allowed to continue in the laboratory.

- Three exams = 15 % each (Total = 45%)
- Written Assignments = 15 %

Grading Scale (%)

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below

V. Attendance

Attendance for assigned lab hours is mandatory. If hours must be missed for an approved reason, they may be rescheduled with the laboratory teacher. Unapproved absences cannot be made up. If more than three unexcused lab hours are missed and not made-up, the lab grade will be lowered by one letter grade.

VI. Required Textbooks

Marion, Marian. Guidance of Young Children. (5th Ed.) Englewood Cliffs, NJ, Prentice-Hall, Inc. 2000.

Fraiberg, Selma H. The Magic Years: Understanding and Handling the Problems of Early Childhood. New York, Scribner's Sons, 1959. (Classic)

Bredenkamp, Sue (ed.) NAEYC Position Statement on Developmentally Appropriate Practices. (Revised Ed.) Washington, DC, National Association for the Education of Young Children, 1997.

VII. Special Resource Requirements

Child development laboratory

VIII. Bibliography

Current

Gartrell, Daniel J. A Guidance Approach for the Encouraging Classroom (3rd Ed.) Albany, NY, Delmar Thompson Learning, 1998.

Gordon, A., and K. Browne. Guiding Young Children in a Diverse Society. Boston, MA, Allyn and Bacon, 1996.

Hildebrand, V. & L. Phenice, M. Gray, R. Hines. Knowing and Serving Diverse Families, Englewood Cliffs, NJ, Merrill Publishing Co., 1996.

Kostelnik, M., Stein, L., Whiren, A., Soderman, A. Guiding Children's Social Development (3rd Ed.) Albany, NY, Delmar Thompson Learning, 1998.

Miller, Darla F. Positive Child Guidance. (3rd Ed.) Albany, NY, Delmar Thompson Learning, 2000.

Reynolds, E. Guiding Young Children: A Child-Centered Approach (2nd Ed.) Mountain View, CA, Mayfield Publishing Co., 1996.

Siccone and Lopez. Educating the Heart: Lessons to Build Respect and Responsibility. Boston, MA, Allyn and Bacon, 2000.

Historical

Cherry, Clare. Think of Something Quiet: A Guide for Achieving Serenity in Early Childhood Classrooms. Belmont, CA, Pitman learning, Inc., 1981.

Hirsch, E. (ed.) The Block Book. Washington, DC, National Association for the Education of Young Children, 1984.

Honig, A. "Research in Review: Compliance, Control, and Discipline (Parts I & II)", Young Children, 1985, Vol. 40, No. 2, pp. 50-58; Vol. 40, No. 3, pp. 47-52.

Honig A. "Research in Review: Stress and Coping in Children (Parts I & II)." Young Children, 1986, Vol. 41, No. 4, pp. 50-63; Vol. 41, No. 5, pp. 47-52.

Pitcher, E., S. Feinberg, and D. Alexander. Helping Young Children Learn. (5th Ed.) Columbus, OH, Charles E. Merrill Company, 1984.

Read, Katherine, P. Gardner, and B. Mahler. Early Childhood Programs: Human Relationships and Learning. (9th Ed.) New York, Harcourt Brace Jovanovich College Publishers, 1993.

Spodek, B. & O. Saracho. Dealing with Individual Differences in the Early Childhood Classroom. New York, Longman Publishing, 1994.

Trawick-Smith, Jeffrey. Interactions in the Classroom: Facilitating Play in the Early Years. New York, Merrill Publishing Co., 1994.

Wolfgang and Wolfgang. The Three Faces of Discipline for Early Childhood: Empowering Teachers and Students. Boston, MA, Allyn and Bacon, 1995.