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CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

App 4/23/02
Senate App 5/7/02

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**

EARLY CHILDHOOD EDUC

Suggested 20 character title

☐ New Course*

Course Number and Full Title

☒ Course Revision

CDFR 422 Early Childhood 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 L. Heckroth
Department Curriculum Committee

Linda S. Nelson
Department Chair

Mary E. Smith
College Curriculum Committee

4/2/01

Parleen P. Zori
College Dean

+ Director of Liberal Studies (where applicable)

*Provost (where applicable)

Old Catalog Description**3c-0l-3sh****HMEC 422 Early Childhood Education****Prerequisite:** HMEC 220 or concurrently

Current educational theories and research reviewed in terms of implications for the preschool and their effect on material, equipment, and activity selection.

New Catalog Description**3c-0l-3sh****~~CDFR~~ 422 Early Childhood Education****Prerequisite:** CDFR 218

Current educational theories and research are reviewed in terms of their implications for the preschool and their effect on materials, equipment, and activity selection.

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 422 Early Childhood 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 422. It has been impossible to enforce as a prerequisite, and it was a mistake to have included it as such.

1. Catalog Description

CDFR 422 Early Childhood Education

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

Prerequisite: CDFR 218 Child Development

Current educational theories and research reviewed in terms of implication for preschool and their effect on material, equipment, and activity selection.

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

1. identify the general characteristics and underlying assumptions of the basic theories of early childhood education.
2. evaluate early childhood educational practices in light of current, relevant research and child development theories.
3. identify goals, role of the teacher, educational activities, materials, and equipment appropriate to each of the major curriculum models.
4. analyze the strengths and weaknesses of existing early childhood programs.
5. analyze the effects of past and present public policy on the field of early childhood education and explore the ways in which individuals can be active advocates for quality in children's programming.
6. analyze cross-cultural systems of child care and identify those characteristics that are similar to or that may be appropriate in the USA.

III. Course Outline:

A. History and Traditions of the Child Development/Child Study Field

(6 lecture hours)

1. The Nursery School
2. Head Start
3. Day Care
4. Trends and Characteristics of Modern Family Life

B. The Current Scene in the USA

(6 lecture hours)

1. Growing Need for Child Care and Head Start
2. Changing American Workforce
3. Quality of Care Issues
 - a. Accreditation
 - b. Training of Teachers

4. The Role of Government, Schools, Employers, Community
 5. Legislation that Impacts Programs for Children
 6. Regulations, Financing
 7. Advocacy
 8. Professional Organizations
- C. Challenges and Issues for the Future (2 lecture hours)
1. Quality Care for Children
 2. Affordability for Parents
 3. Adequate Compensation for Staff
- D. Curriculum Models: Theoretical Bases, Classroom Practices, and Research on Effectiveness (17 lecture hours)
1. Montessori - An Early Approach
 - a.. The Psychoanalytic Influence
 - b.. The Influence of the Progressive Movement
 2. Direct Instruction
 - a. Behaviorist Approach
 3. Cognitively-Oriented - Constructivist Practices
 - 4.. Developmental-Interaction Curriculum
 - a. DAP - Developmentally Appropriate Practices
 5. Reggio Emilia's Curriculum Approach
 6. Anti-Bias Curriculum
- E. Characteristics of Young Children With Special Needs and How They Impact on Programs (4 lecture hours)
1. Inclusion for all Children
- F. Cross Cultural Child Care (5 lecture hours)
1. Government Regulation and Competing Jurisdictions
 2. Availability
 3. Structure and Curriculum
 4. Financial Support

NOTE: The two remaining hours will be used for one hour exams. A final two hour exam will be given during final exam week.

IV. Evaluation Methods

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

- 2 48% Three written exams (two tests, 75 points and a final, 60 points) consisting of multiple choice, completion, true-false and short essay.
- 24% In-class exercises/quizzes and other unannounced in-class assignments.
- 28% Two research papers. One focusing on a curriculum model (75 points) and the second on a child with special needs (50 points).

Total Points - Course Grade

405 - 450	-	A
360 - 404	-	B
315 - 359	-	C
270 - 314	-	D
269 & below	-	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

Goffin, Stacie. (2001). Curriculum Models and Early Childhood Education: Appraising the Relationship (2nd edition). New York: Merrill/Macmillan Publishing Co.

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

VI. Special resource requirements
none

VII. Bibliography

Modern

Children's Defense Fund. (2001). The State of America's Children. Washington, D.C.

Doherty-Derkowski, Gillian. (1995). Quality Matters: Excellence in Early Childhood Programs. New York: Addison-Wesley Publishers Limited.

Rab, Victoria and K. Wood. (1995). Child Care and the ADA: A Handbook for Inclusive Programs. Baltimore, MD: Brooks Publishing, Co.

Historical

Boyer, Ernest L. (1992). Ready to Learn: A Mandate for the Nation. Princeton, N.J.: The Carnegie Foundation for the Advancement of Teaching.

Bredenkamp, Sue (Ed.) (1987). Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8. Washington, D.C.

National Commission on Children. (1991). Beyond Rhetoric: A New American Agenda for Children and Families. Washington, D.C.

Roopnarien, Jaipul and James Johnson. (1993). Approaches to Early Childhood Education, 2nd Edition. New York: Merrill Publishing, Co.

Seefeldt, Carol. (1992). The Early Childhood Curriculum: A Review of Current Research (2nd edition). New York: Teachers College Press.

Spodek, Bernard and O. Saracho (Eds.) (1991). Issues in Early Childhood Curriculum. Yearbook in Early Childhood Education (Vol. 2). New York: Teachers College Press.

Weikart, D. and P. Olmstead (Eds.) (1991). How Nations Serve Young Children. International Association for the Evaluation of Educational Achievement.

National Association of State Boards of Education. (1988). Right From the Start: The Report of the NASBE Task Force on Early Childhood Education. Alexandria, VA.

2) Summary of Proposed Revisions

Drop HMEC 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 422 Early Childhood 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 422. It has been impossible to enforce as a prerequisite, and it was a mistake to have included it as such.

HMEC 422 Early Childhood Education

Course Description:

Current educational theories and research are reviewed in terms of their implications for the preschool and their effect on materials, equipment, and activity selection.

Three hours of lecture per week.

Prerequisite: HE 220

Required Texts:

Goffin, Stacie. (1994). Curriculum Models and Early Childhood Education: Appraising the Relationship. New York: Merrill/Macmillian Publishing Co.

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

Course Objectives:

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

1. to identify the general characteristics and underlying assumptions of the basic theories of early childhood education.
2. to evaluate early childhood educational practices in light of current, relevant research and child development theories.
3. to identify goals, role of the teacher, educational activities, materials, and equipment appropriate to each of the major curriculum models.
4. to analyze the strengths and weaknesses of existing early childhood programs.
5. to analyze the effects of past and present public policy on the field of early childhood education and explore the ways in which individuals can be active advocates for quality in children's programming.
6. to analyze cross-cultural systems of child care and identify those characteristics that are similar to or that may be appropriate in the USA.

Course Outline:

- I. History and Traditions of the Child Development/Child Study Field 6 lecture hours**
 - A. The Nursery School
 - B. Head Start
 - C. Day Care
 - D. Trends and Characteristics of Modern Family Life

- II. The Current Scene in the USA 6 lecture hours**
 - A. Growing Need for Child Care and Head Start
 - B. Changing American Workforce
 - C. Quality of Care Issues
 - 1. Accreditation
 - 2. Training of Teachers
 - D. The Role of Government, Schools, Employers, Community
 - E. Legislation that Impacts Programs for Children
 - F. Regulations, Financing
 - G. Advocacy
 - H. Professional Organizations

- III. Challenges and Issues for the Future 2 lecture hours**
 - A. Quality Care for Children
 - B. Affordability for Parents
 - C. Adequate Compensation for Staff

- IV. Curriculum Models: Theoretical Bases, Classroom Practices, and Research on Effectiveness 17 lecture hours**
 - A. Montessori - An Early Approach
 - 1. The Psychoanalytic Influence
 - 2. The Influence of the Progressive Movement
 - B. Direct Instruction
 - 1. Behaviorist Approach
 - C. Cognitively-Oriented - Constructivist Practices
 - D.. Developmental-Interaction Curriculum
 - 1. DAP - Developmentally Appropriate Practices
 - E. Reggio Emilia's Curriculum Approach
 - F. Anti-Bias Curriculum

- V. Characteristics of Young Children With Special Needs and How They Impact on Programs 4 lecture hours**
 - A. Inclusion for all Children

VI. Cross Cultural Child Care

5 lecture hours

- A. Government Regulation and Competing Jurisdictions
- B. Availability
- C. Structure and Curriculum
- D. Financial Support

NOTE: The two remaining hours will be used for one hour exams. A final two hour exam will be given during final exam week.

Procedures:

The course will be taught through three hours of class meetings per week. Lecture, discussion, reading assignments, audio-visual resources, written assignments, and field trips or special guests will be utilized to cover the material.

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 materials 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. Students will be expected to take exams/quizzes on the day the exam/quiz is scheduled. **No make-up exam/quiz will be permitted 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 is given) will receive a 10 point grade 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. **The instructor reserves the right to assign an "F" grade for late assignments or missed tests.**
3. The student is responsible for all material covered in class (lectures, videos, speakers, etc.) as well as reading assignments.

4. All work must be typed. Spelling and grammar will be included as part of the grade for all written work. Therefore, proper spelling and careful proof reading are important.
5. **No extra credit projects will be accepted.**
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 the following:

- Three written exams
- In-class exercises/quizzes (based on the Annual Editions readings) and other unannounced in-class assignments
- Written paper on one of the curriculum models and a learning activity for preschool children from that model. This will be presented/demonstrated in class. The due date will be determined by the curriculum model selected.
- Written paper focusing on a "special needs" of children and the implications for an early childhood/child care program. The "special need" might be autism, cerebral palsy, ADHD, etc. The paper will be presented in class. The due date will be determined by the topic.
- **Late assignments will not be accepted and will receive no points.**

Students will be evaluated by the performance on three exams, written assignments, in-class exercises/quizzes, and in-class assignments. The final grade calculations will be made according to the following formula:

Two exams - 75 points each	150 possible points
Final exam	65 possible points
Curriculum Model Project	75 possible points
Special Needs Project	50 possible points
Eleven exercises/quizzes @ 10 points each	110 possible points
Two In-Class Activities @ 5 points each	10 possible points

Total Points - Course Grade

414 - 460	-	A
368 - 413	-	B
322 - 367	-	C
276 - 321	-	D
275 & below	-	F

References:

- Boyer, Ernest L. (1992). Ready to Learn: A Mandate for the Nation. Princeton, N.J.: The Carnegie Foundation for the Advancement of Teaching.
- Bredekamp, Sue (Ed.) (1987). Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8. Washington, D.C.
- Children's Defense Fund. (1996). The State of America's Children. Washington, D.C.
- Doherty-Derkowski, Gillian. (1995). Quality Matters: Excellence in Early Childhood Programs. New York: Addison-Wesley Publishers Limited.
- Edelman, Marion Wright. The Measure of Our Success. Boston, MA: Beacon Press.
- National Association of State Boards of Education. (1988). Right From the Start: The Report of the NASBE Task Force on Early Childhood Education. Alexandria, VA.
- National Commission on Children. (1991). Beyond Rhetoric: A New American Agenda for Children and Families. Washington, D.C.
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- Weikart, D. and P. Olmstead (Eds.) (1991). How Nations Serve Young Children. International Association for the Evaluation of Educational Achievement.