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		03-23c	Apr 11/11/03	Apr 12/2/03

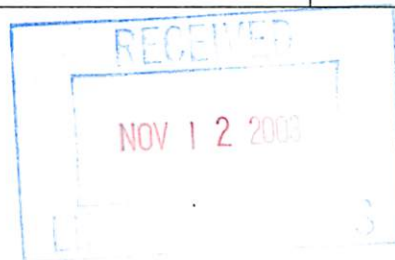
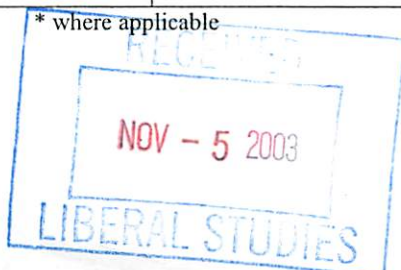
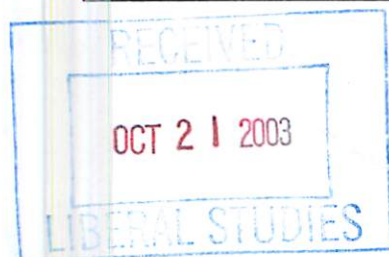
Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Professional Studies in Education (PSE)	Phone 724-357-7927

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 Revision ☐ Course Prefix Change ☐ Course Number and/or Title Change ☐ Course Deletion ☐ Catalog Description Change	
<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. ☐ This course is also proposed as an Honors College Course. ☐ Other: (e.g., Women's Studies, Pan-African)	
3. Program Proposals ☐ New Degree Program ☐ New Minor Program ☐ Catalog Description Change ☐ Program Title Change ☐ New Track ☐ Program Revision ☐ Other	
<u>Current</u> program name	<u>Proposed</u> program name, if changing
4. Approvals	
Department Curriculum Committee Chair(s)	<i>Barbara W. Kupetz</i> 10/3/03
Department Chair(s)	<i>Laurie Nicholson</i> 10/13/03
College Curriculum Committee Chair	<i>Joseph Demarack</i> 10-16-03
College Dean	<i>John Butts</i> 10/21/03
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	<i>Gail Schuist</i> 11/11/03

* where applicable



Syllabus of Record

ECED 314 Creative Experiences to Enhance Literacy Acquisition

I. Catalog Description

ECED 314 Creative Experiences to Enhance Literacy Acquisition

(3c-01-3cr)

3 class hours

0 lab hours

3 credits

Prerequisite: Admission to IUP Early Childhood/ Elementary Education Teacher Certification Program
Designed to provide teacher candidates with the knowledge and skills necessary to incorporate creative music, art, movement and play activities into the comprehensive early childhood curriculum. Integration of creative experiences designed to enhance literacy acquisition will be emphasized, as will the historical, theoretical and research base for the integration of creative experiences into the curriculum. Students will engage in supervised field experiences during which they will engage preschool students in literacy focused creative experiences. Eight hours of service learning focusing on early literacy acquisition are a requirement of this course.

II. Course Objectives

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

- a. Articulate the value of the arts in early childhood, both as important ends in themselves and as tools for success in other areas (NAEYC Standard 4C2; INTASC Principles 1,2,3,4,5,6,& 7; PDE IIB, IIC)
- b. Demonstrate competence in using play as a foundation for young children's learning from infancy through the primary grades and in maintaining a safe play environment for children of all ages. (NAEYC Standard 4b; INTASC Principles 1,2,3,4,5,6,& 7; PDE IIA, IIB, IIC)
- c. Define priorities for high-quality, meaningful arts experiences in early childhood and share ways to involve families in children's creative play and aesthetic experiences (NAEYC Standard 2 and 4C2; INTASC Principles 1,2,3,4,5,6,& 7; PDE IIB, IIC)
- d. Use their own knowledge and other resources to design, implement, and evaluate meaningful creative experiences that promote comprehensive development and learning outcomes for all young children (NAEYC Standard 4d; INTASC Principles 1,2,4,5 & 7; PDE IA, IIA, IIB)

- e. Integrate developmentally appropriate and effective aesthetic experiences into all aspects of the curriculum to influence young children's learning (NAEYC Standard 4b; INTASC Principles 1, 2, 3,4,5,6, & 7; PDE IIA, IIB, IIC)
- f. Demonstrate skill in selecting and adapting bias-free, culturally relevant learning materials that support learning by all children (NAEYC Standard 4b, INTASC Principle 3; PDE IIA, IIB, IIC)
- g. Use appropriate, responsible assessment tools and approaches. (NAEYC Standard 3; INTASC Principle 8; PDE ID, IIB)

III. Course Outline

Week 1: 3 hrs	Introduction and course overview Defining a creative experience Promoting literacy through creative experiences Critical observation as a component of authentic assessment
Weeks 2 & 3: 6 hrs	Theories about, and developmental stages of, play Play and creative experiences in early childhood from an historical perspective Froebel's perspective on creativity in the early childhood classroom
Week 4: 3 hrs	Incorporating music into the early childhood classroom Developmental stages of music development Early childhood music standards
Weeks 5 & 6: 6 hrs	Mid-term exam Purposefully incorporating the visual arts into the early childhood curriculum Developmental stages of artistic development Early childhood visual arts standards
Week 7: 3 hrs	Examining early childhood curriculum models that effectively integrate aesthetic experiences: Reggio Emilia, Creative Curriculum; the Project Approach
Week 8: 3 hrs	Creating a safe environment for young children that promotes play and creativity Promoting family participation in children's play and creative experiences
Weeks 9 & 10 6 hrs	Creative experiences in the inclusive, bias-free classroom Assessment and evaluation in the arts

Advocating for the inclusion of play and creative experiences in early childhood classrooms

Weeks 11 – 14 Field Experiences and assignments

12 hrs Observe music and art classes at PDS site
Observe movement and dance class at PDS site
Engage children in creative activities
Complete parent involvement assignment

Final Exam: Presentation of electronic portfolio entries demonstrating accomplishment
2 hrs of course objectives and progress in achieving professional early childhood teacher preparation standards

IV. Evaluation Methods

- A. Two Lesson and/or Activity Plans 20%
Each student will plan, implement and evaluate two creative experiences in a preschool classroom in the PDS districts. These experiences will be in conjunction with their EDUC 342 Pre-Student Teaching II course.
- B. Parent Involvement Component 20%
An advocacy project designated by the instructor will involve students in designing, implementing and/or evaluating an effective project to promote family participation in children's play and creative experiences with a strong focus on literacy acquisition. Eight hours of service learning will be a requirement of this component of the course.
- C. Written Reflections on Course Readings 20%
Open-ended questions will be given to guide students in synthesizing, evaluating, and reflecting on the assigned readings for each class.
- D. Mid-Term Exam 10%.
- E. Final Exam 10%
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.
- F. Web Site Reviews 10%
Reviewing web sites for teachers, parents and children and evaluating the effectiveness of these sites in promoting creative play and aesthetic experiences designed to enhance a child's literacy acquisition.
- G. 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.

X. Required Reading

Isenberg, J.P. & Jalongo, M. R. (1997). *Creative expression and play in early childhood*. Englewood Cliffs, NJ: Merrill/Prentice Hall

Selected journal articles related to creative experiences and their influence on literacy acquisition in the early childhood classroom

XI. Special Resource Requirements

None

XII. Bibliography

Davies, M.A. (Spring 2000). Learning: The beat goes on. *Childhood Education* 76(3). 148-153.

Derman-Sparks, L. (2003). Developing anti-bias multicultural curriculum. In C. Copple (Ed.), *A world of difference* (pp. 173-178). Washington, DC: NAEYC.

Diffily, D. (July 2003). Creating a video about hurricanes: Experiences in project-based learning. *Young Children* 58(4). 76-81.

Epstein, A. (May 2001). Thinking about art: Encouraging art appreciation in early childhood settings. *Young Children* 56(3), 38-43.

Gabbard, C. & Rodrigues, L. (May/June 2002). Optimizing early brain and motor development through movement. *Early Childhood News* 14(3). 33-38.

Healy, L. (May 2001). Applying theory to practice: Using developmentally appropriate strategies to help children draw. *Young Children* 56(3), 28-30.

Honig, A.S. (Nov./Dec.1998). Making music. *Early Childhood Today*, 13(3), 24-26.

Jalongo, M.R. (Summer 2003). The child's right to creative thought and expression: ACEI position paper. *Childhood Education*, 79 (4), 218-227.

Jalongo, M. R. & Stamp, L. N. (1997). *The arts in children's lives: Aesthetic education in early childhood*. Boston, MA: Allyn and Bacon.

Loughran, S. (Summer 2001). An artist among young artists. *Childhood Education* 77(4), 204-208.

McArdle, F. (2003). The visual arts. In Sally Wright, *The arts, young children and learning (151-181)*. Boston: Pearson Education, Inc.

Neelly, L. (May 2001). Developmentally appropriate music practice: Children learn what they live. *Young Children* 56(3), 32-37.

New, R. (April 2003). Reggio Emilia: New ways to think about schooling. *Educational Leadership* 60(7), 34-38.

Palmer, H. (Sept. 2001). The music, movement and learning connection. *Young Children* 56(5), 13-17.

Poole, C., Miller, S. & Church, E.B. (February 1998). Imagine and pretend. *Early Childhood Today* 12(5), 11-14.

Reyner, A. (Nov./Dec. 2002). Creative connections: Promoting literacy through art. *Early Childhood News* 14(6), 12.

Schoon, S. (Winter 1997/98). Using dance experience and drama in the classroom. *Childhood Education* 74(2), 78-82.

Smith, K. (March 2002). Dancing in the forest: Narrative writing through dance. *Young Children* 57(2), 90-94.

- Swim, T. & Freeman, R. (May/June 2003). Should food be used as learning materials? *Early Childhood News* 15(3),41-46.
- Trepanier-Street, M. (Fall 2000). Multiple forms of representation in long-term projects: The garden project. *Childhood Education* 77(1), 18-25.
- Unten, A. (2003). Weaving the pieces together. In C. Copple (ed.), *A world of difference* (185-186). Washington, DC: NAEYC.
- Warner, L. (Fall 1999). Self-esteem: A byproduct of quality classroom music. *Childhood Education* 76(1). 19-23.
- Wolf, J. (March 2000). Sharing songs with children. *Young Children* 55(2),28-30.
- Wolfe, J. (2000). *Learning from the past: Historical voices in early childhood education*. Mayerthorpe, Alberta, Canada: Piney Branch Press.
- Wright, S. (2003). *The arts, young children and learning*. Boston: Pearson Education, Inc.

Course Analysis Questionnaire

ECED 314: Creative Experiences to Enhance Literacy Acquisition

A. Details of the Course

A1. This course is required for students in the ECED/ELED blended certification program. ECED 312 Aesthetic Experiences for Young Children and ECED 315 Development and Learning through Play are being deleted and this course, a combination of the two, has been designed to: eliminate overlap in course content within the major and streamline the program so that additional courses focused on the teaching of reading can be incorporated into the 120 cr. hrs.

A2. This will be a required course and will replace two currently required courses: ECED 312 Aesthetic Experiences for Young Children offered in Professional Sequence I and ECED 315 Development and Learning through Play. There is no course content being eliminated. This course will be required as part of Professional Sequence I so that the required field experiences can be integrated into EDUC 242 Pre-Student Teaching I, another course required in this sequence.

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 Yes, other institutions preparing early childhood educators offer similar courses.

Clarion University - ECH 235 Creativity in Early Childhood Curriculum

Millersville – ELED 315 Creative Experiences

SUNY Potsdam – EDUC 303 Learning Through Sensory and Creative Experiences

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) NAEYC Standards for Early Childhood Professional Preparation I and IV specifically refer to the need for candidates to be able to articulate priorities for high-quality, meaningful arts experiences in early childhood, across a developmental curriculum. Fundamentally, the well-prepared early childhood professional candidate’s “knowledge and understanding of young children’s characteristics and needs encompasses multiple interrelated areas of children’s development and learning – including physical, cognitive, social, emotional, language, and *aesthetic domains*,

play, activity, and learning processes, and motivation to learn – and is supported by coherent theoretical perspectives and current research (NAEYC Standard I).

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.

C. 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.
- 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.