

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
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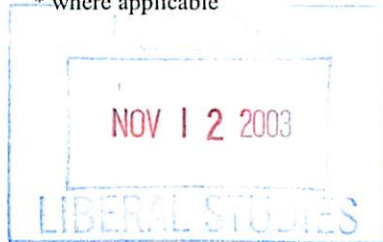
Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Mary Anne Hannibal	Email Address hannibal@iup.edu
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) <input checked="" type="checkbox"/> New Course ___ Course Prefix Change ___ Course Deletion ___ Course Revision ___ Course Number and/or Title Change ___ Catalog Description Change	
ECED 480 Professional Seminar: Teacher as Researcher and Advocate <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. ___ Other: (e.g., Women's Studies, Pan-African) ___ This course is also proposed as an Honors College Course.	
3. Program Proposals ___ New Degree Program ___ Program Title Change ___ Other ___ New Minor Program ___ New Track ___ Catalog Description Change ___ Program Revision	
<u>Current</u> program name <u>Proposed</u> program name, if changing	
4. Approvals	
Department Curriculum Committee Chair(s)	<i>Barbara K Kupetz</i> 10/13/03
Department Chair(s)	<i>Laurie Nicholson Stamp</i> 10/13/03
College Curriculum Committee Chair	<i>Joseph Demerach</i> 10-16-03
College Dean	<i>[Signature]</i> 10-16-03
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	<i>Gail Sedquist</i> 11/11/03

* where applicable



Syllabus of Record

Professional Seminar: Teacher as Researcher and Advocate

I. Catalog Description

ECED 480 Professional Seminar: Teacher as Researcher and Advocate (1c-01-1cr)
1 class hour
0 lab hours
1 credit

Prerequisite: Admission to Student Teaching; Enrollment limited to Early Childhood Education majors; Must be taken in conjunction with EDUC 441 Student Teaching
Designed to provide ongoing support related to candidates' work in early childhood classrooms. Students will conduct a rudimentary action research project focused on literacy acquisition, engage in informed advocacy efforts for young children and the profession, and examine the theoretical and research base for multicultural and anti-bias educational practices.

II. Course Objectives

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

- a. Design, implement and evaluate a literacy-focused action research project in an early childhood classroom. (NAEYC Standards 3 and 4; INTASC Principles 6, 7 & 8; PDE Standards IA, ID, IIA, IIB, IIC, IID)
- b. Create an equitable classroom environment for all children (NAEYC Standards 1, 2 & 4; INTASC Principles 3, 5, & 7; PDE Standards IA, IB, IC, IE, II A, IIB, IIC, IID)
- c. Articulate and support the need for advocacy efforts, participate in an advocacy initiative and demonstrate skill in implementing advocacy strategies (NAEYC Standard 5; INTASC Principles 9 & 10; PDE Standards IIIA, IIIB, IIIC)
- d. Collaborate with colleagues to enhance teaching and learning (NAEYC Standard 5; INTASC Principle 10; PDE Standards IIIA, IIIB, IIIC)

III. Course Outline

- A. Introduction and course overview (1 hrs.)
- B. Teacher as Researcher (5 hrs.)
 - Why teacher research?
 - Formulating the Questions
 - Planning the research project
 - Harvesting Data
 - Data Analysis
 - Writing up research
- C. Teacher as Advocate for Children and the Profession (5 hrs.)
 - Need for advocacy
 - Advocacy strategies
 - Becoming involved in advocacy efforts: Who's doing what?
 - Articulating your position
 - Making a contribution
 - Getting others involved
- D. Teacher as Creator of an Equitable Environment (2 hrs.)
 - Understanding and applying multicultural and global concepts in the early childhood classroom
 - Reviewing research addressing multicultural and anti-bias education
- E. Teacher as Communicator (1 hr)
 - Sharing advocacy efforts and research projects
- F. Culminating Activity (2 hrs.)

IV. Evaluation Methods

- A. Research project 30 %

Students will be guided through this research project, with a percentage of the total points assigned to four phases of the project: formulation of the question and design of the plan, collection of data, analysis of data, and reporting of results.
- B. Advocacy project 30 %

Each student will: investigate a wide range of advocacy projects, write a paper stating his/her position on an issue, explain the planned effectiveness of the selected advocacy project, enter evidence of involvement in an advocacy project on the electronic portfolio and present a brief description of the project to cohort members.

C. Participation 20%.
Includes attending all scheduled class sessions and contributing to class discussions

D. Culminating Activity 20%
An essay exam specifically focused on multicultural and anti-bias research and theory and its application to the early childhood classroom.

V. Grading Scale

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

VI. Attendance Policy

One hour of absence is allowable. If the student must miss a class session beyond this one hour he/she must provide documented evidence of illness or immediate family emergency to the professor. Five (5) participation points will be deducted for each absence beyond the allowable.

VII. Required Texts:

Hubbard, R. S., & Power, B.M. (1999). *Living the questions: A guide for teacher-researchers*. York, ME: Stenhouse Publishers.

Readings on multicultural and anti-bias education

VIII. Special Resource Requirements

None

IX. Bibliography

Bowman, B. (2002). *Love to read: Essays in developing and enhancing early literacy skills of African American children*. Washington, DC: National Black Child Development Institute, Inc.

Brown, S. C., & Kysilka, M. L. (2002). *Applying multicultural and global concepts in the classroom and beyond*. Boston: Allyn and Bacon

Owocki, G. (2001). *Make way for literacy!: Teaching the way young children learn*. Washington, DC: National Association for the Education of Young Children.

Valdez, A. (1999). *Learning in living: Using literature to incorporate multicultural education into the primary curriculum*. Boston: Allyn and Bacon.

Course Analysis Questionnaire

ECED 480 Professional Seminar: Action Research and Advocacy

A. Details of the Course

A1. This course is designed for early childhood education majors and must be taken during the student teaching semester. The students will meet for one hour each week and will share their classroom experiences and engage in collegial conversation and collaboration. As these students are student teaching, they are in the classroom on a daily basis and will have the opportunity to conduct an action research project. The classroom and school experiences are conducive to reflections on and discussion of multicultural and anti-bias experiences. Also, daily interactions with children, families and colleagues will foster engagement in advocacy efforts focused toward children and families.

A2. This course will be a new course in the revised Early Childhood Education program of study and will be a required course.

A3. No, this course has not been offered previously on a trial basis. There was a professional seminar offered for ELED majors at one time, but it is no longer offered in the ELED program of study.

A4. No, this is not a dual-level course.

A5. No, this course may not be taken for variable credit.

A6. Examples of other institutions offering a similar course
SUNY Brockport: *EDI 489-Professional Development Seminar in Early Childhood*
Millersville University: *ELED 461,462 Student Teaching and Seminar*
University of Wisconsin at Madison: *CURRIC 463 Student Teaching Seminar*

A7. The National Association for the Education of Young Children (NAEYC), as a program accreditation requirement, does require evidence that “teacher candidates engage in continuous and collaborative learning to inform practice”. They are also required to engage in advocacy efforts and “demonstrate that they can analyze and critique early childhood curriculum experiences in terms of the relationship of the experiences to the research base and to professional standards.”

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 additional course. The preparation and equated workload for this course assignment is 1:1.
- C2.** No other resources are required for this course. There will be a classroom available at Derry Area School District, and it is preferable that this course be offered on-site, but not imperative.
- C3.** No, no resources are funded by a grant.
- C4.** This course will be offered each spring semester to accommodate all Early Childhood Education majors enrolled in EDUC 441 Student Teaching.
- C5.** It is anticipated that only one section of this course will be offered each spring.
- C6.** This course can accommodate 25-30 students. No more than this will be enrolled in any one cohort, thus eliminating the possibility that the number would be higher.
- C7.** Enrollment not limited by professional society.
- C8.** This is not a distance education course.

D. Miscellaneous

D1. As the 2-credit multicultural education course, EDUC 499, is being eliminated as a requirement from the Early Childhood Education program of study, it is necessary to incorporate the theoretical and research base for multicultural and anti-bias education into this course, while incorporating techniques and strategies for creating an equitable classroom in all major courses.