

Lock Haven University
University Curriculum Committee

from Eced 2/11

PROPOSAL COVER SHEET

Course #: ELED 100 1xx Title: Introduction to Early Childhood Ed 3 sh

** See the back for instructions on listing the course number and how this document should be routed through the curricular process.

New Course Drop Course New Degree Drop Degree Revision Other

Briefly state the reason for the revision standards update

Applicable overlay(s) IL JMC EE _____ (units) ~~EWE~~

***Only check overlay if it is a NEW overlay

Prerequisites: Not Applicable Change (Addition/Removal)

Please Specify any changes number change, addition of standards

Please Specify the effective date of these changes ASAP

<i>Denise Simpson</i>	3/20/06	Approve	Disapprove
Signature: Department Chairperson	Date	Recommendation	

<i>Phil M. G.</i>	4/25/06	Approve	Disapprove
Signature: Chairperson, College Curriculum Subcommittee or Graduate Curriculum Subcommittee	Date	Recommendation	

<i>[Signature]</i>	5-10-06	Approve	Disapprove
Signature: Chairperson, University Curriculum Committee	Date	Recommendation	

<i>[Signature]</i>	5/22/06	Approve	Disapprove
Signature: Vice President for Academic Affairs	Date	Recommendation	

PROVOST - Does this proposal need to go to the: Board of Governors Council of Trustees

<i>[Signature]</i>	6/22/06	Approve	Disapprove
Signature: President	Date	Recommendation	

X

Lock Haven University of Pennsylvania
Lock Haven, Pennsylvania

Department of Special Education and Early Childhood Education

Introduction to Early Childhood Education

I. Introductory Information:

- (A) Department Name: Special Education and Early Childhood Education
- (B) Department Catalogue Number: ECED 1—
- (C) Course Title: Introduction to Early Childhood Education
- (D) Semester Hours of Credits: 3
- (E) Clock Hours Per Week: 3
- (F) Overlays: Writing Emphasis, Multicultural
- (G) Restrictions Upon Student Registration: 15 or more credit hours or permission of the instructor.

no documents

II. Description of the Course:

A. Catalog Description:

An examination of the historical, theoretical, and developmental foundations for young children, birth to eight years old. While providing an orientation to early education of young children, emphasis will be on programs, current issues, families, community, and cultural diversity.

B. Comprehensive Description:

This course is designed to meet the standards for the Interstate New Teacher Assessment and Support Consortium (INTASC), the National Association for the Education of Young Children (NAEYC) and the Pennsylvania Department of Education (PDE).

III. Exposition

A. Objectives:

Upon successful completion of this course the student will be able to do the following:

1. Demonstrate a positive and professional attitude towards the field of early childhood education (NAEYC 5, PDE IIIB).

2. Develop a personal philosophy of education (NAEYC 5, PDE IID).
3. Describe the role of teachers, parents, the community and the government in the early childhood education (NAEYC 2).
4. Discuss the past and present contributors to the field of early childhood education, through research (PDE 1A).
5. Acquire and analyze information about the goals, objectives, and activities characteristic of leading early childhood educational programs (NAEYC 1, PDE 1B, PDE 1D).
6. Demonstrate ways to use the information about child development to accommodate the multicultural classrooms of the 21st century (NAEYC 1, PDE 1D).
7. Suggest ways of dealing with students' problems and/or adapting the curriculum to meet student needs (NAEYC 1, NCATE 1).
8. Identify a variety of assessment methods used to determine student progress both developmentally and academically (NAEYC 1, PDE IID).
9. State the differences and similarities of preschool, kindergarten, and primary grade (1-3) curriculum, standards, and goals (NAEYC 1, NCATE 1).
10. Discuss the effects of parent involvement on children's growth and development and of techniques for involvement of parents in their child's education (NAEYC 1, NCATE 1).
11. Research a topic relevant to the field of early childhood education (NAEYC 5, PDE 3D).

B. Activities and Requirements:

1. Attend class regularly.
2. List the characteristics of an effective early childhood educator.
3. Compose a written personal philosophy of education.
4. Participate in class discussions.
5. Compile a framework for the Developing Portfolio.
6. Prepare and deliver an oral presentation
7. Demonstrate ways to accommodate the needs of the multicultural classrooms of the 21st century.

8. Participate in 10 - 20 hours of primary or preprimary classroom observations.
9. Write a research paper.

B. Major Units and Time Allotted:

1. Professionalism and the role of the early childhood educator [3 hours]
2. Current issues in early childhood education (ECED) including; politics, government, and funding of ECED [3 hours]
3. History, famous people and theorists in the field of ECED [6 hours]
4. Types of early childhood programs [6 hours]
5. Children with special needs, behavioral management and guidance, and cooperation and collaboration with families [6 hours]
6. Observation and assessment of young children [6 hours]
7. Brain development [6 hours]
8. Preschool curriculum, standards, and goals [3 hours]
9. Kindergarten curriculum, standards, and goals [3 hours]
10. Primary grades (1 – 3) curriculum, standards, and goals [3 hours]

C. Materials and Bibliography:

1. Suggested Text:

Morrison, G.S. (2006). *Fundamentals of early childhood education (4th ed.)*. Upper Saddle River, NJ: Pearson Education Inc.

2. Other materials: Livetext software

3. Bibliographical Support:

Baptiste, N.; Reyes, L.V. (2005). *Understanding ethics in early care and education*. Upper Saddle River, NJ: Merrill-Prentice Hall.

Brewer, J. (2004). *Introduction to early childhood education: Preschool through primary grades, mylabschool edition (5th ed.)*. Needham, MA: Allyn and Bacon.

- Brooks-Gunn, J.; Fuligni, A. S.; Berlin, L. J. (2003). *Early child development in the 21st century: Profiles of current research initiatives*. New York: Teachers College Press.
- Driscoll, A.; Nagel, N (2005). *Early childhood education, birth-8: The world of children families, and educators (3rded.)*. Needham, MA: Allyn and Bacon.
- Estes, L.S. (2004). *Essentials of child care and early education*. Needham, MA: Allyn and Bacon.
- Feeney, S.; Christensen, D.; Moravcik, E (2006). *Who am I in the lives of children? (7thed.)*. Upper Saddle River, NJ: Merrill-Prentice Hall.
- Feldman, R. S. (2006). *Development across the life span (4th ed.)*. Upper Saddle River, NJ: Merrill-Prentice Hall.
- Goodman, J.; Balamore, U. (2003). *Teaching goodness: Engaging the moral and academic promise of young children*. Needham, MA: Allyn and Bacon.
- Gould, P.; Sullivan, J. (2005). *The inclusive early childhood classroom, Easy ways to adapt learning centers for all*. Upper Saddle River, NJ: Merrill-Prentice Hall.
- Grieshaber, S.; Cannella, G.; (2001). *Embracing identities in early childhood education: Diversity and possibilities*. New York: Teachers College Press.
- Hendrick, J. and Weissman, P. (2006). *The whole child: Developmental education for the early years (8th ed.)*. Upper Saddle River, NJ: Merrill-Prentice Hall.
- Henniger, M. (2005). *Teaching young children: An introduction (3rded.)*. Upper Saddle River, NJ: Merrill-Prentice Hall.
- Isenberg, J.P.; Jalong, Mary Renck (2003). *Major trends and issues in early childhood education: challenges, controversies, and insights (2nded.)*. New York: Teachers College Press.
- Johnson, J.; Christie, J. (2005). *Play, development, and early education (2005)*. Needham, MA: Allyn and Bacon.
- McAfee, O; Leong, D. (2002). *Assessing and guiding young children's development and learning (3rd. ed.)*. Needham, MA: Allyn and Bacon.
- Mooney, C.G. (2006). *Theories of childhood: An introduction to Dewey, Montessori, Erickson, Piaget, and Vygotsky*. (Redleaf Press) Upper Saddle River, NJ: Merrill-Prentice Hall.

Morrison, George S. (2006). *Fundamentals of early childhood education (4th ed.)*. Upper Saddle River, NJ: Merrill-Prentice Hall.

Morrison, George S. (2004). *Early childhood education today (9th ed.)*. Upper Saddle River, NJ: Merrill-Prentice Hall.

Seefeldt, C; Barbour, Nita (2004). *Early childhood education: An introduction (4thed.)*. Upper Saddle River, NJ: Merrill-Prentice Hall.

Segal, M; Bardige, B; Woika, M.J.; Leinfelder, J. (2006). *All about child care and early education: A comprehensive resource for child care professionals*. Needham, MA: Allyn and Bacon.

Shores, E.F. (2005). *The portfolio book (2005)*. Upper Saddle River, NJ: Merrill-Prentice Hall.

Wardle, Francis (2003). *Introduction to early childhood education: A multidimensional approach to child-centered and learning*. Needham, MA: Allyn and Bacon.

Warner, L.; Sower, J.C. (2005). *Educating young children from preschool through primary grades*. Needham, MA: Allyn and Bacon.

White, C.S.; Coleman, M. (2000). *Early childhood education: Building a philosophy for teaching*. Upper Saddle River, NJ: Merrill-Prentice Hall.

IV. Standards and Assessment:

Grades will be awarded in a manner consistent with University policy, and will be based upon student demonstration of a mastery of the course material through such means as exams, weekly assignments, major projects, and field placements.

V. Rationale and Impact:

- A. The content of this course is updated to better meet accreditation standards for PDE (Pennsylvania Department of Education) and NCATE (National Council for Accreditation of Teacher Education). A number change from a 2xx level to a 1xx level course is requested.
- B. This course is required of all Early Childhood Education
- C. This course will have no effect on other academic programs or departments.

Draft Syllabus last revised: 5/12/2006

VI. Cost and Staff Analysis:

- A. There will be no additional costs or additional faculty required as a result of the changes made in this course.
- B. This course will be offered every semester.

VII. Date Approved by University president:

Signature of President

Date