



Section 1. Proposal Information

Course Developer:

Julianne Stermer

Date: 11/24/08

Catalog year to take effect: 2008-09

Type of Proposal

- New course
 Revised course
 199 Special Studies
 299 Trends

Type of Course:

- Lower Division Collegiate (transfer)
 Professional/Technical (required or elective)
 Professional/Technical (stand-alone)
 Developmental, numbered below 100

Rationale:

How does this proposal further the goals of the program or department?

See attached cover letter.

What assessment evidence supports this proposal?

See attached cover letter.

(New courses) How do you know there is a demand for this course?

Section 2. Course Outline (A general statement of course content that informs class syllabus construction.)

Course Number: ECE 210 Full Course Title for print catalog: Applying Early Childhood Curriculum

Abbreviated Course Title for Banner: Applying Early Childhood Curri (30 character limit)

Prerequisites: ECE 160

Co-requisites: none

Grade Option: Graded (with P/NP option) Pass/No Pass only

Number/Type Credits	Term Minimum Contact	Term Maximum Contact	11-Week Term Contact
<u>4</u> Lecture	<u>40</u> hours (lecture credits x 10)	<u>48</u> hours (lecture credits x 12)	<u>44</u> hours (lecture credits x 11)
<u>—</u> Lec/Lab	<u>—</u> hours (lec-lab credits x 20)	<u>—</u> hours (lec-lab credits x 24)	<u>—</u> hours (lec-lab credits x 21)
<u>—</u> Lab	<u>—</u> hours (lab credits x 30)	<u>—</u> hours (lab credits x 36)	<u>—</u> hours (lab credits x 33)
<u>4</u> Total credits (sum)	<u>40</u> Total hours (sum)	<u>48</u> Total hours (sum)	<u>44</u> Total hours (sum)

Course Description (1000 character limit):

Study and evaluation of various approaches to Early Childhood Education, including cognitive, emergent, and unit-based programs. Practice in planning and teaching based on a variety of developmental theories and methods. Science and math methods and materials, movement and outdoor games are included. This is an advanced course in Early Childhood Education curriculum focusing on group care for young children. The prerequisite course is Exploring Early Childhood Curriculum: ECE 160. If this class is taken out of sequence, please see the instructor before continuing with the course.

Course Outcomes and Proficiencies

What will the student **know** or **be able to do** at the end of the course?

What **attitudes** related to the subject will the student hold?

Upon successful completion of this course, the student will:

Assessments Planned

What evidence will demonstrate that students have achieved course outcomes? (assessment tools may include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone projects, external reviewers, etc.)

How each outcome will be assessed:

Develop appropriate goals for preschool children and programs based on observation.	Midterm exam Philosophy of ECE assignment
Present and evaluate various approaches to early childhood education.	Cognitively-oriented Curriculum analysis paper. Emergent Curriculum Planning project
Plan a curriculum including specific kinds of learning opportunities based on a developmental model of early education.	Emergent Curriculum Planning project
Construct teaching materials supporting specific methods and plans.	Emergent Curriculum Planning project Science/Math lesson
Analyze one's own teaching experience and goals, then match planning to philosophy of teaching and educational practice.	End of term reflection paper.

Course Content by Major Topics

What topics will be presented? What are the main activities of the course? What are the central themes? (See sample at <http://www.lanec.edu/cops/format3.htm>.)

Topics:

Review of:

- Play-based curriculum and learning
- Foundations of early childhood curriculum
- Principles of Developmentally Appropriate Practice (DAP) and Early Childhood Education

Planning process

- Philosophy of Early Childhood Education
- Review and expand steps in planning emergent curriculum

Observation as basis for planning

Role of Families in curriculum development

Motivational strategies

Characteristics of Models which reflect DAP

- Reggio, High/Scope, Head Start, Montessori

Developmentally appropriate Math and Science materials and methods.

For revised courses only: PREVIOUS Catalog/Course Information:

Course Number: ECE 210 Course Title in Banner: Early Childhood Curriculum 2 (30 characters maximum)

Full Course Title in print catalog: Early Childhood Curriculum 2

Prerequisites: ECE 160

Co-requisites: none

Grade Option: Graded (with P/NP option) Pass/No Pass only

Number/Type Credits	Term Minimum Contact	Term Maximum Contact	11-Week Term Contact
<u>3</u> Lecture	<u>30</u> hours (lecture credits x 10)	<u>36</u> hours (lecture credits x 12)	<u>33</u> hours (lecture credits x 11)
<u> </u> Lec/Lab	<u> </u> hours (lec-lab credits x 20)	<u> </u> hours (lec-lab credits x 24)	<u> </u> hours (lec-lab credits x 21)
<u> </u> Lab	<u> </u> hours (lab credits x 30)	<u> </u> hours (lab credits x 36)	<u> </u> hours (lab credits x 33)
<u>3</u> Total credits (sum)	<u>30</u> Total hours (sum)	<u>36</u> Total hours (sum)	<u>33</u> Total hours (sum)

Course Description:

This is an advanced course in Early Childhood Education curriculum in group care for young children. This is the third term of a series which includes Creative Activities for Children and ECE Curriculum 1. The prerequisite course is ECE Curriculum 1: ECE 160. If this class is taken out of sequence, please see the instructor before continuing with the course.

What will change? Course Number Title Course Description Credit hours Contact hours

Section 3. Curriculum Equity (<http://www.lanec.edu/cops/curric.htm>)

To promote an environment where all learners are encouraged to develop their full potential, this course will support Lane’s Curriculum Equity policy in the following way(s):

Section 4. Support Courses (New Professional/Technical course proposals must complete.)

Professional/Technical courses are tracked within programs for purposes of Carl Perkins funding and budgetary planning. Indicate all degree or certificate programs for which this course will be required and obtain the Division Chair’s signature.

Program	Department	Division Manager’s Signature	Date
Early Childhood Education	Child and Family Education		

Section 5. Overlap Courses (New course proposals must complete.)

While overlap of course materials is not necessarily a flaw, duplication of course materials may lead to inefficient use of college resources. If there is overlap, the faculty of overlapping courses must agree on the extent of overlap and attach a rationale explaining its necessity.

Indicate all departments/courses that this course may overlap. Division chair enters one of three options at right.

Options:

1. Approved: course does not overlap.
2. Approved: overlap is acceptable. Rationale attached.
3. Disapproved: reasons attached.

Division	Course Number / Title	% Overlap	Option	Division Manager (Signature required for all options)	Date

Section 6. Qualification to fulfill degree requirements (complete and relevant forms, available at <http://www.lanec.edu/currshed/drrcforms.htm>, and send to Mary Brau for the Degree Requirements Review Committee):

Form(s) applying for the following degree requirement status have been attached.

AAOT, ASOT-Bus, OTM:

- Arts & Letters
- Social Sciences
- Science / Mathematics / Computer Science

AAOT:

- Ethnic/Gender/Cultural Diversity

AAS, 1-year and 2-year certificates:

- Human Relations

Section 7. Library Impact Statement

Under accreditation standards, Library consultation is essential for new programs, new courses and for substantively revised courses when the revisions entail any change in library use.

What assignments will require the use of library and information resources?

Each academic area has a Liaison Librarian (<http://www.lanec.edu/library/services/liaison.htm>). Contact the designated librarian to discuss the library needs of your course. Please allow the librarian at least one week to assess library resources.

To be completed by Liaison Librarian:

- Library resources are adequate to support this proposal.
- Additional resources are needed but can be obtained from current funds.
- Significant additional Library funds/resources are required to support this proposal.
- _____
Liaison Librarian Date

Section 8. Divisional Approval (To be completed by Division Chair and Administrative Assistant)

Human, Physical, and Financial Resources:

Additional instructional costs (staff, materials, services or facilities) will be incurred to offer this course.
Source of funding: _____

No additional instructional resources (staff, materials, services or facilities) are needed to offer this course.
Explain: _____

Required Certifications:

- We have developed minimum course certification standards according to the COPPs procedure "Instructor Qualifications: Credit," to be filed with OISS upon course approval.
- We have completed faculty certification form(s) for faculty qualified to teach this course, to be filed with OISS and Human Resources upon course approval.

Fees:

- We have completed fee rationale and fee request forms to be submitted to OISS upon course approval, in compliance with the COPPs procedure, "Fees: Special"
- No special fees will be required for this course.

Divisional Recommendation:

- The Division Chair and Administrative Assistant have reviewed this course proposal and kept a copy for divisional files.
- Faculty review of this course was completed within the division on _____(date).
- Pass Do Not Pass

Administrative Assistant Date

Division Chair Date

Section 9. College Approval

Curriculum Committee Chair Date

Date

Associate Vice President for Instruction

Curriculum Approval Committee hearing:

Date

Date

Vice President for Instruction