



Name: Hilda A Pettit

Submission  
Date: 12/7/2010

Organization: Vacca Office of Student Services

**Course Catalog Update**

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Course Catalog Update Information:

STU0004

Reference Number: CCU001775

Date: 30-NOV-10

Level: 2.00 of 2.00

Currently On The Worklist Of: Joanne Arhar, jarhar

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

<b>Basic Course Data</b>		
Change type: Revise		
Faculty member submitting this proposal: Martha Lash		
Requested Effective Term: 201180		
Campus: Kent		
College: EH-Education, Health and Human Services		
Department: TLC-Teaching Learning and Curriculum Studies		
Course Subject: ECED-Early Childhood Education		
New Course Subject:		
Course Number: 30142		
New Course Number:		
Course Title: PARTNERSHIPS AND GUIDANCE FOR PRESCHOOL CHILDREN		
Title Abbreviation: PARTNERSHIP/GUIDANCE PRESCHOOL		
Slash Course and Cross-list Information:		
Credit Hours		
Minimum Credit/Maximum Credit: 3 to 3		
Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3		
Contact Hours: Lab - Minimum Hours/Maximum Hours:		
Contact Hours: Other - Minimum Hours/Maximum Hours:		
Attributes		
Is this course part of the LER, WIC or Diversity requirements: No		
If yes, course attributes: 1. 2. 3.		
Can this course be repeated for credit: No Repeat	Course Limit:	OR Maximum Hours:
Course Level: Undergraduate	Grade Rule: B-Standard letter	
Rationale for an IP grade request for this course (if applicable):		
Schedule Type(s): 1. LEC-Lecture 2. 3.		
Credit by Exam: N-Credit by exam-not approved		
Prerequisites & Descriptions		
<b>Current Prerequisite/Corequisite/Catalog Description:</b> Appropriate guidance strategies set the foundation for positive experiences our youngest children in school; patterns learned early often set a foundation for primary school entry. This course addresses the concerns of guidance family partnerships and inclusive schooling with preschool children and their educators. It takes a proactive stance helping teachers develop a constructive guidance approach. Prerequisite: admission to advanced study. Corequisites: ECED 30123 and 40145 and 40165 and 40192 (ECED Block II).		
<b>Catalog Description (edited):</b> Appropriate guidance strategies set the foundation for positive experiences our youngest children in school; patterns learned early often set a foundation for primary school entry. This course addresses the concerns of guidance family partnerships and inclusive schooling with preschool children and their educators. It takes a proactive stance, helping teachers develop a constructive guidance approach. Prerequisite: admission to advanced study. Corequisites: ECED 30123 and ECED 30147 and ECED 40165 and ECED 40192 (ECED Block II).		
<b>Prerequisites (edited):</b> Admission to advanced study		
<b>Corequisites (edited):</b> ECED 30123 and ECED 30147 and ECED 40165 and ECED 40192		
Registration is by special approval only: No		

## Content Information

## Content Outline:

Content Hours per Course Topic	Topic Description
4	Building and maintaining rapport with families.
2	Custodial, educative, interventionist, and remedial functions of preschool settings.
2	Defining appropriate and inappropriate behavior.
2	Ethics with preschool children and families.
5	Parent involvement in preschools. Parents and teachers learning the culture of the home and of the school. Efficacy of parent volunteer experiences.
1	Home visits for teachers.
2.50	Preschool and child care quality and its effects on children.
1	Preventions toward self-regulation.
1	Understanding, organizing, and critiquing preschool environments.
1	Looking at children and their parents holistically.
2	Adapting environments or expectations for all children and their families.
3.50	ZPD analysis of preschool children's behavior. Redirection, appropriate use of language, guidance. Rehearsing rules and expectations. Role playing and practice, calling, verbal attention, noticing natural consequences.
1	Arranging grouping, peer modeling, controlling natural consequences.
1	Supporting parents in guidance techniques.
2	Child Find, family law, developmental screening, inclusive schooling, benefits and resistances.
3	Involving families in assessment practices, IFSPs, IEPs.
8	Challenging behaviors in the course of development, typical for age, assessing parent's views. Individualization: finding reasons, what are children's motivations? Multidisciplinary inputs to challenging behavior.
1.50	Getting good data systems of collection.
1.50	Cultural mismatches in goals and values.

Display/Hide Delimited Course Outline

**Total Contact Hours: 45**

**Textbook(s) used in this course:** Gartrell, D. The Power of Guidance. NAEYC Hewitt, D. So, This is Normal Too? Redleaf Press Edwards, P. A Path to Follow. Heinemann. DeVries and Zan. Moral Classrooms: Moral Children.

**Writing Expectations:** Reading responses, child observations, parent communications, reflections, studies of family studies and peer relations of young children.

**Instructor(s) expected to teach:** Lash

**Instructor(s) contributing to content:** Lash, Kroeger

**Proposal Summary**

**Explain the purpose for this proposal:**

The purpose of this proposal is to revise the co-requisites to reflect curricular revisions to the sequencing of Advanced Study coursework. ECED 30147 has been moved to Block II, ECED 40145 has been moved to Block I, ECED 40151 has been removed from Block III, and ECED 40123 has been added to Block III. Because of these sequencing changes, the co-requisites for the remaining courses must be revised. Writing expectations and instructor information has been revised to bring current.

**Explain how this proposal affects program requirements and students in your unit:**

Students will be advised according to the new sequencing, beginning with catalog year 2011. Total number of credit hours has not been impacted by these revisions.

**Explain how this proposal affects courses, program requirements and student in other units:**

None

**Explain how this proposal affects enrollment and staffing:**

None

**Units consulted (other departments, programs or campuses affected by the proposal):**

None

**Revisions made to form (if applicable):**

<input type="checkbox"/> Course Content	<input type="checkbox"/> Number
<input type="checkbox"/> Credit by Exam	<input checked="" type="checkbox"/> Prerequisites
<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Schedule Type
<input type="checkbox"/> Cross-Listed / Slash	<input type="checkbox"/> Subject
<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Title
<input type="checkbox"/> Diversity	<input type="checkbox"/> Title Abbreviation
<input type="checkbox"/> Grade Rule	<input type="checkbox"/> Writing-Intensive (WIC)
<input type="checkbox"/> Liberal Education Requirement (LER)	<input checked="" type="checkbox"/> Other

**Comments (500 Character Maximum):**

NOTE: Please do not use the following restricted characters: (~ \* / \ --)




**Comments:**

Date	User	Comment
12/2/2010	Martha J Lash	Other revisions: co-requisites, textbooks, writing assignments, and instructor.

**History:**

Date	User	Status
12/6/2010	Alexa L Sandmann	Approved
12/2/2010	Martha J Lash	Submitted