University of Hawaii Maui College
ECED 110 - Developmental Practices

1. **Course Alpha. Please click on the ? to the right for help.**

   ECED

2. **Course Number. Please click on the ? to the right for help.**

   110

3. **Course Title/Catalog Title. Please click on the ? to the right for help.**

   Developmental Practices

4. **Number of Credits. Please click on the ? to the right for help.**

   3

5. **Contact Hours/Type. Please click on the ? to the right for help.**

   - Hour lecture (3)

6. **Course Description. Please click on the ? to the right for help.**

   Provides a practical guide and overview of the basic awareness, attitudes, knowledge and skills necessary for working with children from birth through age eight. Introduces concepts of developmentally appropriate practices, the importance of play and inclusion of children with special needs.

7. **Pre-Requisites. Please click on the ? to the right for help.**

   ENG 19 with grade C or better, or placement at ENG 22, or consent

8. **Co-requisites.**

   None

9. **Recommended Preparation.**

   None

10. **Is this a cross-listed course? Please click on the ? to the right for help.**

    NO

11. **Reason for Proposal. Why is this course being proposed or modified? This question requires specific information as part of the explanation. Please click on the ? to the right for help.**

    1. ECED for course alpha.
    2. Updating SLOs and PLOs. Course Descriptions and SLOs are aligned with UHCC System PCC.
    3. PLOs are aligned with National Association for the Education of Young Children (NAEYC) Professional Standards.
    4. 5 Year Review

12. **Effective Semester and Year. For new or modified courses, the effective year is one year from the semester proposed. For example, if proposed in Spring 2012, the effective semester is Spring 2013. Please click on the ? to the right for help.**

Fall 2014

13. **Grading Method. What grading methods may be used for this course? Please click on the ? to the right for help.**

   - Standard (Letter,Cr/NCr,Audit) (0)

14. **Is this course repeatable for credit? How often can this course be counted toward a degree or certificate? Please click on the ? to the right for help.**

   NO

15. **Course Student Learning Outcomes (SLOs). DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE LEARNING OUTCOMES" and enter in that screen. Please click on the ? to the right for help.**

Course SLO/Competency	Use checklists to evaluate early childhood environments.	Explain how planning for infants & toddlers, preschoolers, and K-3 children is different.	Utilize current early learning standards to guide activity and curriculum choice.	Explain how inclusion of children with special needs works in early childhood programs.	Explain basic guidance principles.
Identify and analyze the components of environments for children that promote health, safety and learning.	☑				
Select and demonstrate age-appropriate and individually appropriate play-based activities that include children with special needs.		☑		☑	
Explain how play contributes to development and learning for all children.		☑	☑		
Identify appropriate ways to relate to and guide young children, including children with special needs					☑

Course SLO/PSLO	PLO 1: Use knowledge of child development and of individual children to create healthy, challenging learning environments and experiences.	PLO 2: Build respectful partnerships with children, families, and their communities.	PLO 3: Observe, document and assess children's development and learning in partnership with families.	PLO 4: Build positive relationships and guide children through supportive interactions.	PLO 5: Plan, implement, and assess learning experiences using appropriate content, concepts, and methods.	PLO 6: Base decisions and actions on ethical and other professional standards.	PLO 7: Advocate for children and their families within the program.
Identify and analyze the components	☑		☑				

of environments for children that promote health, safety and learning.							
Select and demonstrate age-appropriate and individually appropriate play-based activities that include children with special needs.			☑		☑		
Explain how play contributes to development and learning for all children.	☑						
Identify appropriate ways to relate to and guide young children, including children with special needs			☑	☑			

16. **Course Competencies. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE COMPETENCIES/ISSUES/SKILLS" and enter text in that screen. Course competencies are smaller, simpler tasks that connect to and facilitate the SLOs.**

Competency
Use checklists to evaluate early childhood environments.
Explain how planning for infants & toddlers, preschoolers, and K-3 children is different.
Utilize current early learning standards to guide activity and curriculum choice.
Explain how inclusion of children with special needs works in early childhood programs.
Explain basic guidance principles.

17. **Recommended Course Content and Timeline. The course content facilitates the course competencies. Course content may be organized by weeks, units, topics or the like.**

Content

Introduction, overview - (1 week)
Overarching principles of child development and developmentally appropriate practices - (2-3 weeks)
Design principles in physical environment and effects on social environment - (1-2 weeks)
Value of play in early childhood settings - (4-5 weeks and throughout course)
Guidance continuum, punishment vs. guidance, and teacher behavior - (2-3 weeks)
Principles of inclusion and working with all children - (1-2 weeks and throughout course)

18. **Program Learning Outcomes. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "PLOs" and enter text in that screen. Program Student Learning Outcomes (PLOs) supported by this course. If you are not a "program" use the Liberal Arts PLOs, view them by clicking on ? icon to the right.**

Program SLO
PLO 1: Use knowledge of child development and of individual children to create healthy, challenging learning environments and experiences.
PLO 2: Build respectful partnerships with children, families, and their communities.
PLO 3: Observe, document and assess children's development and learning in partnership with families.
PLO 4: Build positive relationships and guide children through supportive interactions.
PLO 5: Plan, implement, and assess learning experiences using appropriate content, concepts, and methods.
PLO 6: Base decisions and actions on ethical and other professional standards.
PLO 7: Advocate for children and their families within the program.

19. **College-wide Academic Student Learning Outcomes (CASLOs). FIRST, fill out the CASLO grid located in the UHMC tab above. Click on the HELP icon for tips on determining support for the CASLOs and indicate your choices below by clicking on the box in front of each supported CASLO. NOTE: Our campus does not use the Preparatory Level, Level 1 and Level 2 designations in the chart below.**

	Creativity - Able to express originality through a variety of forms.
	Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems.
☑	**Information Retrieval and Technology** - Access, evaluate, and utilize information effectively, ethically, and responsibly. ☑ Preparatory Level
	Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.

Quantitative Reasoning - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantative reasoning accurately and appropriately.

☑ **Written Communication** - Write effectively to convey ideas that meet the needs of specific audiences and purposes.

  ☑ Preparatory Level

GenED SLO
Information Retrieval and Technology - Access, evaluate, and utilize information effectively, ethically, and responsibly.
Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes.

20. **Linking. CLICK ON CHAIN LINK ICON IN UPPER RIGHT HAND CORNER TO BEGIN LINKING. Please click on the ? to the right for help.**

21. **Method(s) of delivery appropriate for this course. Please click on the ? to the right for help.**

    - Classroom/Lab (0)
    - HITS/Interactive TV (0)
    - Online (0)

22. **Text and Materials, Reference Materials, and Auxiliary Materials. Please click on the ? to the right for help.**

    Appropriate text(s) and materials will be chosen at the time the course is offered from those currently available in the field. Examples include:

    Copple and Bredekamp. *Basics of Developmentally Appropriate Practice – An Introduction for Teachers of Infants and Toddlers.* NAEYC, 2011.
    Copple and Bredekamp. *Basics of Developmentally Appropriate Practice.* NAEYC, 2006.
    Feeney, Christensen, Moravcik. *Who Am I in the Lives of Children?* 9th edition, Pearson, 2013.

23. **Maximum enrollment. Please click on the ? to the right for help.**

    30

24. **Particular room type requirement. Is this course restricted to particular room type? Please click on the ? to the right for help.**

    NO

25. **Special scheduling considerations. Are there special scheduling considerations for this course? Please click on the ? to the right for help.**

    NO

26. **Are special or additional resources needed for this course? Please click on the ? to the right for help.**

    No

27. **Does this course require special fees to be paid for by students? Please click on the ? to the right for help.**

    NO

28. **Does this course change the number of required credit hours in a degree or certificate? Please click on the ? to the right for help.**

    No

29. **Course designation(s) for the Liberal Arts A.A. degree and/or for the college's other associate degrees. Please click on the ? to the right for help.**

Degree	Program	Category
Associate in Arts:	Liberal Arts	LE - Elective
AS:	Early Childhood Education (ECED)	PR - Program Requirement
AAS:		
BAS:		
Developmental/ Remedial:		

30. **Course designation(s) for other colleges in the UH system.**

    ED or ECED 110 at Hawai'i CC, Honolulu CC, and Kaua'i CC.

31. **Indicate the year and page # of UHMC catalog referred to. For new or modified courses, please indicate the catalog pages that need to be modified and provide a sheet outlining those changes.**

    2013-14 – pp. 44, 109

32. **College-wide Academic Student Learner Outcomes (CASLOs). Please click on the HELP icon for more information.**

Standard 1 - Written Communication Write effectively to convey ideas that meet the needs of specific audiences and purposes.		
Outcome 1.1 - Use writing to discover and articulate ideas.		3
Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication.		2
Outcome 1.3 - Choose language, style, and organization appropriate to particular purposes and audiences.		1
Outcome 1.4 - Gather information and document sources appropriately.		2
Outcome 1.5 - Express a main idea as a thesis, hypothesis, or other appropriate statement.		3
Outcome 1.6 - Develop a main idea clearly and concisely with appropriate content.		3

Outcome 1.7 - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.	1
Outcome 1.8 - Demonstrate proficiency in revision and editing.	2
Outcome 1.9 - Develop a personal voice in written communication.	2
Standard 2 - Quantitative Reasoning Synthesize and articulate information using appropriate mathematical methods to solve problems of quantative reasoning accurately and appropriately.	
Outcome 2.1 - Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.	1
Outcome 2.2 - Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.	0
Outcome 2.3 - Communicate clearly and concisely the methods and results of quantitative problem solving.	0
Outcome 2.4 - Formulate and test hypotheses using numerical experimentation.	0
Outcome 2.5 - Define quantitative issues and problems, gather relevant information, analyze that information, and present results.	0
Outcome 2.6 - Assess the validity of statistical conclusions.	0
Standard 3 - Information Retrieval and Technology. Access, evaluate, and utilize information effectively, ethically, and responsibly.	
Outcome 3.1 - Use print and electronic information technology ethically and responsibly.	3
Outcome 3.2 - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.	2
Outcome 3.3 - Recognize, identify, and define an information need.	2
Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.	3
Outcome 3.5 - Create, manage, organize, and communicate information through electronic media.	1
Outcome 3.6 - Recognize changing technologies and make informed choices about their appropriateness and use.	2
Standard 4 - Oral Communication Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.	
Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication.	2
Outcome 4.2 - Gather, evaluate, select, and organize information for the communication.	1
Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion.	2
Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.	2

Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.	0
Outcome 4.6 - Use competent oral expression to initiate and sustain discussions.	2
Standard 5 - Critical Thinking **Apply critical thinking skills to effectively address the challenges and solve problems.**	
Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information.	1
Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem.	2
Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses.	0
Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	3
Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	0
Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.	0
Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.	1
Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning.	0
Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.	1
Standard 6 - Creativity **Able to express originality through a variety of forms.**	
Outcome 6.1: Generate responses to problems and challenges through intuition and non-linear thinking.	0
Outcome 6.2: Explore diverse approaches to solving a problem or addressing a challenge.	2
Outcome 6.3: Sustain engagement in activities without a preconceived purpose.	0
Outcome 6.4: Apply creative principles to discover and express new ideas.	0
Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction	0
Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions.	1

33. Additional Information