

# University of Hawaii Maui College

## ECED 264 - Inquiry and Physical Curriculum

-  **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.**

264

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

Inquiry and Physical Curriculum

- 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 theoretical foundation and practice in the planning, implementation and assessment of the inquiry and physical curriculum. Students must have regular contact with preschool children for implementation of course assignments in a setting approved by the instructor.

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

ECED 110 and ECED 131, both with grade C or better, or consent

- 8. Co-requisites.**

None

- 9. Recommended Preparation.**


ECED 190 or 191

- 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 prerequisite, 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	Observe children to determine interests, needs, and strengths in inquiry and physical development.	Plan and implement developmentally appropriate language and inquiry activities.	Experience physical and inquiry activities.	Create two-week curriculum plan to support inquiry and physical development.
Use understanding of academic discipline and best practices in content areas to support children's development in cognitive and physical content areas.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Intentionally support children's learning in cognitive and physical content areas through planned and informal curriculum.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Design integrated curriculum around science or social studies topics meaningful to children.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

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.
Use understanding of academic discipline and best practices in content areas to support children's development	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>		

in cognitive and physical content areas.							
Intentionally support children's learning in cognitive and physical content areas through planned and informal curriculum.	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>		
Design integrated curriculum around science or social studies topics meaningful to children.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		

**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.**

<b>Competency</b>
Observe children to determine interests, needs, and strengths in inquiry and physical development.
Plan and implement developmentally appropriate language and inquiry activities.
Experience physical and inquiry activities.
Create two-week curriculum plan to support inquiry and physical development.

**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.**

1. Introduction and Overview of the physical and inquiry curriculum	1-2 weeks
1. Concepts and frameworks <ul style="list-style-type: none"> <li>Hawaii Preschool Content Standards for cognitive development and for physical development</li> <li>Developmental stages of sensory, gross and fine motor development and cognitive development</li> <li>Inquiry process</li> </ul>	2-3 weeks
1. Teaching strategies/appropriate activities <ul style="list-style-type: none"> <li>Activity planning, implementation, assessment</li> <li>Using the environment as a teaching tool</li> <li>Organizing curriculum around science or social studies topics</li> <li>Engaging children</li> </ul>	12-13 weeks

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.**

	<b>Creativity</b> - Able to express originality through a variety of forms.
<input checked="" type="checkbox"/>	<b>Critical Thinking</b> - Apply critical thinking skills to effectively address the challenges and solve problems.  <input checked="" type="checkbox"/> Preparatory Level
	<b>Information Retrieval and Technology</b> - Access, evaluate, and utilize information effectively, ethically, and responsibly.
	<b>Oral Communication</b> - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.
	<b>Quantitative Reasoning</b> - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.
<input checked="" type="checkbox"/>	<b>Written Communication</b> - Write effectively to convey ideas that meet the needs of specific audiences and purposes.  <input checked="" type="checkbox"/> Preparatory Level

<b>GenED SLO</b>
Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems.
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)
- Hybrid (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:  
Moravcik, E., Nolte, S., & Feeney, S. (2013) *Meaningful Curriculum for Young Children*. Upper Saddle River NJ. Pearson

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

20

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.**

Student must have access to a group of preschool children to implement curriculum plans.

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

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

ED or ECED 264 at Hawai'i CC, Honolulu CC, 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.**

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

<b>Standard 1 - Written Communication</b> Write effectively to convey ideas that meet the needs of specific audiences and purposes.		
<b>Outcome 1.1 - Use writing to discover and articulate ideas.</b>		3
<b>Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication.</b>		3
<b>Outcome 1.3 - Choose language, style, and organization appropriate to particular purposes and audiences.</b>		2
<b>Outcome 1.4 - Gather information and document sources appropriately.</b>		3
<b>Outcome 1.5 - Express a main idea as a thesis, hypothesis, or other appropriate statement.</b>		2
<b>Outcome 1.6 - Develop a main idea clearly and concisely with appropriate content.</b>		2
<b>Outcome 1.7 - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.</b>		2
<b>Outcome 1.8 - Demonstrate proficiency in revision and editing.</b>		2
<b>Outcome 1.9 - Develop a personal voice in written communication.</b>		2
<b>Standard 2 - Quantitative Reasoning</b> Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.		
<b>Outcome 2.1 - Apply numeric, graphic, and symbolic skills and other forms of</b>		2

quantitative reasoning accurately and appropriately.		
<b>Outcome 2.2 - Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.</b>		0
<b>Outcome 2.3 - Communicate clearly and concisely the methods and results of quantitative problem solving.</b>		0
<b>Outcome 2.4 - Formulate and test hypotheses using numerical experimentation.</b>		0
<b>Outcome 2.5 - Define quantitative issues and problems, gather relevant information, analyze that information, and present results.</b>		2
<b>Outcome 2.6 - Assess the validity of statistical conclusions.</b>		0
<b>Standard 3 - Information Retrieval and Technology. Access, evaluate, and utilize information effectively, ethically, and responsibly.</b>		
<b>Outcome 3.1 - Use print and electronic information technology ethically and responsibly.</b>		2
<b>Outcome 3.2 - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.</b>		2
<b>Outcome 3.3 - Recognize, identify, and define an information need.</b>		2
<b>Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.</b>		3
<b>Outcome 3.5 - Create, manage, organize, and communicate information through electronic media.</b>		2
<b>Outcome 3.6 - Recognize changing technologies and make informed choices about their appropriateness and use.</b>		3
<b>Standard 4 - Oral Communication Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.</b>		
<b>Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication.</b>		2
<b>Outcome 4.2 - Gather, evaluate, select, and organize information for the communication.</b>		2
<b>Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion.</b>		2
<b>Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.</b>		2
<b>Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.</b>		2
<b>Outcome 4.6 - Use competent oral expression to initiate and sustain discussions.</b>		3
<b>Standard 5 - Critical Thinking Apply critical thinking skills to effectively address the challenges and solve problems.</b>		
<b>Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information.</b>		3
<b>Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem.</b>		2

<b>Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses.</b>	1
<b>Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.</b>	3
<b>Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.</b>	3
<b>Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.</b>	2
<b>Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.</b>	3
<b>Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning.</b>	2
<b>Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.</b>	2
<b>Standard 6 - Creativity</b> <b>Able to express originality through a variety of forms.</b>	
<b>Outcome 6.1: Generate responses to problems and challenges through intuition and non-linear thinking.</b>	2
<b>Outcome 6.2: Explore diverse approaches to solving a problem or addressing a challenge.</b>	2
<b>Outcome 6.3: Sustain engagement in activities without a preconceived purpose.</b>	0
<b>Outcome 6.4: Apply creative principles to discover and express new ideas.</b>	1
<b>Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction</b>	2
<b>Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions.</b>	2

### 33. Additional Information

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