Course Syllabus

Course: **CDEC 1313.001 ~ Curriculum Resources for Early Childhood Programs**
Semester: Fall 2018
Instructor: Stephanie Deering
Office: Building 5, Room 512A
Office Hours: Monday through Thursday   2:00-6:00
               Friday   By Appointment
Phone: 806-716-4645 (office)   806-786-5489 (cell)
E-Mail: sdeering@southplainscollege.edu

"South Plains College improves each student's life."

GENERAL COURSE INFORMATION

Course Description

This course provides a study of the fundamentals of developmentally appropriate curriculum design and implementation in early care and education programs for children birth through age eight. Concurrent enrollment in CDEC 2166 Practicum is required.

Student Learning Outcomes *

See attached NAEYC Associate Standards.	NAEYC Standards	NAEYC Supportive Skills
Define developmentally appropriate practices	S4 **S5**	SS2 SS4 SS5
Describe the process of child-centered curriculum development		
Develop guidelines for creating learning environments.		
Describe teacher roles in early childhood classrooms.		
Prepare a developmentally appropriate schedule including routines and transitions		
Select, plan, implement, and evaluate developmentally appropriate learning experiences for children.		

Course Objectives (Scans and Foundations Skills noted)

1. **Define developmentally appropriate practices. (F1, F2)**
   a. Describe developmentally appropriate practices as they apply to infants/toddlers, preschool and school age children, including children with special needs. (C7, C12)
   b. Evaluate classrooms to determine their placement on a continuum from developmentally appropriate to inappropriate, in relation to room arrangement, activities, materials and equipment. (F9, FI)
   c. Explain the value of play and its relationship to developmentally appropriate practices.(C7, C12)
   d. Describe how cultural and linguistic diversity are a part of developmentally appropriate practices. (C7, C12, C14, F9, F11, F15)

2. **Describe the process of child-centered curriculum development. (F1)**
   a. Compare curriculum approaches/models. (C7, C12, F2, F9)
   b. Discuss the application of anti-bias curriculum. (F12)
   c. Analyze different approaches to curriculum planning. (F12)
   d. Describe a variety of assessment strategies and their role in the early childhood curriculum planning process. (F5,F12)
   e. Develop lesson plans for a specific group of children. (F5, F12)
   f. Discuss planning and implementation of curriculum and instructional practices based on knowledge of individual children, the community, and curriculum goals and content. (C7, C9, C12, C14, F2, F9)
   g. Analyze and develop an anti-biased, developmentally appropriate curriculum. (C14, F15)

3. **Develop guidelines for creating learning environments.** (F1, F2, C7)

a. Describe the relationship between children's ages and developmentally appropriate indoor and outdoor learning environments. (C12, F6, F9, F11)
b. Define learning centers and/or activity zones and their relationship to learning through play. (C12, F6, F9, F11)
c. Describe basic arrangement of learning centers in developmentally appropriate indoor learning environments (e.g., art near water). (C2, F9, F11)
d. Describe developmentally appropriate outdoor learning environments. (C12)
e. Describe how to enhance creativity & aesthetics in the environment. (C12, F9, F11)

4. **Apply an understanding of teacher roles in early childhood classrooms. (F6)**
    a. Describe various roles of a teacher (e.g., observer, questioner, etc.)(F5, F9, F11 F13, F14, FI5, F16)
    b. Practice teacher roles in early childhood classrooms. (C9, C14, C15, F2)
    c. Demonstrate the ability to select the appropriate teacher role. (C9, C14, C15, F2)
    d. Adapt indoor and outdoor environment for children with special needs. (C7, C12, C14, F1, F2, F9, F11)

5. **Prepare a developmentally appropriate schedule including routines and transitions. (F1, F2)**
    a. Compare appropriate and inappropriate schedules for infants/toddlers, preschool and school age children. (C7, C12, F9, F-11)
    b. Describe developmentally appropriate routines for use in classrooms.(C7, C12, F9, F11)
    c. Define and describe how to use transitions in classrooms. (C7, C12, F-9, F11)
    d. Develop an appropriate schedule for a specific group of children. (C1, C9, C10)

6. **Select, plan, implement and evaluate developmentally appropriate learning experiences for children.** (C7, C12, F9, F11)

Evaluation of Course Competencies
1. Regular class attendance
2. Participation in class discussion and activities
3. Exams
4. Weekly assignments
5. Key Assessment ~ Curriculum Plan
6. Minimum average score of 75%

Academic Integrity
It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

Cheating: Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as to final examinations, to daily reports and to term papers.

Plagiarism: Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

Scans Competencies	Foundation Skills
Resources	Basic Skills
Interpersonal Skills	Thinking Skills
Systems	Personal Qualities
Technology	

Verification of Workplace Competencies – **Capstone Experience**

Students will complete a thematic Curriculum Plan as the key assessment in this class. A copy will be included in the student's **Professional Portfolio** during CDEC 1292 capstone course.

Text book and Materials
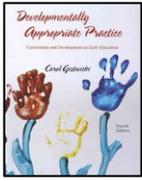
Gestwicki, Carol. (2011)
Developmentally Appropriate Practice: Curriculum and Development in Early Education, 4rd edition.
Wadsworth/Cengage Learning, ISBN 978-1-111-18554-1

*Three-ring notebook with dividers is also recommended.

Attendance Policy

Students are expected to be punctual and to attend all classes. Attendance will be taken at each class session using the sign-in process. It is the responsibility of the student to sign in during each class. More than three absences from class may result in withdrawal of the student from class. Two incidences of arriving late and/or leaving early will be counted as 1 absence. Attendance records will be considered in the computation of final grades.

Assignment Policy

Students are responsible for reading and being prepared to discuss each assignment. ALL written work is to be turned in on the due date. Grades on work turned in after the due date, up to 2 weeks, will be reduced by 10% per week. After 2 weeks, assignments will not be accepted.

Exam Policy

Exams will be administered only on given dates/times, unless prior arrangements have been made with instructor.

Communication Policy

➡ Outside the Blackboard system, any electronic communication between instructor and students in this course will utilize the South Plains College "My SPC" and email systems. Instructor will not initiate communication using private email accounts. Students are encouraged to check SPC email on a regular basis.

Student Conduct

All students are expected to abide by the standards of student conduct as defined in SPC Student Guide.
Please see last page of syllabus for signature form.

CAMPUS CARRY

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: (http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php) Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

Special Requirements

➡ Cell phones must be turned **OFF** during class periods unless discussed with instructor, prior to class. This includes auditory alerts and text messaging!!

➡ Students who have missed class should request make-up materials before or after class. Class time will not be used for make-up concerns.

➡ Students who find it necessary to drop this course should communicate with instructor and follow through with the official drop process. Students who simply stop attending, and do not withdraw from class, will receive an "F" as a final grade. The last drop date for the college is **November 15, 2018**.

GRADING POLICY

Grades for this course will be determined using the following systems.

Attendance/Participation	150 points
Exams (3 @ 100 points)	300 points
Assignments (5 @ 50 points)	250 points
KEY ASSESSMENT ~ Curriculum Plan	300 points
	1000 points

Final Grades		
900-1000 points	90-100%	A
800-899 points	80-89%	B
750-799 points	75-79%	C
700-749 points	70-74%	D

*Students must earn a C (75%) or above for course to be applied to a Child Development certificate or degree.

COURSE OUTLINE

A. **Developmentally Appropriate Practice**
   1. Defining DAP
   2. Play – It's Importance in DAP
   3. Planning for Developmentally Appropriate Curriculum
   4. Consideration of Various Curriculum Models
      a. Montessori
      b. Bank Street
      c. Waldorf
      d. Reggio Emilia
      e. High/Scope
      f. Creative Curriculum
B. **Developmentally Appropriate Physical Environments**
   1. For Toddlers
   2. For Preschoolers
C. **Developmentally Appropriate Social/Emotional Environments**
   1. For Toddlers
   2. For Preschoolers
D. **Developmentally Appropriate Cognitive/Language/Literacy Environments**
   1. For Toddlers
   2. For Preschoolers
E. **Steps Toward More Developmentally Appropriate Practice**
   1. For Teachers
   2. For Families and Communities

ACCOMMODATIONS

Diversity Statement
In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

Disabilities Statement
Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Coordinator of Disability Services. For more information visit the Disability Services Office at Reese Center, Building 8, or call 806-716-4654.

Pregnancy Accommodations Statement
If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Chris Straface, Director of Health and Wellness at 806-716-2362 or email cstraface@southplainscollege.edu for assistance.

RESOURCES

C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.

C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION - Acquires and Uses Information

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

INTERPERSONAL–Works with Others

C-9 Participates as members of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers–works to satisfy customer's expectations.

C-12 Exercises Leadership–communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates-works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works with Diversity–works well with men and women from diverse backgrounds.

SYSTEMS–Understands Complex Interrelationships

C-15 Understands Systems–knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance–distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems–suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY–Works with a Variety of Technologies

C-18 Selects Technology–chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task–understands overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment–prevents, identifies, or solves problems with equipment, including computers and other technologies.

BASIC SKILLS–Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing – communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic – performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics – approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening – receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking – organizes ideas and communicates orally.

THINKING SKILLS–Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn & Reason

F-7 Creative Thinking – generates new ideas.

F-8 Decision-Making – specifies goals & constraints, generates alternatives, considers risks, evaluates & chooses best alternative.

F-9 Problem Solving – recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind's Eye – organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn – uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning – discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES–Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

F-13 Responsibility – exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem – believes in own self-worth and maintains a positive view of self.

F-15 Sociability – demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management – assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty – chooses ethical courses of action.

National Association for the Education of Young Children
Standards for Early Childhood Professional Preparation

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING
1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
1b: Knowing and understanding the multiple influences on early development and learning
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS
2a: Knowing about and understanding diverse family and community characteristics
2b: Supporting and engaging families and communities through respectful, reciprocal relationships
2c: Involving families and communities in young children's development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES
3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES
4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM
5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL
6a: Identifying and involving oneself with the early childhood field
6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
6d: Integrating knowledgeable, reflective, and critical perspectives on early education
6e: Engaging in informed advocacy for young children and the early childhood profession

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES
7a. Opportunities to observe & practice in at least two of the three early childhood age groups (birth–3, 3-5, 5-8)
7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

NAEYC SUPPORTIVE SKILLS
Supportive Skill #1: Self-assessment and self-advocacy
Supportive Skill #2: Mastering and applying foundational concepts from general education
Supportive Skill #3: Written and verbal communication skills
Supportive Skill #4: Making connections between prior knowledge/experience and new learning
Supportive Skill #5: Identifying and using professional resources

I am familiar with the South Plains College Student Guide. I understand that I must comply with all areas of the Student Guide as a student in the Child Development/Early Childhood program at South Plains College.

I have also reviewed a copy of the syllabus for this course _____. I understand the requirements and accept the responsibilities as described.

_____
Signature

_____
Date