

ACC Child Care & Development Dept.
CDEC 1413 – Curriculum Resources
Master Syllabus

Course Description: This course emphasizes the fundamentals of curriculum design and implementation in developmentally appropriate programs for young children. Topics covered include: developmentally appropriate practices; curricula models; and anti-bias curricula. Requires 3 hours per week of supervised fieldwork with young children. (Formally CDEC 1314) (4-3-3)

Required Text: Current edition of *Reflecting Children's Lives – a Handbook for Planning Child-Centered Curriculum*, by Curtis & Carter

Prerequisite: TECA/CDEC 1311 and CDEC/TECA 1354; DEVR 0303 and DEVW 0403 or satisfactory score on appropriate placement test.

Co-requisite: DEVR 1303 and DEVW 1403 or satisfactory score on appropriate placement test.

Instructional Methodology: This class uses a combination of lecture, large and small group discussions, brainstorming, role-playing, reading, and direct observation and participation in a quality early childhood classroom.

Course Rationale: a critical element of an early childhood teacher's work involves planning for a child-centered curriculum and developing resources to continually refine and enhance the opportunities for real learning among her group of young children.

NAEYC Standards:

All coursework in ACC's Child Development Department include student learning opportunities and outcomes that address the National Association for the Education of Young Children's Standards for Early Childhood Professional Preparation in Associate Degree Programs. The Standards intentionally cover areas of professional preparation that are required to be sure that all young children will receive the kind of early education they need and deserve. Following are the Standards which are included in your coursework:

STANDARD 1: Promoting Child Development And Learning

- 1a:** Knowing and understanding young children's characteristics and needs
- 1b:** Knowing and understanding the multiple influences on development and learning
- 1c:** Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

STANDARD 3: Observing, Documenting, And Assessing To Support Young Children And Families

- 3b:** Knowing about and using observation, documentation, and other appropriate assessment tools

STANDARD 4: Teaching And Learning

- 4a:** Knowing, understanding, and using positive relationships and supportive interactions
- 4b:** Knowing, understanding, and using effective approaches, strategies, and tools for early education
- 4c:** Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines
- 4d:** Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes

Course Objectives:

1. Define developmentally appropriate practices.
 - a. Describe developmentally appropriate practices as they apply to infants/toddlers, preschool and school age children including children with special needs.
 - b. Evaluate classrooms to determine their placement on a continuum from developmentally appropriate to inappropriate in relation to room arrangement, activities, materials and equipment.
 - c. Explain the value of play and its relationship to developmentally appropriate practices.
 - d. Describe how cultural and linguistic diversity are a part of developmentally appropriate practices.
2. Describe the process of child-centered curriculum development.
 - a. Compare curriculum approaches/models (e.g., child centered, project approach, teacher directed).
 - b. Discuss the application of anti-bias curriculum.
 - c. Analyze different approaches to curriculum planning.
 - d. Describe a variety of assessment strategies and their role in the early childhood curriculum planning process.
 - e. Develop lesson plans for a specific group of children.
 - f. Discuss planning and implementation of curriculum and instructional practices based on knowledge of individual children, the community and curriculum goals and content.
 - g. Analyze and develop an anti-biased, developmentally appropriate curriculum.
3. Develop guidelines for creating developmentally appropriate indoor and outdoor learning environments.
 - a. Describe the relationship between children's ages and developmentally appropriate indoor and outdoor learning environments.
 - b. Define learning centers and/or activity zones and their relationship to learning through play.
 - c. Describe basic arrangement of learning centers in developmentally appropriate indoor learning environments (e.g., art near water).
 - d. Describe developmentally appropriate outdoor learning environments.
 - e. Explain the concept of using zones in outdoor learning environments.
 - f. Describe how to enhance creativity and aesthetics in the environment.
4. Apply an understanding of teacher roles in early childhood classrooms.
 - a. Describe various roles of a teacher (e.g., observer, questioner, etc.).
 - b. Practice teacher roles in early childhood classrooms.
 - c. Demonstrate the ability to select the appropriate teacher role.
 - d. Adapt indoor and outdoor environment for children with special needs.
5. Prepare a developmentally appropriate schedule including routines and transitions.
 - a. Compare appropriate and inappropriate schedules for infants/toddlers, preschool and school age children.
 - b. Describe developmentally appropriate routines for use in classrooms.
 - c. Define and describe how to use transitions in classrooms.
 - d. Develop an appropriate schedule for a specific group of children.
6. Select, plan, implement and evaluate developmentally appropriate learning experiences for children.

SCANS Competencies: Seven SCANS competencies are covered in this course. Students have experiences in identifying and using resources (Resources); acquiring, using and organizing new information (Information); working with others to plan and implement curriculum (Interpersonal); evaluating and improving plans as they are implemented (Systems); using basic skills (Basic Skills); thinking creatively and problem-solving as they develop and carry out new curriculum ideas (Thinking Skills); assuming responsible,

ethical roles in the classroom (Personal Qualities).

Course and Lab Policies and Requirements:

Lab Policy: This course has 36 required hours of supervised field experiences in a developmentally appropriate early childhood program. Completion of a minimum of 12 hours in the ACC Lab is recommended for students employed in an early childhood setting. To be eligible to participate in field experiences, you must meet the eligibility criteria of the Child Development's Eligibility for Field Experiences Policy. The Child Development Department's policy reflects the standards established by both:

- the Texas Department of Family and Protective Services, which is explained in the catalog and on the "Austin Community College Children's Lab School Criminal Conviction Statement for Child Development Lab Students",
- and criteria set by the Austin Independent School District for volunteer eligibility which prohibits anyone with a felony within the last five years for offenses involving moral turpitude (acts that are generally considered morally or ethically wrong, including crimes that involve dishonesty, fraud, deceit, theft, misrepresentation.)

You must complete all required hours to receive credit for this course.

Course Grading Lab Pass Statement: To successfully pass this course you must pass lab. If you do not receive a passing evaluation from your Lab School supervising teacher or from me, you may not pass the course. You may be asked to withdraw, receive an "F" or be asked to continue working on lab competencies for this course. All of this is explained in more detail on your handouts: "Procedure for Assisting Child Development Students to Improve Their Lab Practice" and the "Child Development Department Lab and Field Work Agreement".

To successfully complete the lab portion of this course, you are expected to:

- demonstrate the behaviors required in *Minimum Standards for Licensed Child Care Centers* and noted on the "Child Development Department Lab and Field Work Agreement"
- demonstrate the competencies discussed in your "Lab Expectations Handout"
- follow the policies of your lab placement site

Grade Requirements for Child Development Majors: Students majoring in Child Development must receive a "C" or above in this course to receive credit for this course in the Child Development Certificate or AAS degree. The course may be retaken for a higher grade. See the [ACC Catalog](#) for more information.

Attendance: Each instructor will establish an attendance policy. Students must adhere to the attendance policy as stated in the individual course syllabus.

Withdrawals:

Students may withdraw from one or more courses prior to the withdrawal deadline by submitting a request form to Admissions and Records. Withdrawal deadlines are published in the academic calendar. Withdrawal courses appear on the student's record with a grade of W. Until a student is officially withdrawn, the student remains on the class roll and may receive a grade of F for the course.

Students are responsible for understanding the impact withdrawing from a course may have on their financial aid, veterans' benefits, international student status, and academic standing. Students are urged to consult with their instructor or an advisor before making schedule changes.

Per state law, students enrolling for the first time in fall 2007 or later at any Texas college or university may not withdraw (receive a W) from more than six courses during their undergraduate college career. Some exceptions for good cause could allow a student to withdraw from a course without having it count toward this limit. Students are encouraged to carefully select courses; contact an advisor or counselor for assistance.

'Third attempt' course tuition

Per state law, effective spring 2006 any student taking a class for the third time or more may be charged an additional \$60 per credit hour unless exempted. We call it the **Rule of Three or Third Course Attempt**.

The Texas Higher Education Coordinating Board has mandated that all publicly funded higher-education institutions will not receive funding for courses a student takes for the third time or more. Without the state funding for those affected classes, ACC will charge additional tuition to pay for the cost of the class. The new "Third Course Attempt" tuition costs will not apply to developmental courses, Continuing Education courses, special-studies courses in which the content changes each time, or other select courses.

Students affected by this new policy should note the following:

- This policy affects class enrollments beginning with the fall 2002 semester (Aug. 2002).
- Financial aid may be used to cover the additional tuition charge.
- If you are taking a class for the second time and are considering a third attempt in the future, consult with your instructor and/or advisor. ACC is here to help you succeed.
- Appeals for waivers will be reviewed on a case-by-case basis by the relevant Dean of Student Services at each campus.

Incompletes: An incomplete may be assigned only if the student is making satisfactory progress and has completed at least half of the tests, assignments and fieldwork.

Legible Assignments: I expect all assignments to be written in complete sentences and to contain understandable paragraphs. Work that does not reflect these expectations will be returned to you for correction. The ACC Labs are wonderful resources and the Lab tutors will help you be sure that your assignments meet these expectations.

Professional Ethics: You are expected to maintain professional ethics while in this course. Careful adherence to NAEYC's Professional Code of Ethics when dealing with families, children, colleagues and supervising teachers is mandatory. Information about the Code of Ethics is available on NAEYC's website at www.naeyc.org. In addition, classroom discussions and all written work must reflect our commitment to maintaining issues of confidentiality for all children and families who allow our observations.

Scholastic Dishonesty: ACC's Scholastic Dishonesty Policy is stated in the Student Handbook: "Acts prohibited by the College for which discipline may be administered include scholastic dishonesty, including but not limited to cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research or self-expression. Academic work is defined as, but not limited to tests, quizzes, whether taken electronically or on paper; projects, either individual or group; classroom presentations, and homework." Failure to comply with this policy will result in loss of course credit for the assignments and may result in withdrawal from this course.

Electronic Technology: During all tests, please be sure that all electronic technology like cell phones, PDA's, etc., are turned off. Doing this prevents any misunderstanding about the use of the equipment for obtaining

test information.

Students with Disabilities: The Student Handbook states that: “Each ACC campus offers support services for students with documented physical or psychological disabilities. Students with disabilities must request reasonable accommodations through the Office for Students with Disabilities on the campus where they expect to take the majority of their classes. Students are encouraged to do this three weeks before the start of the semester.” The Office for Students with Disabilities for Eastview can be reached at 223-4159; Rio Grande has a TTY, 223-9000.

Student Freedom of Expression: Each student is strongly encouraged to participate in an open dialog. In any instructional situation that includes critical thinking, there are bound to be many differing viewpoints. These differences enhance the learning experience and create an atmosphere encouraging us to think and learn. I do expect that we respect the views of each other even if they differ substantially on volatile and sensitive topics.

If your course uses the testing center:

Prior to taking tests at the Testing Center, it is the student’s responsibility to obtain, read and be thoroughly familiar with [ACC’s Testing Policy Rules](#). Violation of these rules is very serious and may result in disciplinary action.