



TENTATIVE-SUBJECT TO CHANGE
Early Childhood Care and Education (ECCE)
ECCE 1112 Curriculum Development and Assessment
COURSE SYLLABUS
Summer Semester 2020

COURSE INFORMATION SUMMER

Credit Hours/Minutes: 3/3000
Campus/Class Location: Vidalia Main Building 317
Class Meets: Monday, Tuesday and Wednesday 8:00-9:10
Course Reference Number (CRN): 60050
Preferred Method of Contact: College Email

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Mindy Sumner
Email Address: [Mindy Sumner \(msumner@southeasterntech.edu\)](mailto:msumner@southeasterntech.edu)
Campus/Office Location: Vidalia Main Building, Room 316
Classroom: Main Building, Room 317
Office Hours: Monday-Wednesday 1:30 p.m.-3:30 p.m. and Thursday 8:00 a.m.-12:00 p.m.
Phone: 912-538-3256

SOUTHEASTERN TECHNICAL COLLEGE'S (STC) CATALOG AND HANDBOOK

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and Handbook \(http://www.southeasterntech.edu/student-affairs/catalog-handbook.php\)](http://www.southeasterntech.edu/student-affairs/catalog-handbook.php).

REQUIRED TEXT

Teaching Young Children 5th Edition; Author: Michael L. Henniger
International Standard Book Number (ISBN): 978-0-13-265710-5

Students should not share login credentials with others and should change passwords periodically to maintain security.

REQUIRED SUPPLIES & SOFTWARE

Pencils/Pens, notebook, paper, materials for conducting learning activities (this cost varies per course with some supplies being provided). Reliable access to the internet, Microsoft Excel and Microsoft Word. Internet browser should be Internet Explorer (IE) 7 or higher or Mozilla Firefox 2.0 or higher. If you do not have computer access, see your instructor for information regarding use of open labs on campus.

COURSE DESCRIPTION

Provides student with an understanding of developmentally effective approaches to teaching, learning, observing, documenting and assessment strategies that promote positive development for young children.

The course will enable the student to establish a learning environment appropriate for young children and to identify the goals, benefits, and uses of assessment in the development of curriculum for young children. Topics include observing, documenting, and assessing; standards; learning environments; development of curriculum plans and materials; curriculum approaches; and instruction media.

MAJOR COURSE COMPETENCIES

1. Observing, Documenting and Assessing
2. Standards
3. Learning Environments
4. Development of Curriculum Plans and Materials
5. Curriculum Approaches
6. Instructional Media

PREREQUISITE(S)

ECCE 1103

COURSE OUTLINE

1. Observing, Documenting and Assessing
2. Standards
3. Learning Environments
4. Development of Curriculum Plans and Materials
5. Curriculum Approaches
6. Instructional Media

GENERAL EDUCATION CORE COMPETENCIES

STC has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

STUDENT REQUIREMENTS

To pass the class, students must complete all assignments on the syllabus and attend the required proctored event. Students will have at least one week to complete tests and assignments. **All tests and assignments are due at 11:59 P.M. on Monday of each week.** Assignments must be keyed in Microsoft Word, saved, uploaded, and attached for grading in Blackboard.

Students are expected to prove weekly academic engagement by meeting assignment deadlines each week during the semester doing the required homework, discussion boards, tests and assignments. Students are expected to communicate frequently through college email and discussion boards.

The student is expected to complete all work on the attached lesson plan. Online students are responsible for checking emails and Blackboard announcements DAILY. Homework assignments MUST be completed by the date specified; assignments may be submitted early. Discussion boards MUST be completed by the date specified; assignments may be submitted early. Tests MUST be completed by the date specified. Tests are posted and students who miss a test will be assigned a grade of zero. Please do not wait until the last moment to submit in case you have internet problems with your computer. If internet or browser failure occurs, contact the instructor immediately by email.

Within the first three days of class ALL online students must:

- Complete Online Orientation Quiz in Blackboard.
- Complete the Pledge Acknowledgment in Blackboard.

ONLINE ATTENDANCE

It is the student's responsibility to be academically engaged each week doing course related activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an "F" (Failing 0-59) in a course.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Students will have at least one week to complete tests and assignments. All tests and assignments are due at 11:59 p.m. on Monday of each week. Exceptions to the due dates of assignments due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

STUDENTS WITH DISABILITIES

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact the appropriate campus coordinator to request services.

Swainsboro Campus: Macy Gay mgay@southeasterntech.edu, 478-289-2274, Building 1, Room 1210

Vidalia Campus: Helen Thomas hthomas@southeasterntech.edu, 912-538-3126, Building A, Room 165

SPECIFIC ABSENCES

Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

PREGNANCY

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please make appropriate arrangements with the appropriate campus coordinator.

Swainsboro Campus: Macy Gay mgay@southeasterntech.edu, 478-289-2274, Building 1, Room 1210

Vidalia Campus: Helen Thomas hthomas@southeasterntech.edu, 912-538-3126, Building A, Room 165

It is strongly encouraged that requests for consideration be made PRIOR to delivery and early enough in the pregnancy to ensure that all the required documentation is secured before the absence occurs. Requests made after delivery MAY NOT be accommodated. The coordinator will contact your instructor to discuss accommodations when all required documentation has been received. The instructor will then discuss a plan with you to make up missed assignments.

PROCTORED EVENT

The event may be a major exam, assignment, or presentation, etc. that will count a minimum of 20% of the course grade. Students who do not complete the event as scheduled must submit a valid documented excuse within three business days after the scheduled event. If the excuse is approved by the instructor of the course, students must make arrangements with the instructor to makeup/reschedule the missed event. The penalty and makeup instructions will be at the instructor's discretion. Events will be given after the 65% point of the semester. **Students who do not complete the event on the scheduled date and do not present a valid**

documented excuse within three business days of the scheduled event will be withdrawn from the course with a “WF” (Withdrawn Failing). If the event is scheduled during final exams, any student who misses the event will be issued an “F” (Failing) for the course.

WITHDRAWAL PROCEDURE

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% point of the term in which student is enrolled (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of “W” (Withdrawn) is assigned for the course(s) when the student completes the withdrawal form.

Important – Student-initiated withdrawals are not allowed after the 65% point. After the 65% point of the term in which student is enrolled, the student has earned the right to a letter grade and will receive a grade for the course. Please note: Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of “F” being assigned.

Informing your instructor that you will not return to his/her course, does not satisfy the approved withdrawal procedure outlined above.

There is no refund for partial reduction of hours. Withdrawals may affect students’ eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. A grade of ‘W’ will count in attempted hour calculations for the purpose of Financial Aid.

MAKEUP GUIDELINES (TESTS, QUIZZES, HOMEWORK, PROJECTS, ETC...)

There are no make-up exams or assignments in an online class. Students have a week to complete assignments. If Internet or browser failure occurs, contact instructor immediately. A student who needs an exam reopened must come to campus to take the test.

CRIMINAL RECORDS CHECK

National Fingerprint-Based Criminal History Background Check: All students enrolled in ECCE 1121 Practicum and ECCE 2245 and 2246 Internship must undergo a fingerprint-based criminal history background check through a local Cogent Systems site and receive a Satisfactory Determination Letter from the Georgia Department of Early Care and Learning before beginning their Practicum or Internship at childcare facilities. It is the responsibility of the student to pay the fingerprint-based criminal history background check fee. Students assigned to an internship or practicum at a site that is not required to be licensed may not be subject to the fingerprinting requirement. These students, however, may be required to meet similar or other standards established by the local board of education. Additional standards may be established by individual site operators which must be met before a placement at a particular site for internship or practicum is finalized. The final approval of a placement is contingent upon acceptance by the individual center/facility operator.

ACADEMIC DISHONESTY POLICY

The STC Academic Dishonesty Policy states All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can also be found in the STC Catalog and Handbook.

PROCEDURE FOR ACADEMIC MISCONDUCT

The procedure for dealing with academic misconduct and dishonesty is as follows:

1. First Offense

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

2. Second Offense

Student is given a grade of "WF" (Withdrawn Failing) for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

3. Third Offense

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of third offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

STATEMENT OF NON-DISCRIMINATION

The Technical College System of Georgia (TCSG) and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member, or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all technical college-administered programs, federally financed programs, educational programs and activities involving admissions, scholarships and loans, student life, and athletics. It also applies to the recruitment and employment of personnel and contracting for goods and services.

All work and campus environments shall be free from unlawful forms of discrimination, harassment and retaliation as outlined under Title IX of the Educational Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, Executive Order 11246, as amended, the Vietnam Era Veterans Readjustment Act of 1974, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Americans With Disabilities Act of 1990, as amended, the Equal Pay Act, Lilly Ledbetter Fair Pay Act of 2009, the Georgia Fair Employment Act of 1978, as amended, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, the Workforce Investment Act of 1998 and other related mandates under TCSG Policy, federal or state statutes.

The Technical College System and Technical Colleges shall promote the realization of equal opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity.

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

<p>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</p>	<p>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</p>
<p>Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1st Street, Vidalia Office 165 Phone: 912-538-3126 Email: Helen Thomas</p>	<p>Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1st Street, Vidalia Office 138B Phone: 912-538-3230 Email: Lanie Jonas</p>

American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer	Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer
hthomas@southeasterntech.edu	ljonas@southeasterntech.edu

ACCESSIBILITY STATEMENT

Southeastern Technical College is committed to making course content accessible to individuals to comply with the requirements of Section 508 of the Rehabilitation Act of Americans with Disabilities Act (ADA). If you find a problem that prevents access, please contact the course instructor.

GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on Southeastern Technical College’s website.

ACCESS TO TECHNOLOGY

Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the [Southeastern Technical College Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu).

TECHNICAL COLLEGE SYSTEM OF GEORGIA (TCSG) GUARANTEE/WARRANTY STATEMENT

The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.

GRADING POLICY

Assessment/Assignment	Percentage
Tests	20%
Teaching Unit	35%
Assignments	20%
Discussions	5%
Proctored Exam	20%

GRADING SCALE

Letter Grade	Range
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

ECCE 1112 Curriculum Development and Assessment Summer Semester 2020 Lesson Plan

Date/Week/Due	Chapter(s)	Content	Assignments	Competency Area
<p>Week 1</p> <p>Week of May 26</p> <p>Due 6/1</p>	<p>Chapter 1</p> <p>Chapter 2</p>	<p>Overview of the Profession</p> <p>Historical Contexts</p>	<p>-Read Syllabus</p> <p>-Read Chapter 1 and 2</p> <p>-Select Unit Theme and 4 Concepts</p> <p>-Chapter 1-2 Test</p>	<p>1, 2, 3, 4</p> <p>a, c</p>
<p>Week 2</p> <p>Week of June 1</p> <p>Due 6/8</p>	<p>Chapter 3</p> <p>Chapter 4</p>	<p>Early Childhood Program Models</p> <p>Understanding How a Child Develops and Learns</p>	<p>-Read Chapter 3 and 4</p> <p>-Review Chapter 3 and 4 Notes</p> <p>-Research: 10 facts for each concept (bulleted list)</p> <p>-Essential Questions (at least 2 for each concept)</p> <p>-Begin Working on Teaching Unit</p> <p>-Discussion Board 1</p>	<p>4, 5</p> <p>a, c</p>
<p>Week 3</p> <p>Week of June 8</p> <p>Due 6/15</p>	<p>Chapter 5</p> <p>Chapter 6</p>	<p>Play in Childhood</p> <p>Guiding Young Children</p> <p>Activity Plans</p>	<p>-Read Chapter 5 and 6</p> <p>-Review Chapter 5 and 6 Notes</p> <p>- Curriculum Web Due</p> <p>-Review Activity Plan Information on Blackboard</p> <p>-Continue Working on Teaching Unit</p> <p>-Discussion Board 2</p>	<p>3, 5</p> <p>a, c</p>
<p>Week 4</p> <p>Week of June 15</p> <p>Due 6/22</p>	<p>Chapter 9</p> <p>Chapter 10</p>	<p>Planning the Physical Environment: Indoors</p> <p>Planning the Physical Environment: Outdoors</p>	<p>-Read Chapter 9 and 10</p> <p>-Review Chapter 9 and 10 Notes</p> <p>- Activities List (bulleted) with subject, name of activity and where you got it</p> <p>-Gross Motor Activity Due</p> <p>-Continue Working on Teaching Unit</p> <p>-Chapter 9-10 Test</p>	<p>2, 4, 5</p> <p>a, b, c</p>

Date/Week/Due	Chapter(s)	Content	Assignments	Competency Area
<p>Week 5</p> <p>Week of June 22</p> <p>Due 6/29</p>	<p>Chapter 11</p> <p>Chapter 14</p>	<p>Developmentally Appropriate Curriculum</p> <p>Math, Science and Social Studies Learning</p> <p>Learning Accomplishment Profile (LAP)</p>	<p>-Read Chapter 11 and 14</p> <p>-Review Chapter 11 and 14 Notes</p> <p>-Continue Working on Teaching Unit</p> <p>-Begin Working on Classroom Design Assignment</p> <p>-Chapter 11 and 14 Test</p> <p>-Learning Accomplishment Profile</p> <p>-Discussion Board 3</p>	<p>1, 2, 5</p> <p>a, b, c</p>
<p>Week 6</p> <p>Week of June 29</p> <p>Due 7/7</p>	<p>Chapter 15</p>	<p>Language and Literacy Learning</p>	<p>-Read Chapter 15</p> <p>-Review Chapter 15 Notes</p> <p>-Language Arts Activity Due</p> <p>-Continue Working on Teaching Unit</p> <p>-Continue Working on Classroom Design Assignment</p> <p>-Weekly Planning Sheet Due</p>	<p>4, 5</p> <p>a, c</p>
<p>Week 7</p> <p>Week of July 7</p> <p>Due 7/13</p>	<p>Chapter 17</p> <p>Chapter 12</p>	<p>Technology and Young Children</p> <p>Health and Wellness</p>	<p>-Read Chapter 17 and 12</p> <p>-Review Chapter 17 and 12 Notes</p> <p>-Performance Task Assessment Due (hands-on)</p> <p>-Continue Working on Teaching Unit</p> <p>-Continue Working on Classroom Design Assignment</p> <p>-Discussion Board 4</p>	<p>1, 4, 5</p> <p>a, c</p>
<p>Week 8</p> <p>Week of July 13</p> <p>Due 7/20</p>	<p>Chapter 16</p>	<p>The Creative Arts</p>	<p>-Read Chapter 16</p> <p>-Art Activity Due</p> <p>-Music Activity Due</p> <p>-Continue Working on Teaching Unit</p> <p>-Continue Working on Classroom Design Assignment</p> <p>-Proctored Exam over Chapters 17, 12 and 16</p>	<p>1, 2, 3, 4, 5</p> <p>a, c</p>

Date/Week/Due	Chapter(s)	Content	Assignments	Competency Area
Week 9 Week of July 20 Due 7/29			-Classroom Design Due -Teaching Unit Due -Discussion Board 5	

COMPETENCY AREAS

1. Observing, Documenting and Assessing
2. Standards
3. Learning Environments
4. Development of Curriculum Plans and Materials
5. Curriculum Approaches
6. Instructional Media

GENERAL CORE EDUCATIONAL COMPETENCIES

- a) The ability to utilize standard written English.
- b) The ability to solve practical mathematical problems.
- c) The ability to read, analyze, and interpret information.

Discussion Board RUBRIC

Students will be required to answer discussion board questions that will be posted within Blackboard. The topics will be posted at least a week prior to the due date. The discussions should be detailed and thoroughly answer the topic. Also, students will be required to respond to at least one answer posted by their classmates. The responses should include why you do or do not agree with the student’s response. It is ok to disagree with your classmate on his/her answer but the responding student should be professional in his/her response to his/her classmate. Be constructive in discussing these topics with your classmates.

1 POST 1 REPLY

Students who post their initial discussion board response to the discussion board topic and respond to at least one answer posted by their classmate will be given a 100 on the assignment if the post is turned in by the due date and free of grammatical and spelling errors. The student will receive a 10 point deduction for each day the discussion post is turned in past the due date. The student will receive a one point deduction for each grammatical and spelling error in the student’s discussion post. A 30 point deduction will be given to any student who only responds to their classmate with an answer of “yes/no” or “I agree/disagree.”

1 POST 0 REPLY

Any student that does not respond to at least one answer posted by their classmates will not receive a grade above 70 on the discussion post. The grade of 70 will be the highest grade that the student will be able to receive on the discussion post if the post is turned in by the due date and free of grammatical errors and spelling errors. The student will receive a 10 point deduction for each day the discussion post is turned in past the due date. The student will receive a one point deduction for each grammatical and spelling error in the student’s discussion post.

0 POST1 REPLY

Students who only respond to a classmate's discussion post will not receive a grade above 50 on the discussion topic. The grade of 50 will be the highest grade that the student will be able to receive on the discussion response if the response is turned in by the due date and free of grammatical errors and spelling errors. The student will receive a 10 point deduction for each day the discussion response is turned in past the due date. The student will receive a one point deduction for each grammatical and spelling error in the student's discussion response.

0 POST0 REPLY

Students will receive a 0 on the discussion topic if the student does not post an answer or response to a classmate's discussion post.