



## Curriculum Development and Assessment--ECCE 1112 SYLLABUS Summer Semester 201716

Semester: 201716  
Course Title: Curriculum Development and  
Assessment  
Course Number: ECCE 1112  
Credit Hours/ Minutes: 3 / 3000  
Class Location: #314 Main Campus  
Class Meets: T & R 8:45 -12:30  
CRN: 60159  
Preferred Method of Contact: Email at  
[kbush@southeasterntech.edu](mailto:kbush@southeasterntech.edu)

Instructor: Karen Bush  
Office Hours: MT 1:30-4:30,  
W 7:30-8:30 a.m. & 1:00-3:00 p.m  
Office Location: #314 Main Campus  
Email Address: [kbush@southeasterntech.edu](mailto:kbush@southeasterntech.edu)  
Phone: 912-538-3256  
Fax Number: 912-538-3156

**REQUIRED TEXT:** Teaching Young Children-ISBN 132657104

**REQUIRED SUPPLIES & SOFTWARE:** Notebook, paper, pen/pencil. Students will be conducting learning activities, therefore they will need supplies such as paper, glue, markers, etc. They type and cost of supplies varies per semester and per activity. Students will be required to wear a minimum of a scrub top while in the lab.

Note: Although students can use their smart phones and tablets to access their online course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither ANGEL nor GVTC provide technical support for issues relating to the use of a smart phone or tablet so students are advised to not rely on these devices to take an online course.

**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; learning environments; development of curriculum plans and materials; curriculum approaches; and instructional media.

#### MAJOR COURSE COMPETENCIES:

Topics include:

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

**PREREQUISITE(S):** ECCE 1103

#### COURSE OUTLINE:

**GENERAL EDUCATION CORE COMPETENCIES:** STC has identified the following general education core competencies that graduates will attain:

- 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.

**STUDENT REQUIREMENTS:** Class attendance is a very important aspect of a student's success in this course. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is expected. Students are expected to complete all work required by the instructor. **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. Unannounced quizzes/assignments may be given. Students that miss an unannounced quiz or assignment will receive a grade of 0. Students will save all class assignments in their student folder (P Drive) for this class.**

**ATTENDANCE GUIDELINES:** Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of F and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

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. 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 in a course.

**SPECIAL NEEDS:** Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Helen Thomas, 912-538-3126, [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), to coordinate reasonable accommodations.

**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 advise me and make appropriate arrangements with Helen Thomas, (912) 538-3126, [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu).

**WITHDRAWAL PROCEDURE:** Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (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" is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

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. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

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

**MAKEUP GUIDELINES (Tests, quizzes, homework, projects, etc...):** Failure to take tests on the scheduled day will result in a grade of zero for the test not taken. Students are allowed to make up one test. The makeup test must be taken the next day upon returning to class. The zero assigned for the missed test will be replaced with the grade the student makes on the makeup exam. **Makeups are not allowed for any unannounced quizzes and assignments that are to be completed during class time.**

**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 Student Handbook*.

**Procedure for Academic Misconduct**

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

**--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.

**--Second Offense--**

Student is given a grade of "WF" 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.

**--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 second 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 and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, 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 school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

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

<b>ADA/Section 504 - Equity- Title IX (Students) - OCR Compliance Officer</b>	<b>Title VI - Title IX (Employees) - EEOC Officer</b>
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 108 Phone: 912-538-3126 <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a>	Blythe Wilcox, Director of Human Resources Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3147 <a href="mailto:bwilcox@southeasterntech.edu">bwilcox@southeasterntech.edu</a>

**GRIEVANCE PROCEDURES:** Grievance procedures can be found in the Catalog and Handbook located on STC'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 STC website at [www.southeasterntech.edu](http://www.southeasterntech.edu).

**GRADING POLICY**

25%---Tests  
50%---Teaching Unit  
25%--Assignments/Assessments

**GRADING SCALE**

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

**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.*

Date	Chapter/ Lesson	Content	Assignments Tests Due Dates	*Competency Area **General Education Competency
5/18		Review Syllabus. Discuss thematic unit and transitions. *Overview of the profession – chapter 1	*Select unit topic *Obtain GELDS and discuss	*1,2
<b>Week 1</b> Class meets 5/23 and 5/25	Chapters 1 and 12	Demonstration/activities/discussion Planning and teaching unit  Discuss theme and major concepts for teaching unit	<b>5/23</b> Review chapter 1 and read chapter 12. Complete study guides. <b>5/25</b> Large motor and outside game activity lesson plan due	*1,2,3,4 **a,c
<b>Week 2</b> 5/30 and 6/1	Chapters 3 and 4.	Demonstration/activities/discussion Early childhood program models Curriculum approaches – handouts and discuss	<b>5/30</b> Read chapter 3 and 4 <b>6/1</b> Articles with citation on High Scope, Creative Curriculum, Reggio Emilia, Montessori	*1, 4,5,6 **a,c
<b>Week 3</b> Class meets 6/6 and 6/8	Chapters 9 and 11	Demonstration/activities/discussion  Assessment, observations, documentation, Portfolios, teacher and parent ratings etc.  LAPS, ASQ (Website introduction)	<b>*6/6</b> Read chapters 9 and 11 room arrangement due (see rubric) <b>6/8</b> Work on thematic unit - lesson plans, bulletin boards etc. (See Rubric)	*1,2,3,4,6 **a,b,c
<b>Week 4</b> Class meets 6/13 and 6/15	Chapters 6 and 10	Demonstration/activities/discussion  Guidance, Transitions and set-up and management of environments	<b>6/13</b> Read chapters 6 and <b>10</b>  <b>Test</b> <b>chapters 1,3,4,9,11</b>  <b>6/15 transition file</b>	*2,3,4,5 **a,c

<b>Week 5</b> Class meets 6/20 and 6/22	Chapter 14	Demonstration/activities/discussion  Math, science, and social studies learning	6/20 Read chapter and complete study guide  6/22 thematic unit check Add additional science, social studies, math lessons	*2,3,4,5, **a,b,c
<b>Week 6</b> Class meets 6/27 and 6/29	Chapter 16	Demonstration/activities/discussion  Creative arts (Discuss facilitation and observation techniques.) Work on additional plans for music, art, drama, dance based on theme and typical developmental stages of age group	*Read chapter 16 and complete study guide  6/29 Test over chapters 6,10,14,16	*1,4,5 **a,c
July 3		HOLIDAYS		
<b>Week 7</b> Class meets 7/11 and 7/13	Chapter 17	Demonstration/activities/discussion  Technology and young children	*Read chapter 17 and complete study guide  7/13 List of technology integration ideas for thematic unit and/or resources for teachers with complete web address and description.	*2,4,5,6 **a,c
<b>Week 8</b> Class meets 7/18 and 7/20	Chapter 15	Demonstration/activities/discussion Language and literacy learning Thematic unit planning and writing of lesson plans, methods of lesson and unit assessments	7/18 Read chapter 15  7/20 curriculum unit due	*1,2,3,4, **a,b,c
<b>Week 9</b> Class meets 7/25			Unit presentation Final test	*1,2,3,4,6 **a,b,c

\*Competency Areas

1. Observing, documenting, and assessing
2. Standards
3. Learning environments
4. Curriculum plans and materials
5. Curriculum approaches
6. Instructional media

\*\*General Education Competency areas:

- 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

Classroom Design

Name \_\_\_\_\_

Date \_\_\_\_\_

Criteria in first column must be met before being able to move to the middle column. Middle column must be met before the last column can be considered

	3 points	4 points	5 points
Indoor space	Insufficient space for children, adults, and furnishings	Sufficient indoor space for children, adults, and furnishing.	Ample space that allows children and adult to move around freely (Ex. Furnishings do not limit children's movement)
Furniture for routine care, play and learning	Insufficient basic furniture for routine care, play, and learning (Ex. Not enough chairs for all children to use at the same time, very few open shelves for toys)	Most furniture is child-sized	Routine care furniture is convenient to use (Ex. Cots/mats stored for easy access)
	Most toys are stored in crates or toy boxes	Sufficient furniture for routine care, play, and learning	Woodworking bench, sand/water/ take or easel used
	Not enough storage or places for toys and equipment	Need more furniture in centers	Enough furniture for separate centers
	No or not enough personal storage space	Children have to share cubby space	Enough cubbies for each child to have their own locker space
Room arrangement for Play	Interest centers are not defined	Sufficient space for several activities to go on at once (Ex. Floor space for blocks, table space for manipulatives, easel for art)	Quiet and active centers placed to not interfere with one another
	Visual supervision of play area is difficult	Visual supervision of play area is not difficult	Space is arranged so most activities are not interrupted. (Ex. Shelves placed so children walk around, not through activities; placement of furniture discourages rough play or running)
Art Area	Not enough equipment/supplies, less than 5 different art activities	Some art materials accessible (5 different art activities)	Easel, aprons, (10 different art activities)
Music Area	Not enough equipment/supplies, less than 5 musical instruments	Some music materials, 5 different musical instruments	CD player, CD's, 10 different musical instruments)

Math/Manipulatives	Not enough equipment/supplies, less than 10 different activities (must include counting, measuring, comparing, shapes, numbers)	Some developmentally appropriate fine motor materials 10 different activities including fine motor activities (puzzles, stringing beads, etc)	Many developmentally appropriate fine motor materials ( 15 different activities)
Science	1-3 examples	4-7 examples	8-10 examples
Language Arts	Some books (less than 15)	Good selection of books (15 books) Book shelf, books on tape	A wide selection of books (25 books) Puppets, flannel board available
Group Time Area	Area set aside for group time	Area includes rug and teaching materials	Area includes variety of group time activities, large book easel, etc.
Dramatic Play	Play kitchen, dolls	play food, cooking equipment, dolls bed/accessories	Many dramatic play materials, including dress up clothes, props for at least two different play themes
Computer/Writing Center	Computer and mouse  Paper and crayons	Computer and mouse , table for center, software  Variety of paper and writing materials	Child size mouse and keyboard  Variety of paper and writing materials, stamps, markers
Block area	Few blocks available, only 1 set.	Special block area set aside out of traffic, with storage and suitable building surface (rug)	At least two types of blocks and a variety of accessories
Sand & water/Woodworking	No toys to use for sand or water play  Woodworking bench	Sand or water play available in classroom with accessories  Woodworking tools (hammer, screwdriver)	Sand & water both available in classroom with accessories  Woodworking materials (wood and storage)
Budget	Spent too much or too little, Difficult to understand	Missing some items,	Good use of money Toys and materials arranged by centers
Drawing	Messy drawing, can not understand layout	Somewhat neat, difficult to identify areas of the classroom	Neat, colorful, labels, easy to identify areas of the room
Presentation	Messy, difficult to read and understand	Somewhat neat, few errors	Neat, free from errors, easy to read, creative

For curriculum comparison and article selection

Name \_\_\_\_\_ Curriculum \_\_\_\_\_

History-how and where did the curriculum come from
Theory behind the program
Special features of this type of curriculum
Key features of the program—how this curriculum is different from others
Training required for teachers
Classroom set up
Equipment needs
Class schedule
Role of the teacher
Role of the children
Assessment tools available
Cost



Curriculum unit

UNIT THEME	4 pts.		0 pts.
UNIT topics (sub-categories of theme)	7 pts.	3.5 pts.	
Theme related research (10-15 facts for each topic)	7 pts.	3.5 pts.	
higher level and open-ended questions for pre-and post-assessment (promoting thinking skills and problem solving)	7 pts.	3.5 pts.	
curriculum web, template, calendar or other approved weekly planning sheet	7 pts.	3.5 pts.	
1 large motor/outdoor activity (physical development/motor skills)	7 pts.	3.5 pts.	
1 lesson incorporating art (creative development)	7 pts.	3.5 pts.	
1 lesson incorporating music, drama or creative dance (creative development)	7 pts.	3.5 pts.	
1 social studies lesson	7 pts.	3.5 pts.	
1 science lesson	7 pts.	3.5 pts.	
1 math lesson or cooking lesson incorporating math	7 pts.	3.5 pts.	
1 technology lesson	7 pts.	3.5 pts.	
2 language/literacy lessons (communication, language and literacy development)	12 pts.	6 pts.	
Theme-related prop box list (10 items minimum) for approaching play and learning or 2 activities to support play/learning domain	7 pts.	3.5 pts.	

Commented [KB1]:

