I. Course Description
An intensive study of the principles of curriculum, which includes philosophy, organization, recognition of diversity, selection and evaluation of curriculum materials, and development of an early childhood education program.

II. Rationale
Developmentally Appropriate Curriculum is based on more than 75 years of research on child development and early learning. Developmentally appropriate practice provides educators with information from which to make decisions based on knowledge of child development and best practices for the learning of young children. Developmentally appropriate curriculum takes into consideration: age appropriateness or what is most appropriate curriculum for most children of a particular age; individual appropriateness or what is best for a specific child’s development; and cultural appropriateness or what is most relevant to and respectful of the child and the child’s family, neighborhood, and community.

III. Course Objectives/Learning Outcomes
This course is designed to enable students to:

a. Develop a philosophy of developmentally appropriate early childhood practices;
b. Evaluate curriculums;
c. Respond to articles pertaining to curriculum;
d. Develop an annotated bibliography of WWW education resources;
e. Develop examples of ‘developmentally appropriate’ lessons;
f. Develop a presentation of a curriculum related book; and
g. Write examples of developmentally appropriate lesson plans.

IV. Course Topics
The major topics to be considered are:

a. Dimensions of curricula;
b. Developmentally appropriate practices based on the NAEYC research guidelines;
c. Developmentally appropriate curriculum as based on the NAEYC research guidelines;
d. Evaluation of curricula; and
e. Integrating developmentally appropriate curricula into Texas schools.

VII. Instructional Methods and Activities

*Methods and activities for instruction include:*

A. Traditional Experiences (lecture/discussion; demonstration; guest speaker; on-line deliveries; video, etc)
B. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; value clarifications)
C. Field Experiences (field trip)

VIII. Evaluation and Grade Assignment

*The methods of evaluation and the criteria for grade assignment are:*

A. Methods
   1. Examination = 100 points
   2. Cultural autobiography = 15 points
   3. Cultural interview = 50 points
   4. Cultural growth plan = 100 points
   5. Reaction papers = 20 points total
   6. On all assignments, points will be deducted for misspelled words, grammatical errors, errors in mechanics, sentence fragments, and untyped assignments.

B. Grading Scale

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%-92%</td>
<td>A</td>
</tr>
<tr>
<td>91%-82%</td>
<td>B</td>
</tr>
<tr>
<td>81%-72%</td>
<td>C</td>
</tr>
</tbody>
</table>

IX. Course Schedule and Policies

See attached course schedule. Dates may be changed at the discretion of the professor. (This will be attached and updated each semester)

B. Class Policies
   1. According to the TAMU-CC catalog, attendance is expected. Due to the interactive nature of this class, excessive absences will result in lowering of the student’s final grade ten percentage points. As is customary, ONE absence will be granted. If a student misses more than two class meetings, they should make an appointment with the professor.
   2. Students are expected to be prompt.
   3. Any student entering the classroom after the first 10 minutes of class will be counted absent unless the tardiness is deemed appropriate by the professor.
   4. Any student missing an exam on the date scheduled may take a make-up exam during the final exam time.
5. Points will be deducted for mechanical errors, spelling errors, and un-typed papers.
6. Late assignments will be accepted for one half credit.
7. A maximum of 10 bonus points may be earned for professor approved activities.
8. Behaviors that infringe on the rights of another individual will not be tolerated. Student must be respectful of one another! In other words, set your cell phone to vibrate or ‘off’ and no emailing or text messaging will be tolerated. While discussion and exchange of ideas is encourage, rudeness and demeaning comments will not be allowed. In addition, visiting with others during lecture or during a presentation is unacceptable. If you cannot abide by these classroom rules you will be asked to leave.

X. Textbook

*The textbooks adopted for this course are:*


X. EC-6 Competencies, Curricular Topics Covered, & State Adopted Proficiencies Covered in ECED 5334:

<table>
<thead>
<tr>
<th>Course</th>
<th>EC-6 Competencies</th>
<th>Curricular Topics</th>
<th>State Adopted</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 5334</td>
<td>001; 002; 003; 004; 005; 006; 007; 008; 010</td>
<td>Reading Instruction; Child Development; Learning Theories; TEKS Organization Skills; Content TEKS; TAKS Responsibilities; Curriculum Development and Lesson Planning; Classroom Assessment and Diagnosing Learning Needs; Classroom Management; Special Populations; Pedagogy/Instructional</td>
<td>Learner-Centered Knowledge; Learner-Centered Instruction; Equity in Excellence for All Learners; Learner Centered Communication; Learner-Centered Professional Development</td>
</tr>
</tbody>
</table>
XI. Bibliography

*The knowledge bases that support course content and procedures include:*

Bodrova, E., & D. Leong. 2004. Observing play: What we see when we look at it through “Vygotsky’s eyes”? *Play, Policy and Practice Connections* 8 (1–2).


XII. Grade Appeals*  

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations*  

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS