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. Student Learning Outcomes and NAEYC Standards for Early Childhood Professional Preparation

<table>
<thead>
<tr>
<th>ECED 5334 Student Learning Outcomes</th>
<th>NAEYC Standards for Early Childhood Professional Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use their advanced learning to be creative thinkers, respectful models, who help prepare a supportive and challenging learning environment for young children</td>
<td>NAEYC Standard 1. Promoting Child Development and Learning 1c. Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.</td>
</tr>
<tr>
<td>Use their understanding of the aspects necessary for supportive interactions with young children as well as their understanding</td>
<td>NAEYC Standard 4. Using Developmentally Effective Approaches to Connect With Children and</td>
</tr>
</tbody>
</table>
| of effective strategies and tools to effectively support young children. | **Families**
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. |
| --- | --- |
| Develop and improve knowledge of the content curriculum to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child while using the central concepts, inquiry tools, and structures of content areas of academic disciplines. | **NAEYC 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. |
| Use knowledge of appropriate strategies and interaction with young children to practice and delve into a deeper and more meaningful clinical experience with young children. | **NAEYC Standard 7. Early Childhood Field Experience**
7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth- age 3, 3-5, 5-8)
7. 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) |

**This course is designed to enable students to:**

a. Develop a philosophy of developmentally appropriate early childhood practices;
b. Evaluate curricula;
c. Respond to text using interactive notebook techniques;
d. Determine developmentally appropriate strategies;
e. Develop examples of ‘developmentally appropriate’ lessons;
f. Present an early childhood education professional book;
g. Develop a presentation of a curriculum related book; and
h. 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 early childhood settings.

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

VIII. Evaluation and Grade Assignment

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

A. Methods
   1. Philosophy of Developmentally Appropriate Practice = 50 points
   2. Developmentally Appropriate Practice Lesson Plans = 100 points
   3. Curriculum Review = 100 points
   4. Book Presentation = 50 points
   5. Interactive Notebook Entries = 50 points
   6. Field Base Journal = 100 points
   7. On all assignments, points will be deducted for misspelled words, grammatical errors, errors in mechanics, sentence fragments, and untyped assignments.

B. Grading Scale

   100%-92% = A
   91%-82% = B
   81%-72% = C

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. Points will be deducted for mechanical errors, spelling errors, and un-typed papers.
   5. Late assignments will be accepted for one half credit.
   6. 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 encouraged, 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</td>
<td>Learner-Centered Knowledge; Learner-Centered Instruction; Equity in Excellence for</td>
</tr>
<tr>
<td>Responsibilities; Curriculum Development and Lesson Planning; Classroom Assessment and Diagnosing Learning Needs; Classroom Management; Special Populations; Pedagogy/Instructional Strategies; Differentiated Instruction</td>
<td>All Learners; Learner Centered Communication; Learner-Centered Professional Development</td>
<td></td>
<td></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. Non-discrimination Policy

Texas A&M University—Corpus Christi’s College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities as specified by federal laws and regulations. The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination.

XIII. Academic Honesty

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm

XIV. Classroom Conduct

Students and faculty each have responsibility for maintaining an appropriate learning environment. Faculty has the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. Disruptive students in the academic setting hinder the educational process. Disruption, as applied to the academic setting, means behavior that a reasonable faculty member would view as interfering with normal academic functions. Examples include, but are not limited to, persistently speaking without being recognized or interrupting other speakers, behavior which distracts the class from the subject matter or discussion, or in extreme cases, physical threats, harassing behavior or personal insults, or refusal to comply with faculty direction. Students are expected to refrain from disruptive behavior at all times. Students who fail to adhere to behavioral standards may be subject to disciplinary action.

http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm

XV. Disabilities

“The Americans with Disabilities Act (ADA) is a federal anti-discrimination statue
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 contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101. http://disabilitieservices.tamucc.edu

XVI. Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

In other words, you must you’re your cell phone to vibrate of ‘off’ and no emailing or text messaging will be tolerated. If you cannot abide by these classroom rules you will be asked to leave.

http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rights_n_responsibilities.htm

XVII. 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 RulesWeb 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.