COLLEGE OF EDUCATION
Florida Atlantic University

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Department of Curriculum, Culture, and Educational Inquiry (CCEI)

Office Hours: 4-7 pm Tuesdays

COURSE NUMBER: EEC 3214

COURSE TITLE: Designing and Implementing a Blended Curriculum: Birth to Age Eight

CATALOG DESCRIPTION:
3 semester hours. Prerequisites: None
This course focuses on designing and implementing developmentally appropriate, "blended," curriculum and materials for young children birth through age 8, both typically developing and those with delays and disabilities. 10 hours of field experience required.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:
As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by designing and implementing developmentally appropriate curriculum and materials for young children birth through age 8, who are from a variety of diverse backgrounds (including disability, ethno linguistic, socio-economic, etc).

REQUIRED TEXTS:
Wortham, S. C. (2010). *Early childhood curriculum*. Upper Saddle River, NJ: Pearson.

Harms, T., Clifford, R. M., & Cryer, D. (2004). *Early childhood environment rating scale*. Revised
        edition, Updated. New York, NY: Teachers College Press.

Or
Harms, T., Jacobs, E. V., & Romano, D. (1995). *School age care environment rating scale*. New
        York, NY: Teachers College Press.

RECOMMENDED TEXTS:
Bredekamp, S. & Copple, C. (Eds.). (1997). *Developmentally appropriate practice in early
        childhood programs* (Rev. ed.). Washington: NAEYC.
Sandall, S. McLean, M. E., & Smith, B. (2000). *DEC recommended practices in early
        intervention/early childhood special education*. Longmont, CO: Sopris West.

SUGGESTED RESOURCES:

Bredekamp, S. & Copple, C. (Eds.). (1997). Developmentally *appropriate practice in early childhood programs* (Rev. ed.). Washington: NAEYC.

Catron, C. E., & Allen, J. (2003). *Early childhood curriculum: A creative play model*. (3rd Edition). Upper Saddle River, NJ: Merrill Prentice Hall.

Kostelnik, M. J., Soderman, A. K., & Whiren, A. P. (2004). *Developmentally appropriate curriculum: Best practices in early childhood education* (3rd ed). Upper Saddle River, NJ: Merrill Prentice Hall.

Roopnarine, J. l., & Johnson. J. E. (2005). *Approaches to early childhood education.* (4th Edition). Upper Saddle River, NJ: Merrill Prentice Hall.

Wardle, F. (2003). *Introduction to early childhood education: A multi dimensional approach to child-centered care and learning.* Boston: Allyn and Bacon.

LIVETEXT REQUIRED

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, http://coe.fau.edu/livetext.

AUDIO/VISUAL TECHNOLOGY:

Computer: Blackboard Distance Learning
Computer: MyFAU Email
Computer: Power Point Presentations, Word processing
Overhead projector, Computer Projector, VCR, CD-ROM's, DVD

 ELECTRONIC DEVICES

Use of any electronic devices in the classroom should be limited to the content and activities taking place there. Inappropriate use of such devices may result in removal from the classroom, a reduction in your grade, or some other consequence, as determined by the professor.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

Council for Exceptional Children/Division for Early Childhood (CEC/DEC)
NCATE Recommendations for Technology in Teacher Education = (NCATE-tech)
National Association for the Education of Young Children (NAEYC)
State of Florida Prekindergarten/Primary Education (Age 3) Through Grade Three (3)
Specialization Competencies (PK/P)
Florida Educator Accomplished Practices (FEAP)
 Subject Matter Content Standards for Florida's Teachers: ESOL = (ESOL)

RELATIONSHIP BETWEEN THIS COURSE AND THE BECE DEGREE ASSESSMENT PLAN

ALC Outcome	Course	Assignment	Old FEAP	New FEAP	CEC/ DEC	NAEYC	New ESOL
Content: Declarative Knowledge	EEC 3214	Program Design	8.1	(a)1.f.			

COURSE OBJECTIVES:

Students will:

1. Compare foundations of curriculum development for children birth through age eight.

2. Appraise planning, implementing, and evaluating developmentally appropriate and integrated content (curriculum, environment, and materials) for young children birth through age eight.

3. Describe the relationship between specific domains (adaptive, physical, social emotional, cognitive, language) and curricula areas (mathematics, language arts, science, social studies, physical education) in planning, implementing, and evaluating curricula.

4. Address providing support for young children based on ability/disability and its impact on planning, implementing, and evaluating curriculum for young children birth through age eight.
5. Address providing support for young children based on cultural/linguistic background and its impact on planning, implementing, and evaluating curriculum for young children birth through age eight.

6. Become aware of and utilize resources available to the field of Early Childhood Education/Early Childhood Special Education.

CONTENT OUTLINE:

Week	Topic(s)	Readings
1	Introductions Syllabus Review Developing Curriculum for a Diverse Population Providing for Special Needs in Early Education	Wortham, Ch1
2	Setting the Stage for Learning Environments for Learning (ECERS and SACERS) Developing Individualized Intervention Plans (IEPs and IFSPs) Inclusion Action Plans	ECERS and SACERS IEPs and IFSPs

3	Curriculum Domains Intervention Instructional Strategies	
4	Historical and Theoretical Bases for EC Programs	Wortham, Ch 2
5	Need for Quality Programs in EC Providing Inclusion Support in Community Based Settings (Natural Environments)	Wortham, Ch 3
6	Developmental Characteristics for Young Children Birth to 8 Years	Wortham, Ch 4
7	Organizing Infant-Toddler Programs	Wortham, Ch 5
8	Infant-Toddler Curriculum	Wortham, Ch 6
9	Developmental Model for Preschool	Wortham, Ch 7
10	Preschool Curriculum: Cognitive Development	Wortham, Ch 8
11	Preschool Curriculum: Social and Physical Development	Wortham, Ch 9
12	Model Programs for Children Ages 5 to 8	Wortham, Ch 10
13	Transitional Curriculum: Language Arts, Mathematics, and Science	Wortham, Ch 11
14	Transitional Curriculum: Social Studies and Physical Education	Wortham, Ch 12
15	Teaching in the Real World: Case Studies Partnership with Families	Wortham, Ch 13
16	Integrating Curriculum by Using Themes and Projects	

COURSE REQUIREMENTS:

1*.* Curriculum Reviews (25 points each).

Each student will review **two** curricula used in early childhood/ECSE. These might include *(but is not limited to)* AEPS, Creative Curriculum, Reggio Emilia, Bank Street, Montessori, Progressive Education, Behaviorist Instructional Technology, Creative Curriculum, CHILD, Portage, Carolina, Hawaii, TPBI, High Scope, or others as approved by the instructor. A written description of the review should include the following:

- a. General description of the curriculum (ages appropriate for, cost, manufacturer, etc) 2-3 pages.
- b. Philosophical /Theoretical basis of the curriculum
- c. Identify 3-5 possible goals that could be accomplished using the chosen curriculum
- d. Overview of sample activities 1-2 pages.
- e. Analysis of the curriculum's potential use with students with two different types of disabilities (you choose).
- f. Analysis of issues relating to its use with children from different cultural backgrounds.

2. Program Design (100 points)
   This is the Critical Assignment for this course, meant to fulfill the ALC indicator of Declarative Knowledge. See evaluation guide at the end of this syllabus.
   a. Design an early childhood program that serves young children birth to 5 or age 3 to grade 3.
   b. Write a detailed description of your "ideal " program, addressing the following components
   - i. Program Philosophy and Name
   - ii. Age(s) and number of children served
   - iii. Capacity for serving children with special needs
   - iv. Capacity for serving children and families from diverse backgrounds (be specific)
   - v. Space and furnishing (include drawings if necessary)
   - vi. Describe the chosen curricula and how they will be used
   - vii. Staff
   - viii. Schedule (for each age group)
   You will present this program to the class (PowerPoint).

3. Field experience - EC Environment Rating (50 points). See Appendix A for evaluation guide.
   a. Select a program that serves children 3-5 or a program that serves children K-3rd grade.
   b. Write a letter of introduction and description of the assignment. The purpose of the letter is to obtain permission from the director of the center or the principal of the school to complete the EC Environment Rating Scale at their site. Stress that the information will only be used for educational purposes and will not be shared outside of your class (when shared, no identifying info will be revealed).
   c. Complete and score the Scale.
   - i. You are to choose either the ECERS or the SACERS as appropriate for the chosen setting
   d. Write a narrative (no identifying information) summarizing the entire evaluation with particular notice to changes you may wish to make.
   e. Please address areas of in need of improvement and how that should be accomplished (if necessary)
   f. Documentation for 10 hours of field experience must be provided (e.g., dates, time periods)

4. Final examination (50 points)

For written formatting guidelines, use the APA Style. Please access the following websites for information about the APA style:
http://www.wisc.edu/writing/Handbook/DocAPA.html;
http://www.english.uiuc.edu/cws/wwrorkshop/bibliography/apa/apamenu.htm

Critical Assignments

The Departments of Curriculum, Culture, and Educational Inquiry (CCEI) and Exceptional Student Education (ESE) have identified competencies that must be mastered to continue in the *Bachelor's in Early Care and Education degree program*. **For this course, the Academic Learning Compact Competencies (Declarative Knowledge) will be measured by the written Program Design.** Please carefully read the departmental policies below on Critical Assignments.

Policy on CRITICAL ASSIGNMENT(S):
Assessment criteria:
   A student must earn a **minimum grade of 73%** of the points allotted for the Critical Assignment to receive a passing grade of C or better in this course. In other words, a student cannot earn a C or better in this course without successfully completing the Critical Assignment.

Remediation policy:
- **If a student is passing the course**, but has failed to pass the Critical Assignment with a minimum of 73% of the possible points for the assignment, the student will receive an "I" in the course until the Critical Assignment is successfully redone (only one attempt allowed). The conditions and time frame for the resubmission of the assignment will be determined by the instructor. However, the second attempt must be completed within one semester. **Upon successful completion of the resubmitted assignment,** the "I' will be changed to a grade for the course and the student may continue in the ESE sequence of courses. The original points earned for the initial attempt at the Critical Assignment will be used to calculate the final grade in the course. **If the resubmitted Critical Assignment is not successfully passed,** the grade for the course will be C- or below regardless of the total points earned in the course.
- **If a student is not passing the course,** and has failed to pass the Critical Assignment with a minimum of 73% of the possible points, the student will <u>not</u> be allowed to resubmit the Critical Assignment. The student will need to repeat the course <u>and </u>the Critical Assignment.

ASSESSMENT PROCEDURES:

Assignment	Points	% of Course Grade
Program Design	100	30%
Curriculum Reviews	50	20%
Field Experience – EC Environmental Rating	50	20%
Final examination	50	30%
TOTAL	250	100%

All assignments must be completed in order to earn a grade of "A" in this course.

GRADING SCALE

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	Below 60

STUDENTS WITH DISABILITIES:
In compliance with the Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), or in Jupiter SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office "is to provide reasonable accommodations to students with disabilities." Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

EXPECTATIONS: Attendance and Participation
Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

ACADEMIC HONESTY
Students at Florida Atlantic University are expected to maintain the highest ethical standards.

Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty

is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty, which may include an "F" on the assignment, an "F" in the course, or even removal from the degree program.

Florida Atlantic University Regulation 4.001, "Honor Code, Academic Irregularities, and Student's Academic Grievances" is strictly adhered to in this course. The regulation states:

> (1) Academic irregularities frustrate the efforts of the faculty and serious students to meet University goals. Since faculty, students and staff have a stake in these goals, the responsibility of all is to discourage academic irregularities by preventative measures and by insuring that appropriate action is taken when irregularities are discovered. Thus, FAU has an honor code requiring a faculty member, student or staff member to notify an Instructor when there is reason to believe an academic irregularity is occurring in a course. The Instructor's duty is to pursue any reasonable allegation, taking action, as described below, where appropriate.
> (2) The following shall constitute academic irregularities:
>   (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the Instructor are defined as acts of cheating.
>   (b) The presentation of words or ideas from any other source as one's own – an act defined as plagiarism.
>   (c) Other activities which interfere with the educational mission within the classroom.

(http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.).

In the Publication Manual of the American Psychological Association (APA, 2009), plagiarism is defined as:

> Plagiarism (Principle 6.22). Psychologists do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text.

PLEASE NOTE:

Attending Florida Atlantic University is a privilege. Professional conduct is expected, and includes, but is not limited to, showing respect to colleagues and the instructor; being on time for class; completing assignments prior to entering class; preparing assignments with substantive content and accurate spelling, grammar, and mechanics; and displaying a positive interest in class.

Relationship to Grade

Points may be deducted for missing some or all of a class session. Students are responsible for getting class notes/handouts from peers and making up any missed written assignments. Approval for making up any missed work and setting a new deadline must be granted by the instructor before work is submitted.

Punctuality

Students are expected to be on time and to remain for the duration of each class session. Since late arrivals and early departures are disruptive, they will be treated as absences and may affect your grade.

Dropping the Course

To withdraw from a course, it is not sufficient to stop attending class or to inform the instructor of your intention to withdraw. In accord with university policy, students wishing to withdraw from a course must do so formally through the Registrar's office. It is the students' responsibility to complete all forms. If this is not done, the instructor must assign a grade of F at the end of the semester. Check withdrawal and drop dates for the current academic year at http://www.fau.edu/registrar/acadcal.php

Religious Accommodation

Florida Law requires that the University provide reasonable accommodations with regard to class attendance, examinations, and work assignments to students who request such consideration in order to observe their religious practices and beliefs. The details of this policy appear on the FAU online University Catalog under **Academic Policies and Regulations:** http://www.fau.edu/academic/registrar/catalog/

Bringing Children to Class

Because of safety and liability issues, minor children are not permitted in class or in the hallways during class time.

BIBLIOGRAPHY:

Cook, R. E., Klein, M. D., Tessier, A., & Daley, S. (2004). *Adapting early childhood curricula for children in inclusive settings.* Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Davis, M. D., Kilgo, J. L., & Gamel-McCormick, M. (1998). *Young children with special needs: A developmentally appropriate approach.* Boston: Allyn & Bacon.

Elaison, C., & Jenkins, L. (2003). A *practical guide to early childhood curriculum.* 7th Edition. Upper Saddle River, NJ: Merrill Prentice Hall.

Hirsch, R. A. (2004). *Early childhood curriculum: Incorporating multiple intelligences, developmentally appropriate practice, and play.* Boston, Allyn & Bacon.

Seefeldt, C. (1999). *The early childhood curriculum: Current findings in theory and practice*. 3rd Edition. New York, NY: Teachers College Press.

Wortham, S. C. (2002). *Early childhood curriculum*. Upper Saddle River, NJ: Merrill Prentice Hall.

EEC 3214 Evaluation Guide for Program Design (Declarative Knowledge)

Description of Assignment:
Students demonstrate content knowledge by completing the "Program Design" assignment.

FAU Academic Learning Compact (ALC) Indicators:
<u>Declarative Knowledge:</u> The student will describe, in writing, an "ideal" program covering program philosophy, number/capacity and ages of children, capacity for serving children with special needs and families from diverse backgrounds, space and furnishings, curriculum model or approach, staffing, and classroom routines or schedules.

	Components	Exceeds Expectation (91-100%)	Meets Expectations (73- 90%)	Does Not Meet Expectations (≤72%)
Declarative Knowledge	Program philosophy	Articulated at least three philosophical orientations. 15 points	Stated two philosophical orientations. 10-14 points	Did not identify, or identified only one philosophical orientation. < 10 pts
	Number/capacity and ages of children	Specifically identified the number and ages of children in each classroom. 5 points	Identified the number and ages of children. 3-4 points	Did not identify the number or ages of children, or both. < 3 points
	Capacity for serving children with special needs	Identified the number of children with special needs, as well as the children's distribution throughout the classrooms. 10 pts	Identified the number of children with special needs. 7-9 pts	Did not identify the number of children with special needs. < 7 pts
	Capacity for serving families from diverse backgrounds	Effectively described the capacity of the program for serving families from diverse backgrounds. 20 pts	Described the capacity of the program for serving families from diverse backgrounds. 14-19 pts	Did not fully describe the capacity of the program for serving families from diverse backgrounds. < 14 points
	Space and furnishings	Effectively described all areas and furnishings and provided a visual drawing or layout. 20 pts	Described all areas and furnishings. 14-19 pts	Did not fully describe all areas and furnishings. < 14 pts
	Curriculum model or approach	Effectively described how a curriculum model or approach will be used at the program. 10 pts	Described how a curriculum model or approach will be used at the program. 7-9 pts	Did not fully describe how a curriculum model or approach will be used at the program. < 7 pts
	Staffing	Fully described the staff for each class. 5 points	Described the staff for each class. 3-4 pts	Did not fully describe the staff. < 3 pts

Components	Exceeds Expectation (91-100%)	Meets Expectations (73- 90%)	Does Not Meet Expectations (≤72%)
Classroom routines or schedules	Provided a daily schedule for each classroom that was developmentally appropriate. 20 points	Provided a generic daily schedule that was developmentally appropriate. 14-19 points	Daily schedules were not appropriate for the ages identified. < 14 points
Quality or written work	Well organized and no writing errors were noted. 5 points	Organized and 2-3 writing errors were noted. 4 points	Not, or somewhat, organized and more than 3 writing errors were noted. < 4 points
Live Text Results	**Exceeds Expectation (91-100%) 91-100 points**	**Meets Expectations (73-90%) 73-90 points**	**Does Not Meet Expectations (≤72%) 0-72 points**
ALC Indicator — **Declarative Knowledge** **Direction** **Record total score into the applicable cell.**			

TEACHING METHODOLOGIES:
Modeling
Guided Practice
Research
Simulations
Lecture
Discussion
Internet communication (use of e-mail, web sites, distance learning)
Power Point presentations by instructor and students
Cooperative Learning Presentations
Use of overhead projector, videos, computer, and other media

JOURNALS:

Child and Family	Topics in ECSE
Early Childhood Research Quarterly	Childhood Education
Child Development and Abstracts	Young Children
Exceptional Children	Children
Child Psychiatry and Human Development	Journal of Multicultural Literature
Journal of Early Intervention	Children Today
Teaching Exceptional Children	Young Exceptional Children
Child Welfare	Day Care and Early Education
ERIC-EECE Newsletter	Exceptional Parent
The Future of Children	Infants and Young Children
Monographs of the Society for Research in Child Development	Zero to Three

ORGANIZATIONS:

National Association for the Education of Young Children www.naeyc.org
Council for Exceptional Children www.cec-sped.org
Council for Exceptional Children/Division for Early Childhood www.dec.sped.org
Zero to Three http://www.zerotothree.org/
Zero to Three for Parents http://www.zerotothree.org/ztt_parents.html