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| **PROFESSOR:**        | **PHONE NUMBER:**        |
| **OFFICE LOCATION:**        | **E-MAIL:**        |
| **OFFICE HOURS:**        | **SEMESTER:**        |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**EEC 1202 PRINCIPLES OF EARLY CHILDHOOD CURRICULUM (3 CREDITS)**

Students in this course will be provided with an overview of several early childhood curricula, examine the relationship of curricula with theories of child development, and develop a plan to implement a developmentally appropriate curriculum in an early childhood setting.

1. **PREREQUISITES FOR THIS COURSE:**

None

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.

• The role of theory in practice

• The importance of developmentally appropriate practice

• Meeting individual and group needs in implementing appropriate curriculum

• Anti-bias, multicultural and inclusive aspects of curriculum

• The role of the environment in supporting developmentally appropriate curriculum

• Accountability through documentation

• The importance of family partnerships in early childhood learning situations

1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

  General Education Competency: **Communicate**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* The students will relate theories of child development with curricula for children from birth – grade 3 to analyze the nexus of theory and practice.
* The students will be able to compare and contrast at least two approaches to early care and education for children from birth to age 3 years and at least two curricula for children from four to eight years.

2.  Listed here are the course outcomes/objectives assessed in this course which play a *supplemental* role in contributing to the student’s general education along with the general education competency it supports.

General Education Competency: **Analyze**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* The students will plan individual and small group activities, including activities which demonstrate an awareness of multicultural and inclusive factors, based on their observations and authentic assessments of children’s developmental progress.
* The students will analyze environmental factors as curriculum supports in at least one educational setting serving children between birth and eight years.
1. **COLLEGE-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu.  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

**Theory and Curriculum Relationship Paper**

Students will select one theory of early childhood development and relate it to a specific curriculum.

**Curriculum Contrast and Comparison Paper**

Students will write a three to five page paper describing the similarities and differences of two early childhood education curricula noting which the student prefers and why.

**Observation and Activity Project**

* + Students will choose an early childhood curriculum in use in a local early childhood development center, interview the center director and/or teachers to document the assessment instrument(s) used to record children’s progress, and observe in that center to determine which environmental factors support or hinder the implementation of that curriculum.
	+ Using the information gained by these observations and interviews, the student will design culturally appropriate activities for children in each of the learning domains in the Florida Early Learning Standards.
	+ Students will include activities with adaptations for children with special needs.

**Family Communication Project**

Students will produce a sample newsletter, class letter, and/or class web page to inform and include families in children’s curriculum activities.

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)