

Cover Sheet: Request 10711

EEC 4XXX Early Childhood Curriculum and Management

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Jones,Hazel hajones@coe.ufl.edu
Created	1/29/2016 12:32:36 PM
Updated	9/7/2016 12:16:09 AM
Description of request	This course focuses on developing students' knowledge of best practices in curriculum, management, and teaching in the early childhood years. The contribution of child development theory and research to the design and implementation of appropriate early childhood programming is included. Using theme-based units and play for integrating curriculum is discussed.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COE - School of Special Education, School Psychology, and Early Childhood Studies 011808000	Crockett, Jean B		1/29/2016
Deleted EEC 4XXX EC Curric Management Syllabus.docx					1/29/2016
College	Conditionally Approved	COE - College of Education	Wrighton, Jennifer L	Based on the CCC minutes from 2/8/16, the course is conditionally approved with the suggested changes.	3/2/2016
No document changes					
Department	Approved	COE - School of Special Education, School Psychology, and Early Childhood Studies 011808000	Holly Lane		8/31/2016
Added EEC 4XXX EC Curric Management Syllabus.docx					3/10/2016
College	Approved	COE - College of Education	Waldron, Nancy L		9/7/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			9/7/2016
No document changes					
Statewide Course Numbering System					

Step	Status	Group	User	Comment	Updated
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 10711

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Request: EEC 4XXX Early Childhood Curriculum and Management

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Submitter: Jones,Hazel hajones@coe.ufl.edu

Created: 3/10/2016 12:34:20 PM

Form version: 2

Responses

Recommended PrefixEEC

Course Level 4

Number XXX

Lab Code None

Course TitleEarly Childhood Curriculum and Management

Transcript TitleEC Curriculum Mangmt

Effective Term Earliest Available

Effective YearEarliest Available

Rotating Topic?No

Amount of Credit3

Repeatable Credit?No

S/U Only?No

Contact Type Regularly Scheduled

Degree TypeBaccalaureate

Weekly Contact Hours 3

Category of Instruction Intermediate

Delivery Method(s)On-Campus

Course Description This course focuses on developing students' knowledge of best practices in curriculum, management, and teaching in the early childhood years. The contribution of child development theory and research to the design and implementation of appropriate early childhood programming is included. Using theme-based units and play for integrating curriculum is discussed.

Prerequisites None

Co-requisites None

Rationale and Placement in Curriculum This course is part of the sequence of courses required for the Unified Early Childhood program. It is offered in the senior year.

Course Objectives • Explain the three-pronged concept of developmental appropriateness, and of its theoretical and empirical bases

- Explain and plan for application of developmentally appropriate teaching strategies, activity types, and management techniques
- Create a theme-based unit in which developmental domains and curricular disciplines are integrated within schedules and activities.
- Adapt curricula and practices appropriate to individual children
- Compare and contrast aspects of early childhood program models and their theoretical bases.

Course Textbook(s) and/or Other Assigned ReadingKostelnik, M., Soderman, A., Whiren, A. & Rupiper (2014). Developmentally appropriate curriculum: Best practices in early childhood education, 6th Edition. Upper Saddle River, NJ: Pearson.

Gronlund, G. (2010). Developmentally appropriate play: Guiding young children to a higher level. St. Paul, MN: Redleaf Press.

Additional Required Reading

Facella, M. Rampino, K., & Shea, E. (2005). Effective Strategies for English Language Learners. Bilingual Research Journal, 29:1, p. 210-221.

Weekly Schedule of Topics Week Topic

- 1 Intro to Course
- 2 Best Practices in Early Childhood Education
- 3 Best Practices in Early Childhood Education
- 4 Integrated Thematic Unit Planning
- 5 Play: What is it really and why is it really important?
- 6 Exam 1 and Integrated Thematic Unit Workshop
- 7 Planning and Implementing Effective Small Group Activities (Clemson)
- 8 Planning and Implementing Effective Group-Time Activities
- 9 Classroom management and organization
- 10 More classroom management and organization Intern Panel
- 11 Exam 2 and Integrated Thematic Unit workshop
- 12 Best practices in the affective and social domains
- 13 Best practices in the cognitive & language domains
- 14 Best practices in the physical and aesthetic domains
- 15 Exam 3

Grading Scheme Integrated Thematic Unit Plan 40%

Students will work with one or two classmates to create a 2-week integrated thematic unit plan suitable for use in a preschool, kindergarten, first grade, or second grade classroom. (Details provided in class.)

Three in-class exams 30%

Microteaching Assignment 20%

Working with thematic unit plan group, students will be randomly assigned a developmental domain to develop a small group lesson plan, present the written plan to the class, and demonstrate a ten to fifteen minute segment of your plan to the class

Attendance, Preparedness and Participation 10%

Class sessions will include discussion and small group activities. Attendance, attention, alertness, and active thoughtful prepared participation in all class sessions is expected.

Instructor(s) Kristen Kemple, Ph.D.

1. Course Number EEC 4XXX
2. Title of Course: Early Childhood Curriculum and Management
3. Course Credit Hours: 3
4. Instructor Contact Information

Name: Kristen Kemple, Ph.D.
Office Location 1345N Norman Hall
Email address: kkemple@coe.ufl.edu
Phone number: 352-273-4197

5. Proposed Class Meeting Times
6. Course Description

This course focuses on developing students' knowledge of best practices in curriculum, management, and teaching in the early childhood years. The contribution of child development theory and research to the design and implementation of appropriate early childhood programming is included. Using theme-based units and play for integrating curriculum is discussed.

7. Course and Student Learning Objectives

- Explain the three-pronged concept of developmental appropriateness, and of its theoretical and empirical bases
- Explain and plan for application of developmentally appropriate teaching strategies, activity types, and management techniques
- Create a theme-based unit in which developmental domains and curricular disciplines are integrated within schedules and activities.
- Adapt curricula and practices appropriate to individual children
- Compare and contrast aspects of early childhood program models and their theoretical bases.

8. Required and Recommended Textbooks and Other Readings and Materials

Copple, C. & Bredekamp, S. (2009). Developmentally appropriate practice in early childhood programs, 3rd Edition. Washington, DC: NAEYC.

Kostelnik, M., Soderman, A., & Whiren, A. (2014). Developmentally appropriate curriculum: Best practices in early childhood education, 6th Edition. Upper Saddle River, NJ: Pearson.

Additional Required Reading

Facella, M. Rampino, K., & Shea, E. (2005). Effective Strategies for English Language Learners. *Bilingual Research Journal*, 29:1, p. 210-221.

9. Course and University Policies

9a. Attendance, Make-Up Exams and Assignments

Class sessions will include discussion and small group activities. Attendance, attention, alertness, and active thoughtful *prepared* participation in all class sessions is expected. If you are absent once, the absence will not count against your grade. Each subsequent absence, *regardless of reason*, will result in deduction of 1 point from your 10% attendance/participation grade. You will occasionally be given brief homework assignments. Each homework assignment that is not submitted in class, on time, or that is deemed inadequate, will result in deduction of 1 point. The remainder of the attendance/preparedness/participation grade is subjective and is determined through observation of the quality of your class participation, and through in class reflective writings.

Exams can be made up only in cases of illness or true emergency. The professor reserves the right to administer an alternate form of the exam.

Homework and assignments are due *in class* on the date indicated. Late homework assignments will not be accepted for credit. Other assignments will receive a deduction of 5 percentage points for each day they are late, without exception.

Requirements for class attendance and make-up exams, assignments, and other work in this course is consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

9b. Accommodations for Students with Disabilities

Students requesting accommodation for disabilities must first register with the Disability Resource Center - www.dso.ufl.edu/drc/ . The DRC will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodations. Students should contact the DRC and complete this process as early as possible in the term for which they are seeking accommodations.

9c. UF Student Honor Code

UF students are bound by the Honor Pledge which states, “We, the members of the UF community, pledge to hold ourselves and our peers to the highest

standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at UF, the following pledge is either required or implied, “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

9d. Online Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu> . Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu> .

9e. Student Assistance and Emergencies

University support services are available to students who are experiencing significant distress and/or personal emergencies. As appropriate please contact: UF Counseling & Wellness Center: www.counseling.ufl.edu or 352-392-1575
University Police Department: 352-392-1111 or 9-1-1 for emergencies

10. A weekly Course Schedule of Topics and Assignments

Week	Topic	Reading(s)	Assignment(s)
1	Intro to Course		
2	Best Practices in Early Childhood Education	Kostelnik Ch 1	
3	Best Practices in Early Childhood Education	Kostelnik Ch 2	

4	Integrated Thematic Unit Planning	Kostelnik Ch. 16 5	
5	Play: What is it really and why is it really important?	Kostelnik Ch. 15	
6	Exam 1 and Integrated Thematic Unit Workshop		
7	Planning and Implementing Effective Small Group Activities (Clemson)	Kostelnik Ch. 3 & 7 (pp 165-170)	
8	Planning and Implementing Effective Group-Time Activities	Kostelnik Ch 4 & 7 (pp 170-186)	Unit Plan Foundation
9	Spring Break		
10	Classroom management and organization	Kostelnik Ch. 5&6	Questions for Intern Panel
11	More classroom management and organization (SPAIN) Intern Panel	TBA	
12	Exam 2 and Integrated Thematic Unit workshop		
13	Best practices in the affective and social domains	Kostelnik Ch. 10 & 14	4 Microteaching Assignments (2 affective and 2 social)
14	Best practices in the cognitive & language domains	Kostelnik Ch. 11 & 12, Facella, Rampino & Shea	4 Microteaching Assignments (2 cognitive and 2 language)

15	Best practices in the physical and aesthetic domains	Kostelnik Ch. 9 & 13	4 Microteaching Assignments (2 physical and 2 aesthetic)
16	Exam 3		Integrated Thematic Unit Plan

11. Methods by which students will be evaluated (Class requirements, assessments, assignments) and their grade determined.

Assignment	Percentage
<p>Integrated Thematic Unit Plan You will work with one or two classmates to create a 2-week integrated thematic unit plan suitable for use in a preschool, kindergarten, first grade, or second grade classroom. (Details provided in class.) The plan must include the following components:</p> <ul style="list-style-type: none"> Description of Setting Description of Classroom Behavior Management Plan Unit Planning Webs Unit Goals Daily Schedule General Plans for Accommodations Weekly Lesson Plan Book Abbreviated Lesson Plans Centers and Center Time One Day Detailed Plan Two Quick Charts Plans for Coherence and Continuity Plans for family participation in thematic unit Ideas for collaboration with other professionals in the school Annotated Literature Bibliography Annotated Musical Bibliography Annotated Technology Bibliography Unit Assessment 	40
<p>Three in-class exams will be a combination of multiple choice, short answer, and essay.</p>	30

<p>Microteaching Assignment You will do this assignment in collaboration with your ITUP partner(s). You and your partner(s) will be randomly assigned a developmental domain: Either social, affective, cognitive, language, physical, or aesthetic. You and your partner(s) will develop a small group lesson plan that addresses your assigned domain (most likely it will be a lesson drawn from your unit plan). You will present your written plan to the class, and will then demonstrate a ten to fifteen minute segment of your plan to the class, which will be videotaped. Class members will individually provide written feedback on your plan. You and your partner(s) will view and discuss your videotape, and will collaboratively write a single reflection paper about your enacted lesson. Further details will be provided in class.</p>	20
<p>Attendance, Preparedness and Participation Class sessions will include discussion and small group activities. Attendance, attention, alertness, and active thoughtful prepared participation in all class sessions is expected.</p>	10

*** [Include specific details about the assignments]*

12. Course Grading Scale

Final Grade Scale: 920-1000 points =A, 900-919=A-, 880-899=B+, 820-879=B, 800-819=B-, 780-799=C+, 720-779=C, 700-719=C-