Child Development and Care Certificate Program

EDUC X025: Introduction to Curriculum; Birth through Primary (3 units)

Term: Fall 2018

Class Location: UC Merced Downtown Campus Center (DCC) and/or Virtual (Zoom)

Class Meeting Times: Tuesdays 6-7 pm

Dates: October 23 – December 11

Instructor: Kirsty Brace

Office Hours: By appointment (Zoom)

Contact: TBD

UC Merced Extension has developed a plan for preparing caregivers and educators working with infants, toddlers, preschoolers, and school-aged children. The plan is characterized by our Mission and Vision statements. The plan addresses and fulfills requirements for the Associate Teacher Child Development Permit (including the School-Age Emphasis Authorization) outlined by the California Commission on Teacher Credentialing (CTC).

Mission
The Child Development and Care Certificate program develops culturally responsive caregivers and educators that equitably facilitate compassionate, integrative learning to nurture and empower children.

Vision
The Child Development and Care Certificate program is recognized for developing culturally responsive, compassionate caregivers and educators that are committed to empowering their students. The program is aligned with the vision of the University of California, Merced—upholding 21st century priorities for interdisciplinary learning and public service. To achieve this aspiration, the Child Development and Care Certificate courses:

1. Aim to establish culturally respectful communication regarding questions, ideas, and solutions in the context of program courses.
2. Aim to nurture collaboration between caregivers, educators, and families to achieve learning goals, maximizing positive child development.
3. Aim to develop expertise specific to compassionate, integrative learning for infants, toddlers, preschoolers and school-aged children.

Extension Education Programs Learning Outcomes (EPLOs)
The Child Development and Care Certificate courses are integrated with the Extension Education Programs Learning Outcomes (EPLOs). Students will be able to:

1. Cultural Responsivity and Values: Demonstrate awareness, sensitivity, and responsiveness to diversity in every domain of learning, understanding values as opportunity for respectful exchange, collaboration, and shared commitment to the greater good.
2. Content Knowledge: Master content in child development, family and community studies, early literacy, and math readiness, along with capacity to monitor and guide personal learning.
3. Communication and Information Literacy: Effectively convey information, engage in respectful dialogue, and share ideas through oral and written discourse, cultivating inquiry inclusive of self, other, and community.

4. Professional Development: Implement problem-solving skills capable of promoting justice, fostering collaborative leadership, and addressing community concerns with mature civic identity.

Certificate Program Learning Outcomes (PLOs)
Students who complete the Child Development and Care Certificate program will be able to:

1. Child-Centered Care and Instruction: Cultivate professional expertise for care and instruction to promote the developing potential of infants, toddlers, preschool and school-aged children.
2. Inclusion: Educate, assess, and support English language learners through an inclusive, positive learning environment.
3. Literacy and Math Readiness: Nurture, assess, and support literacy and math readiness for infants, toddlers, preschool and school-aged children.

I. Course Description: EDUC X025 introduces curriculum with infants, toddlers, preschoolers, and school-aged children. The course considers developmentally (age-appropriate) curriculum and learning in terms of contextual, hands-on artifacts supporting artistic creativity, literacy, math readiness, and science learning. It is strongly recommended that students take EDUC X002 and EDUC X020 before taking EDUC X025 and EDUC X030.

II. Course Student Learning Outcomes (CSLOs)

a. Course Goal: The primary course goal is to provide students with a comprehensive understanding of age-appropriate curriculum benefitting diverse learners.

b. Learning Outcomes: CSLOs are linked with Institutional Learning Outcomes (ILOs).

c. English Language Learner (ELL), English Language Development (ELD): CSLO 3

d. Inclusive Instruction Course Component: CSLO 2 and 4

<table>
<thead>
<tr>
<th>CSLOs &amp; Assessments</th>
<th>Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CSLO 1:</strong> Create an early classroom environment conducive to learning through use of age-appropriate curriculum (PLOs 1, 2; ILOs 1-3)</td>
<td>Description, Points, Weight: see below</td>
</tr>
<tr>
<td><strong>Assessment:</strong> MindTap activities, group assignment.</td>
<td></td>
</tr>
<tr>
<td><strong>CSLO 2:</strong> Understand play as opportunity for age-appropriate engagement with curriculum and learning (PLOs 1-3; ILOs 2-3).</td>
<td>Description, Points, Weight: see below</td>
</tr>
<tr>
<td><strong>Assessment:</strong> MindTap activities, signature assignment.</td>
<td></td>
</tr>
</tbody>
</table>
### CSLO 3: Design and implement age-appropriate curriculum to promote culturally responsive caregiving and education supporting artistic creativity, literacy, and math learning (PLOs 2, 3; ILOs 1-3).

**Assessment:** MindTap activities, group assignment, signature assignment.

### CSLO 4: Reflect on curriculum, learning, and assessment as a function of personal and professional development (PLO 1; ILO 4).

**Assessment:** MindTap activities, signature assignment.

### III. Format, Procedures, and Permit:
This face-to-face or online intensive course meets for eight weeks. Assessments are submitted through the Canvas learning management system. This course prepares students for the *Child Development Associate Teacher Permit (with School-Age Authorization)* administered by the CTC. To qualify for this permit, the CTC states “(a) all coursework must be degree-applicable (associate degree or higher) and non-remedial, (b) all coursework must be completed with a grade of “C” or better (pass and credit grades meeting this requirement), (c) all coursework must meet a minimum unit requirement of three semester units or four quarter units, and (d) all coursework must be completed at a regionally-accredited college or university.” This (three semester unit) course is degree-applicable and non-remedial. UC Merced is an accredited university. Students must apply directly to the CTC for the *Child Development Associate Teacher Permit (with School-Age Authorization)*. Additional information can be obtained from the CTC.

### IV. Textbook:
The Child Development and Care Certificate courses are designed to minimize student costs, specifically with regard to textbooks. Undergraduate course textbooks purchased new typically cost $150/course. Rather than burden students with these costs, the Child Development and Care Certificate courses require students to purchase electronic textbook access through a single portal (Cengage Learning). For $120, students have four month access (Cengage Unlimited) to textbooks for permit preparation courses required by the CTC (EDUC X002, X020, X025, X030). Purchased this way, the textbook cost is $30/course. Students interested in taking stand-alone courses must purchase the course textbook for approximately $90. These prices are subject to change.

You can purchase textbooks through Canvas. Once you are on the course home page, click on **Assignments** in the left NavBar. Then, click on any numbered assignment. You will automatically be taken to Cengage registration. Once you have selected Cengage Unlimited or the stand-alone Cengage textbook, you can begin completing assigned course readings and MindTap exercises.
<table>
<thead>
<tr>
<th>Description of Assessments</th>
<th>Points</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MindTap Activities</strong></td>
<td>35</td>
<td>35%</td>
<td>Weekly</td>
</tr>
<tr>
<td>MindTap is an interactive learning toolkit designed for your textbook. Log-in information, a quick start guide, and introductory video are provided in Canvas. Assigned activities are detailed through a course link provided when you purchase access to Cengage Learning. Your MindTap grade includes interactive, weekly posts in Canvas. An overview of MindTap activities is provided at the end of this syllabus.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group Assignment</strong></td>
<td>30</td>
<td>30%</td>
<td>Week 7</td>
</tr>
<tr>
<td>Class groups (to be assigned) are asked to develop curriculum for a classroom day with early learners (age to be selected by the group). Use chapter 3 (Beaver et al.) as a guide. Your curriculum should include content related to the development of artistic creativity, early literacy, and math readiness. The assignment should be completed in Google Docs, shared with the instructor. Each group will briefly present their curriculum to class in Week 7.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Signature Assignment</strong></td>
<td>35</td>
<td>35%</td>
<td>Week 8</td>
</tr>
<tr>
<td>The synchronous component of this course considers the (a) importance of play as an opportunity for age-appropriate engagement with curriculum through problem-solving, and (b) importance of emotions in early learning. Write a (6 page) paper in two parts. The first part should describe an age group of your choosing, its developmental characteristics, and an opportunity for play (created by you) which promotes problem-solving. The second part should describe how your play opportunity considers child emotions in terms of motivation to learn, socialization, and persistence in problem-solving. Your paper must use APA 6th style. A sample APA 6th paper can be found here, or you may use the APA 6th template in Microsoft Word. Before submitting your completed assignment, you must submit a draft to ETS Criterion, making changes based on the feedback provided. A video introduction to Criterion can be found here.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

V. **Class Attendance and Participation**
   a. Attendance for all class sessions and student work groups is mandatory. A student is responsible for the content and experiences of missed class sessions. Missing more than one class session for any reason constitutes excessive absence which may be handled in the following way:
      i. Absences may impact a student’s final grade.
ii. The student may be granted an incomplete (in the case of illness or death in the family) and required to retake a portion of, or the entire course in the following term.

iii. The student may be required to re-enroll or retake the course.

b. Anticipated Absences: The student is responsible for clearing anticipated absences with the instructor BEFORE committing to an event which conflicts with class. This assures that a student has either developed a plan for receiving full benefit from the course or does not commit to the conflicting event. No more than two cleared absences are allowed for this eight week course.

c. Late Work: If work is late due to excused absence (an absence cleared in advance), work may be turned in up to one week late without penalty. All other late work is automatically reduced one letter grade and must be turned in within one week of due date. Work submitted more than one week past due will receive no credit.

d. Tardiness: A student who is more than 20 minutes late to class is considered absent for that class. Habitual tardiness will accumulate to equal an absence of one or more class sessions (refer to section on Attendance above).

e. Time Expenditure: EDUC X025 is a 3-unit course requiring a total of 135 hours (including class time) over eight weeks. The following is an estimated breakdown of time students can expect to spend in completing this course:

### Face-to-face version

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Sessions</td>
<td>45</td>
</tr>
<tr>
<td>Weekly Readings</td>
<td>20</td>
</tr>
<tr>
<td>MindTap Activities</td>
<td>40</td>
</tr>
<tr>
<td>Student Work Groups</td>
<td>15</td>
</tr>
<tr>
<td>Signature Assignment</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>135</strong></td>
</tr>
</tbody>
</table>

### Online version

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synchronous Class Sessions</td>
<td>15</td>
</tr>
<tr>
<td>Weekly Reading</td>
<td>20</td>
</tr>
<tr>
<td>MindTap Activities</td>
<td>70</td>
</tr>
<tr>
<td>Student Work Groups</td>
<td>15</td>
</tr>
<tr>
<td>Signature Assignment</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>135</strong></td>
</tr>
</tbody>
</table>

VI. Grading Procedures: All UC Merced Extension courses are graded. The course grade will be calculated as follows:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>MindTap</td>
<td>35</td>
</tr>
<tr>
<td>Group Assignment</td>
<td>30</td>
</tr>
<tr>
<td>Signature Assignment</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Letter grades will be assigned as follows:
<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Grade Point Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
<td>1.7</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td></td>
</tr>
</tbody>
</table>

### VII. Academic Integrity
Each student is expected to abide by the University of California, Merced Academic Honesty Policy. Any work submitted by a student in this course for academic credit will be the student's own work. Students are encouraged to study together and to discuss information and concepts covered in the course with other students. Students can give consultation to or receive consultation assistance from each other. However, this cooperation should never involve one student taking credit for work done by someone else. Violation of UC Merced Academic Honesty Policy will result in an automatic “F” for the assignment. At instructor discretion, the policy may be extended to include failure of the course and/or University disciplinary action.

### VIII. Accommodations for Students with Disabilities
The University of California, Merced is committed to ensuring equal academic opportunities and inclusion for students with disabilities based on the principles of independent living, accessible universal design and diversity. The instructor is available to discuss appropriate academic accommodations that may be required for a student with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester (or equivalent), except for unusual circumstances. Students are encouraged to register with the Disability Services Center to verify their eligibility for appropriate accommodations.

### IX. Tentative Weekly Schedule

<table>
<thead>
<tr>
<th>Topic</th>
<th>Before Class</th>
<th>Due</th>
</tr>
</thead>
</table>
| **WEEK 1**
Welcome and course introduction. Group assignments. Curriculum, emotions, and play | Beaver, chapters 1-2, MindTap week 1, Canvas week 1 | MindTap activities week 1, Canvas activities week 1 |
| **WEEK 2**
Designing play opportunities with emotions in mind | Beaver, chapters 3-4, MindTap week 2, Canvas week 2 | MindTap activities week 2, Canvas activities week 2 |
<table>
<thead>
<tr>
<th>WEEK 3</th>
<th>Sensation and perceptual learning in play</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beaver chapter 8, MindTap week 3, Canvas week 3</td>
</tr>
<tr>
<td></td>
<td>MindTap activities week 3, Canvas activities week 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 4</th>
<th>Art, music, and drama in play</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beaver chapters 6-7, MindTap week 4, Canvas week 4</td>
</tr>
<tr>
<td></td>
<td>MindTap activities week 4, Canvas activities week 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 5</th>
<th>Literacy in play</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beaver chapter 5, MindTap week 5, Canvas week 5</td>
</tr>
<tr>
<td></td>
<td>MindTap activities week 5, Canvas activities week 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 6</th>
<th>Math and science in play</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beaver chapters 9-10, MindTap week 6, Canvas week 6</td>
</tr>
<tr>
<td></td>
<td>MindTap activities week 6, Canvas activities week 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 7</th>
<th>Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GROUP ASSIGNMENT DUE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 8</th>
<th>Problem-solving is fun!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beaver chapters 11-12, MindTap week 8, Canvas week 8</td>
</tr>
<tr>
<td></td>
<td>MindTap activities week 8, Canvas activities week 8</td>
</tr>
<tr>
<td></td>
<td>SIGNATURE ASSIGNMENT DUE</td>
</tr>
</tbody>
</table>

MindTap Overview
A free MindTap app can be obtained for smartphones and tablets with your e-textbook purchase. MindTap includes an audio-book feature which will read the textbook to you. It is therefore possible to complete your textbook readings while driving, cooking, or exercising. MindTap learning activities require sustained engagement with a smartphone or other device. MindTap learning activities are not suitable for engagement while driving, cooking, or exercising.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Seat Time</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mastery training.</strong> A learning engine that adapts to student understanding of curriculum concepts. Mastery training is premised upon distributed practice (spaced repetition) in the scientific literature on learning.</td>
<td>15 minutes.</td>
<td>Enhanced familiarity with key terms and concepts prior to engaging textbook reading.</td>
</tr>
<tr>
<td><strong>Observing children, understanding ourselves.</strong> Observational video of curriculum emphasizing real world problems and practices. A brief assessment will test understanding.</td>
<td>10 minutes.</td>
<td>Real world application of curriculum concepts.</td>
</tr>
<tr>
<td><strong>Investigate development.</strong> Student case studies related to curriculum requiring analysis of evidence prior to making predictions regarding best solution or outcome. Students record solution or outcome via poll, provide rationale in discussion thread, and finish with short 5-6 multiple choice quiz.</td>
<td>20 minutes for research and analysis. 20 minutes for poll, discussion, quiz.</td>
<td>Case studies apply curriculum principles to scenarios linked to professional practice.</td>
</tr>
<tr>
<td><strong>Diversity of development.</strong> Short video clips emphasizing critical thinking regarding curriculum in practice.</td>
<td>20 minutes.</td>
<td>Critical reflection on curriculum, scientific literature, and professional practice.</td>
</tr>
<tr>
<td><strong>Practice quiz.</strong> Brief quizzes on textbook readings.</td>
<td>5 minutes.</td>
<td>Formal assessment.</td>
</tr>
</tbody>
</table>