Administrative Master Syllabus

Course Information

Course Title	Curriculum Resources for Early Childhood Programs
Course Prefix, Num. and Title	CDEC 1313- Curriculum Resources for Early Childhood Programs
Division	Technology and Business
Department	Education & Early Childhood
Course Type	WECM Course
Course Catalog Description	A study of the fundamentals of developmentally appropriate curriculum design and implementation in early care and education programs for children birth through age eight.
Pre-Requisites	None
Co-Requisites	None

Semester Credit Hours

Total Semester Credit Hours (SCH): Lecture Hours: Lab/Other Hours	3:3:0
Equated Pay Hours	3
Lab/Other Hours Breakdown: Lab Hours	0
Lab/Other Hours Breakdown: Clinical Hours	0
Lab/Other Hours Breakdown: Practicum Hours	0
Other Hours Breakdown	0

Approval Signatures

Title	Signature	Date
Department Head:	Sandra McCarstle, Early Childhood / Education Program Director	06-01-2025
Division Chair:	David Kucera, Technology & Business Division Chair	06-01-2025
VPI:		

Additional Course Information

Topical Outline: Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, and clinical or other non-lecture instruction).

- Defining Developmentally Appropriate Practice
- Play and stages of play
- Creating Curriculum using Pre-K Guidelines and The TEKS (Texas Essential Knowledge and Skills); Components of the Lesson Plan
- Language/Literacy, listening, speaking, reading, writing
- Literature as a means of teaching children in all subject areas: "Bibliotherapy"- Literature that heals Scheduling and environments that promote safety and Mathematics and logical reasoning
- Puppets
- Routines-the curriculum for infants and toddlers
- Adapting lessons for children with disabilities;
- Art Experiences with Children
- Sensory Centers
- Fine motor tasks/Gross Motor Tasks
- Music and Movement;
- Dramatic Play and Creative Dramatics
- Self Help Skills
- Science concepts; hands-on activities
- Social Studies
- Observation, assessment, and evaluation of student performance to create curriculum
- Reinforcing the curriculum in children's homes/ Family involvement Professional and Ethical Conduct and Demeanor

Course Learning Outcomes:

Learning Outcomes – Upon successful completion of this course, students will:

1. Define developmentally appropriate practices;
2. Describe the process of child-centered curriculum development;
3. Develop guidelines for creating learning environments;
4. Describe teacher roles in early childhood classrooms;
5. Prepare a developmentally appropriate schedule including routines and transitions;
6. Select, plan, implement, and evaluate developmentally appropriate learning experiences for children
7. Design a week of lesson plans for one group of children ages birth-grade including learning objectives, procedures, materials, and evaluation sections.
8. Communicate thoughts, ideas, information, and messages in writing in a weekly journal (which may be submitted online in a hybrid section).

Methods of Assessment:

- 1, 2, 3, 4, 5, 7. Midterm and final exam (and any other tests or quizzes deemed necessary by the instructor); grade of 70 indicates mastery. The midterm exam must include at least one essay question to assess higher levels of Bloom's Taxonomy.
- 1, 2, 3, In class assignments-designing lesson plans for all content areas.

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- 2, 3, 4, 5, 6, 7. Term project which includes a schedule, plan for the indoor and outdoor learning environments, and lessons centered around one theme for one age group. Lessons will be submitted in increments so that instructors can provide feedback to students in the completion of the project. The project will be graded with a departmental rubric with a minimum grade of 70 points indicating mastery. Students will share a portion of their project informally in class.
- 8. In-class journal entries factored into the attendance/ participation grade (which may be submitted online in a hybrid section).

Required text(s), optional text(s) and/or materials to be supplied by the student:

Beaver, N. , Wyatt, S. & Jackman, H.L. (latest edition). Early education curriculum: A child's connection to the world. Clifton Park, NY: Thomson Delmar Learning,

Bredecamp, S. Coppel, C. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8 (latest edition).* Washington, DC: NAEYC.

Suggested Course Maximum:

35

List any specific or physical requirements beyond a typical classroom required to teach the course.

None

Course Requirements/Grading System: Describe any course specific requirements such as research papers or

reading assignments and the generalized grading format for the course.

90-100.. A Excellent Work

80-89.... B Good Work

70-79.... C Average Work

60-69.... D Minimal Level of Work

59 and below- F Does not pass course standards

Test 40%

Term Project 40%

Class Attendance, Observation summaries and analyses-20%

Curriculum Checklist:

☐**Administrative General Education Course** (from ACGM, but not in WCJC Core) – No additional documents needed.

☐**Administrative WCJC Core Course**. Attach the Core Curriculum Review Forms

    ☐Critical Thinking

    ☐Communication

    ☐Empirical & Quantitative Skills

    ☐Teamwork

    ☐Social Responsibility

    ☐Personal Responsibility

☒**WECM Course** -If needed, revise the Program SCANS Matrix and Competencies Checklist