

**El Paso Community College**  
**Syllabus**  
**Part II**  
**Official Course Description**

<b>SUBJECT AREA</b>	<u>Child Development</u>
<b>COURSE RUBRIC AND NUMBER</b>	<u>CDEC 1313</u>
<b>COURSE TITLE</b>	<u>Curriculum Resources for Early Childhood Programs</u>
<b>COURSE CREDIT HOURS</b>	<u>3      2    :    2</u> Credits    Lec    Lab

**I. Catalog Description**

Provides a study of the fundamentals developmentally appropriate curriculum design and implementation in early care and education programs for children birth through age eight. (2:2).

**II. Course Objectives**

## A. Unit I. Developmentally Appropriate Practices

1. Define developmentally appropriate practices as they apply to infants, toddler preschool and school age children including children with special needs.
2. Evaluate classrooms to determine their placement on a continuum from developmentally appropriate to inappropriate in relation to room arrangement, activities, materials and equipment.
3. Explain the value of play and its relationship to developmentally appropriate practices.
4. Describe how cultural and linguistic diversity are a part of developmentally appropriate practices.
5. Apply the NAEYC professional code of ethical conduct.

## B. Unit II. Child-centered Curriculum Development

1. Compare curriculum approaches/models (e.g., child centered, project approach, teacher, teacher directed)
2. Discuss the application of anti-bias curriculum.
3. Analyze different approaches to curriculum planning.
4. Describe a variety of assessment strategies and their role in the early childhood curriculum planning process.
5. Develop lesson plans for a specific group of children.
6. Discuss planning and implementation of curriculum and instructional practices based on knowledge of individual children, the community and curriculum goals and content.
7. Analyze and develop an anti-biased, developmentally appropriate curriculum.

## C. Unit III. Develop Guidelines for Creating Developmentally Appropriate Indoor and Outdoor Learning Environments

1. Describe the relationship between children's ages and developmentally appropriate indoor and outdoor learning environments.
2. Define learning centers and/or activity zones and their relationship to learning through play.
3. Describe basic arrangement of learning centers in developmentally appropriate indoor learning environments (e.g., art near water)
4. Describe developmentally appropriate outdoor learning environments.
5. Explain the concept of using zones in outdoor learning environments.
6. Describe how to enhance creativity and aesthetics in the environment.

D. Unit IV. Apply an Understanding of Teacher Roles in Early Childhood Classrooms

1. Describe various roles of a teacher (e.g., observer, questioner, etc.)
2. Practice teacher roles in early childhood classrooms.
3. Demonstrate the ability to select the appropriate teacher role.
4. Adapt indoor and outdoor environment for children with special needs.

D. Unit V. Prepare a developmentally appropriate schedule including routines and transitions.

1. Compare appropriate and inappropriate schedules for infants/toddlers, preschool and school age children.
1. Describe developmentally appropriate routines for use in classrooms.
2. Define and describe how to use transitions in classroom.
3. Develop an appropriate schedule for a specific group of children.

**III. THECB Learning Outcomes (WECM)**

1. Define developmentally appropriate practices.
2. Describe the process of child-centered curriculum development.
3. Develop guidelines for creating learning environments.
4. Apply an understanding of 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.

**IV. Evaluation**

1. The instructor will maintain a continuous record of each student's progress on an institutionally approved grade sheet or computerized substitute. All instructors must keep records in such a way that information would be clear to a second party having to check grade computation in special cases. An explanatory legend should be provided on the grade sheet.
2. The evaluation of the assignments should be based on the student's mastery of the assigned objectives. In addition assignments, the instructor may require quizzes and exercises on course content. The instructor may also require a journal or free writing assignments.
3. The course projects will be devised at the instructor's discretion.

Grading scale

- A=90-100
- B=80-89
- C=70-79\*
- D=60-69\*
- F=below 60\*

\*Remediation

At the instructor's discretion, students may be allowed to rewrite papers or retest for higher grades. Students seeking additional help may obtain tutoring assistance from the Writing Center at any campus.

**V. Disability Statement (Americans with Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

**VI. 6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.