

# Course Syllabus

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**Department** : Child Development  
**Course Title** : Curriculum Resources for Early  
Childhood Programs  
**Section Name** : CDEC 1413  
**Start Date** : 01/18/2011  
**End Date** : 05/07/2011  
**Modality** : ONLINE  
**Credits** : 4

## Instructor Information

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**Name** : Lucinda G. Hurlbut  
**OC Email** : [lhurlbut@odessa.edu](mailto:lhurlbut@odessa.edu)  
**OC Phone #** : 432-335-6334

## Course Description

Fundamentals of curriculum design and implementation in developmentally appropriate programs for young children. Emphasizes planning and teaching curriculum for children birth to 5 years of age. Includes assessing children=s developmental level by use of written observation techniques and planning and implementation of developmentally appropriate curricula which includes selecting appropriate equipment such as computer programs and videos. Also, presents techniques for parent involvement and interpersonal communication, creation of appropriate physical environments and classroom management.

**Prerequisites/Co requisites**

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**None necessary**

**Scans**

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**1, 2, 4, 5, 6, 7, 9, 10, 11**

**Course Objectives**

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## CHILD DEVELOPMENT DEPARTMENT

### COURSE SYLLABUS

**COURSE NUMBER:** 1413

**COURSE TITLE:** CURRICULUM RESOURCES FOR EARLY CHILDHOOD PROGRAMS

**CREDIT HOURS**

**PREREQUISITE:** CDEC 1311, CDEC 1319 and a minimum of two of the following courses:  
CDEC 1356, CDEC 1357, CDEC 1358 or consent of the department chair

**COREQUISITE:** NONE

**CATALOG DESCRIPTION:**

Fundamentals of curriculum design and implementation in developmentally appropriate programs for young children. Emphasizes planning and teaching curriculum for children birth to 5 years of age. Includes assessing children=s developmental level by use of written observation techniques and planning and implementation of developmentally appropriate curricula which includes selecting appropriate equipment such as computer programs and videos. Also, presents techniques for parent involvement and interpersonal communication, creation of appropriate physical environments and classroom management.

**COURSE LEARNING OUTCOMES/PROFICIENCIES:**

The student will define developmentally appropriate practices; describe the process of child-centered curriculum development; and develop guidelines for creating developmentally appropriate indoor and outdoor learning environments. The students will apply an understanding of teacher roles in early childhood classrooms; prepare a developmentally appropriate schedule including routines and transitions; and select, plan, implement and evaluate developmentally appropriate learning experiences for children.

**TEXTBOOKS:** Dodge, Diane Trister, Colker; Laura T.; Heroman, Cate, The Creative Curriculum For Preschool; Teaching Strategies, 2002.

**SUPPLIES:** Text, supplies and equipment essential for note taking, such as paper and pencils. You may also need Supplementary Materials from the Bookstore.

**LEARNING OUTCOMES:**

1. Define developmentally appropriate practices.
  - a. Describe developmentally appropriate practices as they apply to infants/toddlers, preschool and school age children including children with special needs.
  - b. Evaluate classrooms to determine their placement on a continuum from developmentally appropriate to inappropriate in relation to room arrangement, activities, materials and equipment.
  - c. Explain the value of play and its relationship to developmentally appropriate practices.
  - d. Describe how cultural and linguistic diversity are a part of developmentally appropriate practices.
  
2. Describe the process of child-centered curriculum development.
  - a. Compare curriculum approaches/models (e.g., child centered, project approach, teacher directed).
  - b. Discuss the application of anti-bias curriculum.
  - c. Analyze different approaches to curriculum planning.
  - d. Describe a variety of assessment strategies and their role in the early childhood curriculum planning process.
  - e. Develop lesson plans for a specific group of children.
  - f. Discuss planning and implementation of curriculum and instructional practices based on knowledge of individual children, the community and curriculum goals and content.
  - g. Analyze and develop an anti-biased, developmentally appropriate curriculum.
  
3. Develop guidelines for creating developmentally appropriate indoor and outdoor learning environments.
  - a. Describe the relationship between children=s ages and developmentally appropriate indoor and outdoor learning environments.

- b. Define learning centers and/or activity zones and their relationship to learning through play.
  - c. Describe basic arrangement of learning centers in developmentally appropriate indoor learning environments (e.g., art near water).
  - d. Describe developmentally appropriate outdoor learning environments.
  - e. Explain the concept of using zones in outdoor learning environments.
  - f. Describe how to enhance creativity and aesthetics in the environment.
4. Apply an understanding of teacher roles in early childhood classrooms.
- a. Describe various roles of a teacher (e.g., observer, questioner, etc.).
  - b. Practice teacher roles in early childhood classrooms.
  - c. Demonstrate the ability to select the appropriate teacher role.
  - d. Adapt indoor and outdoor environment for children with special needs.
5. Prepare a developmentally appropriate schedule including routines and transitions.
- a. Compare appropriate and inappropriate schedules for infants/toddlers, preschool and school age children.
  - b. Describe developmentally appropriate routines for use in classrooms.
  - c. Define and describe how to use transitions in classrooms.  
  
Develop an appropriate schedule for a specific group of children.
6. Select, plan, implement and evaluate developmentally appropriate learning experiences for children.

SCANS Competencies: Resources

Interpersonal Skills

Information

Systems

Thinking Skills

Basic Skills

Personal Qualities

# Assignments:

## CURRICULUM RESOURCES - WEB COURSE

### TENTATIVE SCHEDULE

**CDEC 1413 - WEB**

**CURRICULUM RESOURCES**

**INSTRUCTOR: LUCINDA HURLBUT**

**SPRING 2011**

<b>DATES</b>	<b>CHAPTERS TO READ</b>	<b>*ASSIGNMENTS/ACTIVITIES DUE</b> <b>Section I</b>
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January 18 thru February 28	Chapter 1 Chapter 2 Chapter 3 Chapter 4 Chapter 5	1. Complete Quizzes for Chapters 1-5 2. Teachers Role Assignment 3. Family Project Assignment 4. Review and summarize Video 5. Schedule Lab Hours and a lab visit and visit w/me 6. Answer all discussion questions and comment (2)
<b>DATES</b>	<b>CHAPTERS TO READ</b>	<b>ASSIGNMENTS/ACTIVITIES</b> <b>Section II</b>

February 28 thru April 4	Chapter 6 Chapter 7 Chapter 8 Chapter 9 Chapter 10	1. Complete Quizzes for Chapters 6-10 2. Floor plan and equipment list Chapters 6-10 3. Internet Assignments for Chapters 6-10 4. Two Completed Lesson Plans 5. Answer all discussion questions and comment (2)
<b>DATES</b>	<b>CHAPTERS TO READ</b>	<b>ASSIGNMENTS/ACTIVITIES</b> <b>Section III</b>

April 4 thru May 9	Chapter 11	1. Complete Quizzes for Chapters 11-16 2. Internet Assignment for Chapters 11-16 3. Completed Portfolio 4. Floor plan and equipment list Chapters 11-16 5. Two Completed Lesson Plans 6. Answer all discussion questions and comment (2)
	Chapter 12	
	Chapter 13	
	Chapter 14	
	Chapter 15	
	Chapter 16	

## Special Needs

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**Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.**

## Learning Resource Center (Library)

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**The Library, known as the [Learning Resources Center](#), provides research assistance via the [LRC's catalog \(print books, videos, e-books\)](#) and [databases \(journal and magazine articles\)](#). [Research guides](#) covering specific subject areas, [tutorials](#), and the ["Ask a Librarian"](#) service provide additional help.**



## Student E-mail

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Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. All assignments or correspondence will be submitted using your Odessa College email.

## Student Portal

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Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. All assignments or correspondence will be submitted using your Odessa College email.

## Technical Support

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For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at [https://www.odessa.edu/dept/ssc/helpdesk\\_form.htm](https://www.odessa.edu/dept/ssc/helpdesk_form.htm).

## Important School Policies

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For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or students and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#).