Curriculum Resources for Early Childhood (CDEC 1313)

CREDIT
3 Semester Credit Hours

MODE OF INSTRUCTION
Face to Face

PREREQUISITE/CO-REQUISITE:
CDEC 2387 Internship

COURSE 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.

COURSE OBJECTIVES
Upon completion of this course, the student will be able to

- Define developmentally appropriate practices.
- Describe the process of child-centered curriculum development.
- Develop guidelines for creating learning environments.
- Apply an understanding of teacher roles in the early childhood classrooms.
- Prepare developmentally appropriate schedule including routines and transitions.
- Select, plan, implement, and evaluate developmentally appropriate learning experiences for children.

INSTRUCTOR CONTACT INFORMATION

Instructor:	Tiffanie Garrett Cruz
Email:	Tgcruz@lit.edu
Office Phone:	409-718-1147
Office Location:	MPC 107
Office Hours:	MWF 8:00-9:00, 11:00-12:00

REQUIRED TEXTBOOK AND MATERIALS
Optional:
1. *Early Education Curriculum: A Child's Connection to the World* by Hilda Jackman, 4th edition. Delmar.
   ISBN number is 13:978-1-4018-3729-7

Approved:

2. *A variety of teacher gathered materials for utilization in the classroom*

ATTENDANCE POLICY

Three absences are allowed. If a student is tardy to class or departs early (3) times, it will be equal to one (1) absence. Each absence beyond three absences will result in a 5 point deduction from your final grade.

DROP POLICY

If you wish to drop a course, you are responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an "F" in the course.

COURSE CALENDAR (subject to change with or without notice)

DATE	TOPIC	READINGS (Conduct by Thursday of each week)	ASSIGNMENTS (Due on this Date)
1/21-1/23	Introductions	Chapter 1	Bring a classroom daily schedule (1/28)
1/28-1/30	Starting the Process	Chapter 2	Curriculum Web (2/4)
2/4-2/6	Creating Curriculum		Explore Lesson Plans (2/11)
2/11-2/13	Creating Curriculum Cont.	Exploring Curriculum Styles	Present Curriculum Style study (2/18)
2/18-2/20	Exploring Curriculum Styles	Play Schemas	(2/25) Understanding Schemas
2/25-2/27	Play Schemas	Open Ended Possibilities	
3/4-3/6	Open Ended Possibilities	Chapter 3 & 4	Open Ended Play (3/6)
3/11-3/13	SPRING BREAK		
3/18-3/20	Language, Literacy & Literature	Chapter 5	Present a Phonological Awareness Activity (3/25) Book Share (3/27)
3/25-3/27	Math	Chapter 6	Develop an Early Math Activity in Class (3/27)
4/1-4/3	Science	Chapter 7	Science Experiment (4/3)
4/8-4/10	Social Studies	Chapter 8 & 9	Present a Social Studies Activity (4/15)
4/15-4/17	Art & Sensory Centers	Chapter 12	Process vs Product (4/17)
4/22-4/24	Dramatic Play & Dramatics	Chapter 10 & 11	Present a Sensory Activity (4/29)
4/29-5/1	Music and Movement, Puppets	Taking Curriculum Outdoors	

5/6-5/8	Taking Curriculum Outdoors	Prepare for Final	Present Outdoor Lesson (5 / 8)
5/13			Final Exam

COURSE EVALUATION
Final grades will be calculated according to the following criteria:
- Attendance and Participation – In Class Discussions   20%
- Course Assignments (8 @ 50 pts)   40%
- Course Projects (4 @ 100 pts)   40%

GRADE SCALE
- 90-100   A
- 80-89   B
- 70-79   C
- 60-69   D
- 0-59   F

TECHNICAL REQUIREMENTS
The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at https://lit.edu/online-learning/online-learning-minimum-computer-requirements. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

DISABILITIES STATEMENT
The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email specialpopulations@lit.edu. You may also visit the online resource at Special Populations - Lamar Institute of Technology (lit.edu).

STUDENT CODE OF CONDUCT STATEMENT
It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at

www.lit.edu. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

ARTIFICIAL INTELLIGENCE STATEMENT
Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignments appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own original work unless otherwise specified. Students should contact their instructor with any questions as to the acceptable use of AI / ChatGPT in their courses.

STARFISH
LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

ADDITIONAL COURSE POLICIES/INFORMATION

1. Respectful Conduct: Students are expected to engage respectfully with peers, instructors, and course materials. Disruptive behavior, including inappropriate language or interrupting others, will not be tolerated. Diverse perspectives should be valued and considered thoughtfully in all discussions.

2. Commitment to Learning: Students should come to class prepared, actively participate, and stay engaged throughout the course. This includes completing assigned readings, submitting work on time, and contributing positively to the learning environment.

3. Professional Relationships: Professionalism is key to a positive learning experience. Students are expected to communicate with instructors and peers using respectful language, both in person and through digital platforms (e.g., emails, discussion boards). Confidentiality and integrity should be upheld in all academic and collaborative work.