

**Angelina College**  
**Technology and Workforce Division**  
**CDEC 1413 (Hybrid) Curriculum Resources for Early Childhood Programs**  
**General Syllabus**

**I. BASIC COURSE INFORMATION:**

A. Course Description: Four hours credit. 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 includes 30 hours of field experiences. Three lecture hours each week. Three field experience hours must be conducted weekly for ten assigned weeks. Lab fee.

B. Intended Audience: Freshman/sophomore

C. Instructor: Chandra Cheshire, M.Ed.  
 Office Location: TW 168  
 Office Hours:

Mondays	9:00-10:00 AM
Tuesdays	2:00-3:00 PM
Wednesdays	9:00 – 10:00 AM
Thursdays	2:00 – 3:00 PM
Fridays	9:00- 10:00 AM
Other times	As arranged with students

Phone: Office (936) 633- 5321  
 E-mail Address: ccheshire@angelina.edu

**II. INTENDED STUDENT OUTCOMES:****A. Core Objectives Required for this Course**

1. **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication
3. **Teamwork:** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

**B. Course Learning Outcomes for all Sections**

The student 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; and
6. select, plan, implement, and evaluate developmentally appropriate learning experiences for children.

**III. ASSESSMENT MEASURES****A. Assessments for the Core Objectives:**

1. **Critical Thinking Skills:** Critical thinking skills will be measured by the student's ability to work through situations presented in the classroom environment, and by assessing material in assigned exercises used to determine the needs of all participants involved. In addition, reflective activities, class discussions, presentations, and projects will be assessed for the application of critical thought processes through utilization of the Angelina College Critical Thinking Skills value rubric.

2. **Communication Skills:** Communication will be measured by the student's ability to demonstrate effective development, interpretation and expression of ideas through the use of discussion questions and projects concerning critical core topics. The student's performance of communication skills will be assessed through utilization of the Angelina College Communication value rubric.
3. **Teamwork:** Teamwork will be measured by the student's ability to work effectively with others to support a shared purpose or goal and consider different points of view in field experiences and projects. The student's performance of teamwork will be assessed through utilization of the Angelina College Teamwork value rubric.

#### **B. Assessments for Course Learning Outcomes**

The student will:

1. define developmentally appropriate practices by correctly responding to reflection activities, discussion questions and projects;
2. describe the process of child-centered curriculum development by correctly responding to reflection activities, discussion questions and projects;
3. develop guidelines for creating learning environments by correctly responding to reflection activities, discussion questions and projects;
4. describe teacher roles in early childhood classrooms by correctly responding to reflection activities, discussion questions and projects;
5. prepare a developmentally appropriate schedule including routines and transitions by correctly responding to reflection activities, discussion questions and projects; and
6. select, plan, implement, and evaluate developmentally appropriate learning experiences for children by correctly responding to reflection activities, discussion questions and projects.

#### **IV. INSTRUCTIONAL PROCEDURES:**

Methodologies utilized in presenting course content may include, but not limited to: lectures, audio-visual presentations, discussions, examinations, case scenario/case study problems, reflection activities, student presentations, research projects, field experiences, field trips, guest speakers, etc. Computer-based technology such as Blackboard will be utilized for communicating, solving problems, acquiring information and submitting course assignments.

#### **V. COURSE REQUIREMENTS AND POLICIES:**

##### **A. Required Textbooks and Recommended Readings, Materials and Equipment**

**Room to Grow: How To Create Quality Early Childhood Environments (2002)**

Margaret B. Puckett, Ed.D: Editor

TAEYC: Texas Association for the Education of Young Children

MindTap Access Card

Computer with Microsoft Office and Internet access

Field Experience Contract

##### **B. Course Policies – This course conforms to the policies of Angelina College as stated in the Angelina College Handbook.**

1. **Educational Accommodations** – If you have a disability (as cited in Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act of 1990) that may affect your participation in this class, you may fill out the Educational Accommodations application within your AC Portal, under the "Student Services" tab. A Student Success team member will contact you once the application is received. At a post-secondary institution, you must self-identify as a person with a disability in order to receive services; for questions regarding the application process you can visit the Office of Student

Success and Inclusion in the Student Center (205A); text 936.463.8078; or email [access@angelina.edu](mailto:access@angelina.edu). To report any complaints of discrimination related to a disability, you should contact Mr. Steve Hudman, Dean of Student Affairs, in Room 101 of the Student Center. You may also contact Dean Hudman by calling (936) 633-5292 or by emailing [shudman@angelina.edu](mailto:shudman@angelina.edu).

- 2. Attendance** – Attendance is required as per Angelina College Policy and will be recorded every day. Any student with three (3) consecutive absences or four (4) cumulative absences may be dropped from the class. Records will be turned in to the academic dean at the end of the semester. Do not assume that non-attendance in class will always result in an instructor drop. **You must officially drop a class or risk receiving an F.** This is official Angelina College Policy.

Students are required to log into the course at least once each week. Students failing to log into the course and submit completed assignments for two (2) weeks may be locked out and must seek readmission with the Instructor. In order to avoid a grade of “F”, all students who do not wish to continue the course are required to formally drop the course through admissions by the posted drop deadlines. Students are expected to notify the Instructor as soon as possible if having difficulty logging in, expect to miss logging in any particular week, or submitting assignments.

### **3. Additional Policies Established by the Instructor**

**Orientation** – Internet course students are required to attend a mandatory orientation prior to initial Log in to the course. Date and location are posted on the Angelina College website course schedule. Classroom and Hybrid courses will provide a mandatory orientation prior to initial login to the courses on the first scheduled day of class, unless otherwise specified on the Angelina College website course schedule.

**Assignment Completion Policy** – All assignment due dates are posted on the course calendar. It is the individual student’s responsibility to ensure that all assignments are received in their entirety as directed by the instructor on or before the appropriate due date. All assignments must be electronically submitted in Microsoft Office into Blackboard in the order assigned per course calendar, unless otherwise specified by the Instructor. Failure to complete and successfully submit all assignments (quizzes and any other additional assignments, assessments and projects required per Instructor) will result in a final grade of “F” in the course. NO EXCEPTIONS.

**Field Experience Completion Policy** – Less than 30 completed hours will result in a grade of “F” in the course. NO EXCEPTIONS.

**Late Assignments** – All assignments must be turned in before or on the due date given on the course calendar. Ten (10) points will be deducted for each calendar day late. It is the student’s responsibility to maintain open communication with the instructor. Special accommodations will be considered on a case by case basis.

**Instructor Conferences** – All students are encouraged to take time to meet individually with the Instructor during the course. Every effort will be made to respond to individual needs. If at any time you feel that you are having problems related to the course, visit with the Instructor as soon as possible. Likewise, the Instructor may request a meeting with you if necessary. Many problems can be resolved easily if properly addressed.

**Confidentiality** – All students are responsible to respect the confidentiality of other students, to protect privacy, and to act in a professional manner at all times. Students should strive for objectivity as they share and gather information about children and children’s programs. Information about children and early childhood programs, which are subjective in nature, shall not be discussed outside the classroom. In reports and discussions during class meetings, names of specific persons shall be omitted to preserve confidentiality.

**VI. COURSE OUTLINE: Description of the Course Activities including due dates, schedules, and deadlines.**

The course calendar and assignments are located on Blackboard

**VII. EVALUATION AND GRADING:**

**A. Grading Criteria**

The following evaluation activities will be utilized to produce the final course grade:

1. Quizzes/Exams
2. Assignments
3. Projects
4. Field Experience (assignments/evaluations)

**B. Determination of Grade**

The course grading breakdowns are located on Blackboard

The instructor may modify the provisions of the syllabus to meet individual class needs by informing the class in advance as to the changes being made.