



**School of Education  
Virtual Campus**

**Mission: Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.**

**COURSE NUMBER AND TITLE:** ECHD 2301 Early Childhood Curriculum and Planning

**TERM AND DATES: VC 01:** Fall 1 August 8 – October 1, 2022

<https://wbu.blackboard.com/>

Holidays: Labor Day - September 5, 2022

**INSTRUCTOR'S NAME:** Suzanne Kimball

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**OFFICE HOURS:** Email response within 24 hours, usually less. You may leave messages/texts on my cell phone from 8 am to 9 pm CST.

**CATALOG COURSE DESCRIPTION:**

This course focuses on the process of planning and implementing a curriculum and setting up an inclusive child-centered environment. Included in the course are activity plans, lesson plans, assessment forms, curriculum webs, room arrangements, puppet usage, and outdoor play

**REQUIRED RESOURCE MATERIALS:**

*Early Education Curriculum: A Child's Connection to the World*

Beaver, Jackman, 7th edition, 2018. Cengage Learning ,  
978-1-3059-6063-3

*Creative Resources for the Early Childhood Classroom*

Herr, J. 6<sup>th</sup> edition, 2013, Cengage Learning  
978-1-1118-3102-8

Textbooks available in online access

Access to WBU Learning Resources [www.wbu.edu/lrc](http://www.wbu.edu/lrc)

## **COURSE OUTLINE:**

PART ONE: Preparing for Learning through Assessment, Curriculum, and the Environment

Chapter 1: Starting the Process

Chapter 2: Observation and Assessment

Chapter 3: Creating Curriculum

Chapter 4: The Learning Environment

PART TWO: Discovering and Expanding the Early Education Curriculum

Chapter 5: Language and Literacy

Chapter 6: Creativity: Art and Music

Chapter 7: The Child's World: Social Studies, and Dramatic Play

Chapter 8: Sensory Play

Chapter 9: Science

Chapter 10: Math

Chapter 11: Fine Motor and Manipulatives

Chapter 12: Large Motor and Outdoor Play

Chapter 13: Construction Blocks and Woodworking Chapter

14: Putting It All Together

## **COMPETENCIES FOR THIS COURSE:**

Students understand the importance of each content area in young children's learning.

Students know the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen their understanding.

Students use their own knowledge and other resources to design, implement, and evaluate meaningful challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.

The NAEYC standards provide a guiding framework for the preparation of professional early childhood teachers based on extensive research and evidence-based practices. The included chart identifies how the content in the textbook/course aligns with these standards

## **STUDENT LEARNING OUTCOMES:**

Upon successful completion of this course, the student will be able to:

Define the components of curriculum: philosophy, goals, schedules, environments, lesson planning, and activities.

Identify the components of an early childhood curriculum.

Plan developmentally appropriate and comprehensive curriculum.

Identify the role of curriculum planning in early childhood education programs.

Recognize effective methods to use in the curriculum planning process.

Implement effective methods of curriculum planning.

Identify goals and objectives appropriate for birth to 6 year olds.

Determine the individual educational interests, strengths, and needs of the children.

Apply information about children in planning meaningful and developmentally appropriate learning opportunities.

Recognize national, state and local standards as guides to developmentally appropriate practice.

Describe how to modify curriculum to meet the specific needs of an individual child.

Identify appropriate adaptations to meet the individual educational needs of children.

Plan and develop curricula appropriate to the developmental level of children.

Determine an effective process of planning and implementing developmentally appropriate curricula. Identify and incorporate key elements and learning domains to be included in the curricula planning. Recognize curricula development as an on-going process of planning, implementing, assessing, reflecting and planning.

Examine a variety of early childhood curricula models.

Be aware of the variety of early childhood curricula models available.

Determine the appropriateness of a variety of early childhood curricula models based on a specific set of criteria.

Present information on a variety of early childhood curricula based on facts, research and theory. Develop an awareness and appreciation of the individual likenesses and differences among children, families, and colleagues.

Recognize the importance of meeting the individual needs of a diverse population.

Identify effective methods of meeting the individual needs of a diverse population.

### **COURSE COMPETENCIES ASSESSMENTS:**

Completion of chapter review questions. Due on Mondays, midnight CST

Completion of 2 tests that will be administered on Blackboard. Tests will be open book and timed and not proctored. Complete 1 project

Participation in discussion board topics posted in the discussion board. Students are expected to post significant, substantive responses that indicate research, reflective thinking and practical experiences on textbook content and related topics. Original response is due on Fridays, midnight; responses to others due on Mondays, midnight, CST.

### **ATTENDANCE POLICY:**

**Online Students** - Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner.

1. Student "attendance" in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor.
2. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements.
3. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation.
4. Any student who has not actively participated in an online class prior to the census date for any given term is considered a "no-show" and will be administratively withdrawn from the class

without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus.

5. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**Instructor’s Additional Policies:** All assigned work must be submitted when due. Late work may not be accepted unless previous arrangements/notification has been made. If accepted late, point value may be reduced. **Discussion Boards are not accepted late.**

**Instructor’s note:** The advantage on online learning is the asynchronous environment. In other words, class time is at the student’s convenience. Along with this convenience comes a tremendous responsibility. The student must be organized and self-motivated to stay current in all assignments. The management software on Blackboard allows tracking the times that the students log in and participate. All assignments have deadlines for submission.

**EVALUATION: University Grading System:**

<p>(see Catalog)</p> <p><b>EVALUATION: University Grading System</b></p> <p>A 90-100 Cr for Credit</p> <p>B 80-89 NCR No Credit</p> <p>C 70-70 I Incomplete* 60-69</p> <p>D W for withdrawal below 60 WP</p> <p>F Withdrawal Passing</p> <p>WF Withdrawal Failing</p> <p>IP In Progress</p> <p>X No grade given</p>	<p>A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.</p> <p>*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the <b>I</b> is converted to the grade of <b>F</b>. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.</p>
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**COURSE GRADING CRITERIA:**

Scoring Rubrics: Scoring rubrics for all assignments will be available.

**Evaluation:**

Course grade will be determined by using the following point system:

Discussion Board (DB) (5)	100 points (20 points each)
Chapter Assignments (14)	210 points (15 points each)
Test #1	100 points
Test # 2	100 points
Documentation Board Project	90 points

- A = 550 -600 points
- B = 500 -549 points
- C = 450 -499 points
- D= 400 - 449 points
- F = 399 and below

**Academic Honesty:** University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty; see catalog for more information about academic dishonesty.

**Plagiarism:** - The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.

When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.*" - Source:

<http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

**Disabled Persons:** It is University policy that no otherwise qualified person with disabilities be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. It is the responsibility of the student to disclose and to provide documentation pertaining to the disability so that appropriate modifications may be made.

**Grade Appeal Statement:** "Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog.

Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation."

## Coursework at a Glance

Week	Date	Assignments to do this Week	Assignments due this Week
		<b>Discussion Board (DB)</b>  <b>Chapter Review Questions (RQ)</b>  Early Education Curriculum text (EE)	Assignments due this Week Mondays, midnight CST Original post on Discussion Board are due on Fridays, midnight CST (Week 1 original post due on Wednesday) Responses to others due on Mondays midnight CST (except 9-5-22)
1	8-8-22	Read EE Chapters 1 ,2 DB # 1 RQ #1, RQ#2	Original post on DB#1 due 8-11 for attendance
2	8-15-22	Read EE Chapters 3, 4, 5 RQ # 3, RQ #4, RQ #5	DB# 1 RQ #1, RQ #2
3	8-22-22	Read EE Chapter 6,7 DB #2 RQ # 6, RQ# 7 Begin Project	RQ# 3, RQ# 4, RQ#5
4	8-29-22	Test #1 DB#3	DB #2 RQ# 6, RQ# 7
	9-5-22	Labor Day	
5	9-6-22	Read EE Chapters 8, 9,10, 11 RQ # 8, RQ#9, RQ #10, RQ#11	Test #1 DB#3
6	9-12-22	Read EE Chapters 12, 13,14 RQ # 12, RQ #13,RQ#14 DB #4	RQ # 8, RQ#9, RQ #10, RQ# 11
7	9-19-22	Test #2 DB#5	DB #4 RQ # 12, RQ #13, RQ#14 Project
8	9-26-22	Smile	Test #2 DB #5

