



**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 10 – October 3, 2026

Holiday: Labor Day September 7, 2026

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

INSTRUCTOR'S NAME: Suzanne Kimball

OFFICE ADDRESS: Online

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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

PREREQUISITES: None

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 / E textbook ISBN: 9781337528962

Creative Resources for the Early Childhood Classroom
Herr, J. 6th edition, 2013, Cengage Learning
978-1-1118-3102-8 / E textbook ISBN: 9781133781349

Textbooks available in online access

Access to WBU Learning Resources 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. Completion of 1 research 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. Refer to Discussion Board Success Tips in Course Information. 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.

Academic Integrity: [Statement on Academic Integrity](#)

Generative AI tools permitted in specific context and with proper citations.

Students are allowed to use, reference, or incorporate generative AI tools into specific assignments for this course. When used, students must properly cite the generative AI tool in their submitted work.

While there is no true substitute for direct help and instruction for your instructor, students may be allowed to use generative AI tools to provide further explanations of course content, readings, and other assignments. Any use of generative AI tools to help further explain or translate content must be properly referenced and cited.

Specific parameters for generative AI usage are provided by the instructor.

Any use of generative AI tools outside of the approved instructor parameters will be considered a form of plagiarism and academic dishonesty

Disability Statement: In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests office (806) 291-1057. Documentation of a disability must accompany any request for accommodations.

COURSE REQUIREMENTS and GRADING CRITERIA:

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

Scoring Rubrics: Scoring rubrics are posted with each assignment

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

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 to the 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 Discussion Board (DB) Chapter Review Questions (RQ) Early Education Curriculum text (EE)	Assignments due this Week Mondays, midnight CST Original post on Discussion Board due Fridays, midnight CST Responses to others due Mondays midnight CST
1	8-10-26	Read EE Chapters 1 ,2 DB # 1 RQ #1, RQ#2	Complete Required First Assignment by Wednesday, 8-12-26 for attendance
2	8-17-26	Read EE Chapters 3, 4, 5 RQ # 3, RQ #4, RQ #5	DB# 1 RQ #1, RQ #2
3	8-24-26	Read EE Chapter 6,7 DB #2 RQ # 6, RQ# 7 Begin Project	RQ# 3, RQ# 4, RQ#5
4	8-31-26	Test #1 DB#3	DB #2 RQ# 6, RQ# 7
5	9-7-26	Read EE Chapters 8, 9,10, 11 RQ # 8, RQ#9, RQ #10, RQ#11	Test #1 DB#3
6	9-14-26	Read EE Chapters 12, 13,14 RQ # 12, RQ #13, RQ#14 DB #4	RQ # 8, RQ#9, RQ #10, RQ# 11
7	9-21-26	Test #2 DB#5	DB #4 RQ # 12, RQ #13, RQ#14 Project
8	9-28-26	Smile!	Test #2 DB#5