

# **Washtenaw Community College Comprehensive Report**

## **ECD 210 Curriculum for Young Children**

**Effective Term: Fall 2022**

### **Course Cover**

**College:** Advanced Technologies and Public Service Careers

**Division:** Advanced Technologies and Public Service Careers

**Department:** Public Service Careers

**Discipline:** Early Childhood Development

**Course Number:** 210

**Org Number:** 15400

**Full Course Title:** Curriculum for Young Children

**Transcript Title:** Curriculum for Young Children

**Is Consultation with other department(s) required:** No

**Publish in the Following:** College Catalog , Time Schedule , Web Page

**Reason for Submission:**

**Change Information:**

**Course discipline code & number**

**Rationale:** CCP discipline changing to Early Childhood Development (ECD) for better representation of the program.

**Proposed Start Semester:** Fall 2022

**Course Description:** This course provides an overview of curriculum for young children from birth to age twelve with emphasis on two through five years old. The focus is on developing multi-cultural/anti-bias curriculum activities that are developmentally appropriate for various ages and stages of development. Experience with children in a group setting during the semester is required. This course was previously CCP 209.

### **Course Credit Hours**

**Variable hours:** No

**Credits:** 3

**Lecture Hours: Instructor:** 45 **Student:** 45

**Lab: Instructor:** 0 **Student:** 0

**Clinical: Instructor:** 0 **Student:** 0

**Total Contact Hours: Instructor:** 45 **Student:** 45

**Repeatable for Credit:** NO

**Grading Methods:** Letter Grades

**Audit**

**Are lectures, labs, or clinicals offered as separate sections?:** NO (same sections)

### **College-Level Reading and Writing**

College-level Reading & Writing

### **College-Level Math**

### **Requisites**

**Prerequisite**

ECD 101 minimum grade "C"

## **General Education**

### **Request Course Transfer**

#### **Proposed For:**

Eastern Michigan University

Jackson Community College

Other : University of Michigan - Dearborn Madonna University

### **Student Learning Outcomes**

1. Identify curriculum standards and recognize appropriate activities to support those standards.

#### **Assessment 1**

Assessment Tool: a computerized multiple choice test to assess knowledge

Assessment Date: Winter 2011

Assessment Cycle: Every Three Years

Course section(s)/other population: all sections

Number students to be assessed: all enrolled students

How the assessment will be scored: multiple choice questions developed by faculty

Standard of success to be used for this assessment: 75% of students will score 70% or higher on the test questions

Who will score and analyze the data: questions will be scored electronically and results analyzed by members of the CCP Advisory Committee or their designees

2. Demonstrate ability to create developmentally appropriate, anti-bias curriculum activities.

#### **Assessment 1**

Assessment Tool: Curriculum Portfolio (Curriculum Unit and Activity Plans)

Assessment Date: Winter 2012

Assessment Cycle: Every Three Years

Course section(s)/other population: all sections

Number students to be assessed: one quarter of enrolled students will be sampled (minimum of 5)

How the assessment will be scored: rubric developed by faculty

Standard of success to be used for this assessment: 75% of sampled projects will score a 4 or 5 on the rubric

Who will score and analyze the data: members of the CCP Advisory Committee or their designees will score and analyze the projects

3. Develop an activity, including materials, to support dramatic play.

#### **Assessment 1**

Assessment Tool: Prop Box Assignment

Assessment Date: Winter 2013

Assessment Cycle: Every Three Years

Course section(s)/other population: all sections

Number students to be assessed: a random sample of one third of enrolled students will be selected (minimum of 8)

How the assessment will be scored: departmentally-developed rubric

Standard of success to be used for this assessment: 75% of student projects will score a 4 or 5 on the rubric

Who will score and analyze the data: members of the CCP Advisory Committee or their designees will blind score the projects

### **Course Objectives**

1. Explain curriculum for young children using concepts of developmentally appropriate practices, cultural sensitivity, recent brain research, theoretical and philosophical perspectives, as well as state and national standards of quality.

2. Discuss the importance of play, interaction and active learning in curriculum for young children.
3. Describe and demonstrate the process of planning, implementing and evaluating curriculum.
4. List classroom management, spatial/materials arrangement and transition strategies that relate to curriculum.
5. Discuss stages of language acquisition, learning to read and write, and write curriculum to support this development.
6. Identify appropriate children's literature to accompany specific curriculum areas or themes and discuss ways to involve children in reading, writing and storytelling.
7. Identify development of math concepts in young children, identify appropriate standards (National Council of Teachers of Mathematics), and develop appropriate math activities.
8. Identify and discuss development of scientific thought and science standards (National Science Education Standards), and use this information to develop appropriate science activities.
9. Use knowledge of children's understanding of the social sciences, developmentally appropriate practices, and curriculum standards developed by the National Council for the Social Studies to develop appropriate activities.
10. Identify and discuss aspects of arts and creative expression and develop developmentally, anti-bias curriculum.
11. Describe the value of sensory exploration and list appropriate media and activities to support sensory curriculum.
12. Identify and discuss key aspects of music and movement curriculum and plan an appropriate activity.
13. Connect puppets into curriculum areas and develop appropriate activities.
14. Identify developmental stages of dramatic play and plan environments and materials for dramatic play.

### **New Resources for Course**

Equipment and materials are currently provided by the part time instructor at the expense of her center; if another instructor or full time WCC instructor teaches this course in the future, multiple materials and equipment would need to be purchased to teach this course effectively. Faculty will go through the regular budget process to request funding.

### **Course Textbooks/Resources**

#### Textbooks

Jackman, H.L.. *Early Education Curriculum: A Child's Connection to the World*, 4th ed.  
Delmar/Cengage, 2009, ISBN: 978-1-4283-22.

#### Manuals

#### Periodicals

#### Software

### **Equipment/Facilities**

Level III classroom

Other: Counter or several tables for display and work space. running water in the room - preferably two or more sinks, easy electrical access, ample space to move around for music and movement activities, large classroom to accommodate work with CCP 123 and for Prop Box Extravaganza activity; adjacent access to program storage, currently easy access to classroom from parking lot and CCP cart. Request has been submitted during OE renovation.

#### **Reviewer**

#### **Action**

#### **Date**

#### **Faculty Preparer:**

*Lisa Nelson*

*Faculty Preparer*

*Dec 14, 2021*

#### **Department Chair/Area Director:**

#### **Dean:**

**Curriculum Committee Chair:**

**Assessment Committee Chair:**

**Vice President for Instruction:**

## Washtenaw Community College Comprehensive Report

### CCP 209 Curriculum for Young Children Effective Term: Fall 2011

#### Course Cover

**Division:** Math, Natural and Behavioral Sciences

**Department:** Public Service Careers

**Discipline:** Child Care Professional

**Course Number:** 209

**Org Number:** 15400

**Full Course Title:** Curriculum for Young Children

**Transcript Title:** Curriculum for Young Children

**Is Consultation with other department(s) required:** No

**Publish in the Following:** College Catalog , Time Schedule , Web Page

**Reason for Submission:** Course Change

**Change Information:**

Course description

Pre-requisite, co-requisite, or enrollment restrictions

Outcomes/Assessment

Objectives/Evaluation

**Rationale:** Update course content, change pre-requisites and change objectives/evaluation & outcomes/ assessment to reflect changes in the field.

**Proposed Start Semester:** Fall 2011

**Course Description:** This course provides an overview of curriculum for young children from birth to age twelve with emphasis on two through five years old. The focus is on developing multi-cultural/anti-bias curriculum activities that are developmentally appropriate for various ages and stages of development. Experience with children in a group setting during the semester is required. Students with a National CDA certificate may request an override for CCP 132 and CCP 133.

#### Course Credit Hours

**Variable hours:** No

**Credits:** 3

**Lecture Hours: Instructor:** 45 **Student:** 45

**Lab: Instructor:** 0 **Student:** 0

**Clinical: Instructor:** 0 **Student:** 0

**Total Contact Hours: Instructor:** 45 **Student:** 45

**Repeatable for Credit:** NO

**Grading Methods:** Letter Grades

Audit

**Are lectures, labs, or clinicals offered as separate sections?:** NO (same sections)

#### College-Level Reading and Writing

College-level Reading & Writing

#### College-Level Math

##### Requisites

**Prerequisite**

CCP 101 minimum grade "C"

and

**Prerequisite**

CCP 132

and

**Prerequisite**

CCP 133

**General Education****Request Course Transfer****Proposed For:**

Eastern Michigan University

Jackson Community College

Other : University of Michigan - Dearborn Madonna University

**Student Learning Outcomes**

1. Identify curriculum standards and recognize appropriate activities to support those standards.

**Assessment 1****Assessment Tool:** a computerized multiple choice test to assess knowledge**Assessment Date:** Winter 2011**Assessment Cycle:** Every Three Years**Course section(s)/other population:** all sections**Number students to be assessed:** all enrolled students**How the assessment will be scored:** multiple choice questions developed by faculty**Standard of success to be used for this assessment:** 75% of students will score 70% or higher on the test questions**Who will score and analyze the data:** questions will be scored electronically and results analyzed by members of the CCP Advisory Committee or their designees

2. Demonstrate ability to create developmentally appropriate, anti-bias curriculum activities.

**Assessment 1****Assessment Tool:** Curriculum Portfolio (Curriculum Unit and Activity Plans)**Assessment Date:** Winter 2012**Assessment Cycle:** Every Three Years**Course section(s)/other population:** all sections**Number students to be assessed:** one quarter of enrolled students will be sampled (minimum of 5)**How the assessment will be scored:** rubric developed by faculty**Standard of success to be used for this assessment:** 75% of sampled projects will score a 4 or 5 on the rubric**Who will score and analyze the data:** members of the CCP Advisory Committee or their designees will score and analyze the projects

3. Develop an activity, including materials, to support dramatic play.

**Assessment 1****Assessment Tool:** Prop Box Assignment**Assessment Date:** Winter 2013**Assessment Cycle:** Every Three Years**Course section(s)/other population:** all sections**Number students to be assessed:** a random sample of one third of enrolled students will be selected (minimum of 8)**How the assessment will be scored:** departmentally-developed rubric

**Standard of success to be used for this assessment:** 75% of student projects will score a 4 or 5 on the rubric

**Who will score and analyze the data:** members of the CCP Advisory Committee or their designees will blind score the projects

### **Course Objectives**

1. Explain curriculum for young children using concepts of developmentally appropriate practices, cultural sensitivity, recent brain research, theoretical and philosophical perspectives, as well as state and national standards of quality.

#### **Methods of Evaluation**

Class Attendance, Participation or Work  
Discussion  
Exams/Tests  
Quizzes

#### **Matched Outcomes**

2. Demonstrate ability to create developmentally appropriate, anti-bias curriculum activities.
  3. Develop an activity, including materials, to support dramatic play.
2. Discuss the importance of play, interaction and active learning in curriculum for young children.

#### **Methods of Evaluation**

Discussion  
Exams/Tests  
Other

**Additional Evaluation Information:** Curriculum Portfolio Prop Box

#### **Matched Outcomes**

2. Demonstrate ability to create developmentally appropriate, anti-bias curriculum activities.
  3. Develop an activity, including materials, to support dramatic play.
3. Describe and demonstrate the process of planning, implementing and evaluating curriculum.

#### **Methods of Evaluation**

Exams/Tests  
Other  
Quizzes

**Additional Evaluation Information:** activity for Curriculum Portfolio

#### **Matched Outcomes**

2. Demonstrate ability to create developmentally appropriate, anti-bias curriculum activities.
  3. Develop an activity, including materials, to support dramatic play.
4. List classroom management, spatial/materials arrangement and transition strategies that relate to curriculum.

#### **Methods of Evaluation**

Class Attendance, Participation or Work  
Exams/Tests  
Other  
Quizzes

**Additional Evaluation Information:** Curriculum Activity  
**Matched Outcomes**

2. Demonstrate ability to create developmentally appropriate, anti-bias curriculum activities.
5. Discuss stages of language acquisition, learning to read and write, and write curriculum to support this development.

**Methods of Evaluation**

Exams/Tests  
 Other  
 Quizzes

**Additional Evaluation Information:** Curriculum/activity Plan  
**Matched Outcomes**

2. Demonstrate ability to create developmentally appropriate, anti-bias curriculum activities.
6. Identify appropriate children's literature to accompany specific curriculum areas or themes and discuss ways to involve children in reading, writing and storytelling.

**Methods of Evaluation**

Exams/Tests  
 Other  
 Quizzes

**Additional Evaluation Information:** Curriculum/activity plan  
**Matched Outcomes**

2. Demonstrate ability to create developmentally appropriate, anti-bias curriculum activities.
7. Identify development of math concepts in young children, identify appropriate standards (National Council of Teachers of Mathematics), and develop appropriate math activities.

**Methods of Evaluation**

Exams/Tests  
 Other  
 Quizzes

**Additional Evaluation Information:** Curriculum/activity plan  
**Matched Outcomes**

2. Demonstrate ability to create developmentally appropriate, anti-bias curriculum activities.
8. Identify and discuss development of scientific thought and science standards (National Science Education Standards), and use this information to develop appropriate science activities.

**Methods of Evaluation**

Exams/Tests  
 Other  
 Quizzes



**Additional Evaluation Information:** Curriculum/activity plan  
**Matched Outcomes**

2. Demonstrate ability to create developmentally appropriate, anti-bias curriculum activities.
9. Use knowledge of children's understanding of the social sciences, developmentally appropriate practices, and curriculum standards developed by the National Council for the Social Studies to develop appropriate activities.

**Methods of Evaluation**

Exams/Tests

Other

Quizzes

**Additional Evaluation Information:** Curriculum/activity plan  
**Matched Outcomes**

2. Demonstrate ability to create developmentally appropriate, anti-bias curriculum activities.
10. Identify and discuss aspects of arts and creative expression and develop developmentally, anti-bias curriculum.

**Methods of Evaluation**

Exams/Tests

Other

Quizzes

**Additional Evaluation Information:** Curriculum/activity plan  
**Matched Outcomes**

2. Demonstrate ability to create developmentally appropriate, anti-bias curriculum activities.
11. Describe the value of sensory exploration and list appropriate media and activities to support sensory curriculum.

**Methods of Evaluation**

Exams/Tests

Other

Quizzes

**Additional Evaluation Information:** Curriculum/activity plan  
**Matched Outcomes**

2. Demonstrate ability to create developmentally appropriate, anti-bias curriculum activities.
12. Identify and discuss key aspects of music and movement curriculum and plan an appropriate activity.

**Methods of Evaluation**

Exams/Tests

Other

Quizzes

**Additional Evaluation Information:** Curriculum/activity plan  
**Matched Outcomes**

2. Demonstrate ability to create developmentally appropriate, anti-bias curriculum activities.

13. Connect puppets into curriculum areas and develop appropriate activities.

**Methods of Evaluation**

Exams/Tests

Other

Quizzes

**Additional Evaluation Information:** Curriculum/activity plan  
**Matched Outcomes**

2. Demonstrate ability to create developmentally appropriate, anti-bias curriculum activities.
3. Develop an activity, including materials, to support dramatic play.

14. Identify developmental stages of dramatic play and plan environments and materials for dramatic play.

**Methods of Evaluation**

Exams/Tests

Other

Quizzes

**Additional Evaluation Information:** Curriculum/activity plan prop box  
**Matched Outcomes**

2. Demonstrate ability to create developmentally appropriate, anti-bias curriculum activities.
3. Develop an activity, including materials, to support dramatic play.

**New Resources for Course**

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**Equipment/Facilities**

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| <u>Reviewer</u>                                               | <u>Action</u>             | <u>Date</u>         |
|---------------------------------------------------------------|---------------------------|---------------------|
| <b>Faculty Preparer:</b>                                      | <i>Faculty Preparer</i>   | <i>Oct 29, 2010</i> |
| <b>Department Chair/Area Director:</b><br><i>Ruth Walsh</i>   | <i>Recommend Approval</i> | <i>Nov 24, 2010</i> |
| <b>Dean:</b> <i>Martha Showalter</i>                          | <i>Recommend Approval</i> | <i>Nov 29, 2010</i> |
| <b>Vice President for Instruction:</b> <i>Stuart Blacklaw</i> | <i>Approve</i>            | <i>Feb 16, 2011</i> |