

**CASPER COLLEGE**

**COURSE NUMBER AND TITLE:** EDEC 1305-N1 - Curriculum Planning and Development Lab

**SEMESTER:** Fall 2015

**LECTURE HOURS:** 0

**LAB HOURS:** 2

**CREDITS:** 1

**Instructor:** Kerri Mahlum, Ed. D.

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**Address:**

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125 College Drive  
Casper, WY 82609

**Fax:** 307-268-3024

**Office Hours:**

Monday 2:00-3:00  
Tuesday 11:00-12:00  
Wednesday 3:30-4:30  
Thursday 11:00-12:00  
Friday 10:00-12:00

**CATALOG DESCRIPTION:**

Supervised experience in planning, implementing, and evaluating curriculum activities at an early childhood center. Offered fall semester.

**PREREQUISITES:**

Concurrent enrollment with EDEC 1300 - Curriculum Planning and Development for Young Children.

**General Education Outcomes**

1. Demonstrate effective oral and written communication
3. Solve problems using critical thinking and creativity
4. Demonstrate knowledge of diverse cultures and historical perspectives
5. Appreciate aesthetic and creative activities
6. Use appropriate technology and information to conduct research

**GOALS:**

Upon completion of this course the student should:

- Be able to make informed decisions about the most appropriate teaching methods and materials,
- Know key strategies for curriculum development and implementation,
- Understand the role of play in the learning process,
- Demonstrate skills in planning, implementing, and evaluating developmentally appropriate experiences,
- Understand the "whole child" approach to learning.
- Create creating healthy, respectful, supportive, and challenging learning environments that model and affirm anti-bias perspectives
- Understand the impact of family, community, and societal influences upon student learning and use this knowledge to create learning experiences that meet the individual learning needs of children

### **COURSE OUTCOMES**

EDEC 1305 may meet the following Wyoming Professional Teaching Standards Board Early Childhood Certification Standards:

Outcome 1. The student shall demonstrate knowledge of physical maturation, cognitive and language, and social/emotional development from pre-birth to approximately 8 years of age, including individual differences and the impact of early experience. (Standards I, II, III, VII) Documentation: Laboratory Plans and Evaluation, Art Observation, Instructor/Lead Teacher Evaluation

Outcome 2. The student shall demonstrate knowledge relating to diverse perspectives of the family, parent/child/community/school/system and various approaches to parent involvement. (Standards VIII, X) Documentation: Laboratory Plans and Evaluation, Instructor/Lead Teacher Evaluation

Outcome 3. The student shall demonstrate competence in articulating rationale for and implementation of developmentally appropriate practice in the education of all children, including techniques of informal and formal assessment and the process for evaluating early childhood programs. (Standards V, VI, IX, XXII) Documentation: Laboratory Plans and Evaluation

Outcome 4. The student shall demonstrate competence in planning and implementing developmentally appropriate curriculum through the facilitation of play and the design of appropriate learning environments to meet the needs of all young children. (Standards XIII, XIV, XV, XVI, XVII, XVIII, XXI) Documentation: Laboratory Activity Plans and Evaluation, Computer Experience, Instructor/Lead Teacher Evaluation.

Outcome 5. The student shall successfully complete teaching and/or internship experience, with appropriately certified supervisors, which are of sufficient length and concentration in order to experience the full range of teacher activities. (Standard XIX) Documentation: Laboratory Activity Plans and Evaluation, Instructor/Lead Teacher Evaluation

## METHODOLOGY

The students will spend 2 ½ hours per week in a preschool laboratory setting. Students will be evaluated based upon written reports and teacher observation of individual weekly laboratory teaching plans, video taped teaching demonstrations, and learning center photo documentation.

**NOTE!-ALL LAB ASSIGNMENTS MUST BE COMPLETED!**

**ANY MISSING LAB WORK OR LAB HOURS WILL RESULT IN FAILURE OF THIS COURSE!!!**

**NOTE!- Late assignments will not be accepted without PRIOR arrangements between the student and instructor. IF arrangements have been made for the acceptance of late work, the submitted assignments will be reduced in credit by half!**

**Regular attendance is required for successful completion of this course.**

- Laboratory attendance is required and if an absence is unavoidable, you must notify lab supervisor and the instructor.
- ALL LABORATORY ABSENCES MUST BE MADE UP. Students will be responsible for making up any work or assignments missed because of lab absence.
- A reduction will be made in your final grade for absences and tardiness.

## EVALUATION CRITERIA:

**ALL PAPERS MUST BE TYPED AND SCHOLARLY**

Successful performance will be judged on a point system as follows:

<b>Six Lesson Plans</b>	
*Three Activity Plans	3 @ 60 points
*Three Learning Center Plans	3 @ 60 points
Three Lesson videos	3 @ 60 points
Three Photograph Center Documentations	3 @ 60 points
Six Self Reflection Evaluations	6 @ 35 points
Course Instructor/Lead Teacher Evaluations	2 @ 100 points

Additional Weekly Lab Assignments	2 @ 25 points
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\*All points are approximate\*

**GRADING:**

Grades will be assigned based on the following percentages:

93 and above	A
85 to 92	B
77 to 84	C
69 to 76	D
68 and below	F

**TEXT:**

Herr, J., & Libby, Y. (2013). *Creative resources for the early childhood classroom, 6th edition*. Albany, N.Y: Delmar.

**COURSE REQUIREMENTS:**

Students will be expected to:

1. Read assigned material weekly and be ready for implementation in lab.
2. Attend lab once per week during children’s independent learning/center time.
3. Plan, present, **photograph** and evaluate three (3) preschool thematic learning centers.
4. Plan, teach, **video record**, and evaluate: 1) a center review activity, 2) a thematic age appropriate read aloud activity and 3) a music/movement activity with children in lab setting
5. **Recordings must be submitted as videos which will be uploaded using “privacy” settings on YouTube.**

Major Assignments:

a. **Attendance**

Attendance at lab site once per week for 2 ½ hours with the exception of the first two weeks of the semester, and the week of Thanksgiving break, and Finals Week.  
(Total of 30 required clock hours)

b. **Lesson Plans**

- Three (3) group activity lesson plans will be written, evaluated and taught at your lab site.
- Three (3) learning center lesson plans will be written, evaluated, and taught at your site.
- These plans will follow the lesson plan format provided by your instructor.
- As much as possible they should relate to any themes taking place in your laboratory setting.
- Lesson plans must be submitted **to the instructor** at least TWO WEEKS PRIOR to teaching
- Lesson plans must be submitted **to your mentor teacher** at least ONE WEEK PROIR to teaching.

c. **Videos and Photographs**

Group activity lessons will be videoed and submitted to YouTube

Learning center lessons will be photographed and submitted via Moodle

d. **Self-Evaluations**

All lessons taught must be self-evaluated using the form provided in Moodle.

**TOPICS:**

The weekly laboratory sessions will cover student-planned activities selected from the areas of:

- Language/literacy, creative art, science/inquiry, math/cognitive, sensory/texture, dramatic play, blocks/building.

**EXTRA CREDIT:**

A MAXIMUM OF 25 POINTS MAY BE RECEIVED THROUGH ADDITIONAL CREDIT WORK and the instructor MUST APPROVE all projects. **All extra credit must be submitted no later than Week 15 of the course.**

Choose from the options below:

1. Additional Lab Activities (20 points)
2. Plan and prepare a project designed to inform parents about some aspect of the curriculum or child development --  
bulletin boards, pamphlets, parent meeting etc. (20 points maximum)
3. Project for the lab site; i.e., learning games, label shelves, bulletin board, learning kits, etc. (15 points maximum)
4. Design your own project with approval from the instructor.

**ELECTRONIC PORTFOLIO REQUIREMENT FOR EDUCATION MAJORS:**

All education students at CC are required to show evidence of program outcomes (artifacts) through the completion an electronic portfolio. These outcomes will include appropriate pedagogical practices, as well as knowledge and skills of content area as outcomes for the CC education program.

These artifacts are also utilized to demonstrate CAEP (Council for Accreditation of Teacher Education) and INTASC (Interstate New Teacher Assessment and Support Consortium) proficiencies and documented within the electronic portfolio - eFolios – provided via Minnesota State Colleges and Universities.

Early Childhood Education majors will also be required to document proficiencies for NAEYC (National Association for the Education of Young Children) through the use of eFolio.

eFolio accounts are initially paid for by Casper College (based upon continued funding). Beyond this course, continuation and maintenance of eFolio may be conducted solely between the student and eFolioWorld. Students will adhere to the user policy or will forfeit their eFolio account.

**CHAIN OF COMMAND:**

If you have problems with this class you should first contact the instructor in order to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take

your problem through the appropriate chain of command starting with the Dean of the School of Social and Behavioral Sciences (Dr. Brandon Kosine), followed by the Vice President for Academic Affairs, (Dr. Shawn Powell).

**ACADEMIC DISHONESTY:**

Cheating and Plagiarism: Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offence was committed or expulsion from school. See the Casper College Student Code of Conduct.

**Official Means of Communication:** Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly.

**ADA Accommodations Policy:** If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college's Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, [bheuer@caspercollege.edu](mailto:bheuer@caspercollege.edu). The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

**LAST DATE TO CHANGE TO AUDIT STATUS:** November 12, 2015  
**LAST DATE TO WITHDRAW WITH A W GRADE:** November 12, 2015

**STUDENTS RIGHTS AND RESPONSIBILITIES:**

Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College student.

**NOTICE OF BACKGROUND CHECK:**

All education students are subject to background checks and finger printing for selected educational coursework involving student contact and future employment as professionals in education and related fields.

**EDEC 1300 and EDEC 1305  
 DUE DATES  
 Fall 2015  
 (Seminar Assignments listed in BLACK)  
 (Lab Assignments listed in *RED italics*)**

Week	Topic	Assignment	Due Date
Week 1 8/24-8/31	Getting to Know Each Other	1. Introduction 2. Discussion Posting 3. <i>Lab Information</i>	8/31

Week 2 8/31-9/8	Orientation/Overview of Course	<ol style="list-style-type: none"> <li>1. Course Quiz</li> <li>2. Discussion Posting</li> <li>1. <i>Lab Information</i></li> </ol>	<p>9/8</p> <p>(Tuesday due date- Labor Day)</p>
Week 3 9/8-9/14	Starting the Process	<ol style="list-style-type: none"> <li>1. Chapter 1</li> <li>2. Developmentally Appropriate Alternatives</li> <li>3. Discussion Posting</li> <li>4. <i>First Week of Lab!</i></li> <li>1. <i>Group Time/Review Analysis</i></li> </ol>	9/14
Week 4 9/14-9/21	Creating Curriculum	<ol style="list-style-type: none"> <li>1. Chapter 2</li> <li>2. Behavioral and Learning Objectives</li> <li>3. Discussion Posting</li> <li>4. <i>Review activity lesson plan due</i></li> </ol>	9/21
Week 5 9/21-9/28	Language and Literacy	<ol style="list-style-type: none"> <li>1. Chapter 3</li> <li>2. 10 open ended questions</li> <li>1. Theme choice video</li> <li>3. Discussion Posting</li> </ol>	9/28
Week 6 9/28-10/5	Literature	<ol style="list-style-type: none"> <li>1. Chapter 4</li> <li>2. Discussion Posting</li> <li>3. <i>Read Aloud lesson plan due</i></li> <li>1. <i>Teach, record and upload video of Review activity at lab site</i></li> <li>4. <i>Self-Evaluation of Review lesson</i></li> </ol>	10/5
Week 7 10/5-10/12	Art	<ol style="list-style-type: none"> <li>1. <b>Curriculum Web Due!!!</b></li> <li>2. Chapter 8</li> <li>1. Discussion Posting</li> <li>3. <i>Center #1 lesson plan due (Literacy focus)</i></li> </ol>	10/12
Week 8 10/12-10/21	Music and Movement	<ol style="list-style-type: none"> <li>1. Chapter 10</li> <li>2. Discussion Posting</li> <li>1. <i>Teach ,record, and upload video of Read Aloud at lab site</i></li> </ol>	<p>10/21</p> <p>(Later due date due to Fall Break)</p>

		3. <i>Self-Evaluation of Read Aloud lesson</i>	
Week 9 10/21-10/26	Sensory Centers	1. Chapter 9 2. Discussion Posting 3. <i>Center #2 lesson plan due (Sensory focus)</i> 4. <i>Teach and submit photographs of Center #1 at lab site (include yourself, students, and materials in photos)</i> 5. <i>Center #1 Self-Evaluation</i>	10/26
Week 10 10/26-11/2	Dramatic Play	1. Chapter 12 1. Discussion Posting 2. <i>Music and Movement lesson plan due</i>	11/2
Week 11 11/2-11/9	Science	1. Chapter 6 2. Discussion Posting 3. <i>Center #3 lesson plan due (Inquiry focus)</i> 4. <i>Teach and submit photographs of Center #2 at lab site (include yourself, students, and materials in photos)</i> 5. <i>Center #2 Self-Evaluation</i>	11/9
Week 12 11/9-11/16	Math	1. Chapter 5 2. Discussion Posting 3. <i>Teach, record, and upload video of Music and Movement lesson at lab site</i> 4. <i>Music and Movement Self-Evaluation</i>	11/16
Week 13 11/16-11/23	Social Studies Due	1. Chapter 7 2. Discussion Posting 1. <i>Teach and submit photographs of Center #3 (include yourself, students, and materials in your photos)</i> 3. <i>Center #3 Self-Evaluation (last week of lab)</i>	11/23
Week 14 11/23-11/30	No Assignments	THANKSGIVING BREAK	
Week 15 11/30-12/7		1. <b>Resource Unit Due!!!</b> 1. Discussion Posting 2. <i>Last week at lab</i>	12/7



		3. <i>Signed lab hours due!</i> 4. <i>Final Mentor Evaluation due!</i>	
Week 16 12/7-12/14	Wrapping Up <b>FINALS</b> <b>WEEK</b>	1. <i>Lab Make-up week (<b>contact instructor if make-up is necessary</b>)</i>	