

Amarillo College Curriculum Map 2022-2023

Division:	Child Development/Early Childhood
Degree/Academic Program(s):	Child Development (CDEC.AAS, CDEC.CERT.PROV, CDEC.CERT.ADMIN)
Dean:	Becky Easton
Chair/Director/Coordinator:	Dennis Sarine/Trena Rider
Submission Date:	06/15/23

Goal #1: To graduate students with appropriate knowledge, skills, and abilities to promote the development, learning, and well-being of young children.

Program-Specific Courses	PSLO #1: Students will create developmentally appropriate experiences for children.	PSLO #2: Students will plan developmentally appropriate learning environments for children.	PSLO #3: Students will explain best practices for supporting children's growth across the domains of development.
CDEC 1192 - Special Topics in Administration for Programs		<i>I</i>	<i>I</i>
CDEC 1164 - Practicum - Child Development Observation Tech.		<i>I</i>	<i>I</i>
CDEC 1319 - Child Guidance	<i>D</i>	<i>D</i>	<i>I</i>
CDEC 1356 - Emergent Literacy in Early Childhood	<i>D</i>	<i>D</i>	<i>D</i>
CDEC 1359 - Children with Special Needs	<i>D</i>	<i>I</i>	<i>D</i>
CDEC 2326 - Administration of Programs for Children I	<i>D</i>	<i>D</i>	<i>D</i>
CDEC 2328 - Administration of Programs for Children II	<i>D</i>	<i>D</i>	<i>D</i>
TECA 1303 - Families, School, and Community		<i>I</i>	<i>I</i>
TECA 1311 - Educating Young Children	<i>D</i>	<i>D</i>	<i>D</i>
TECA 1318 - Wellness of the Young Child		<i>I</i>	<i>I</i>
TECA 1354 - Child Growth and Development	<i>I, D</i>	<i>I</i>	<i>I</i>

I = Introduced; D = Developed & Practiced with Feedback; M = Demonstrated at Mastery

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Goal #2: To graduate students who uphold professional standards in the early childhood classroom and school.

Program-Specific Courses	PSLO #1: Students will explain the importance of family involvement/home-school relationships in education.	PSLO #2: Students will demonstrate knowledgeable and critical perspectives on early education which support all areas of development.
CDEC 1192 - Special Topics in Administration for Programs		/
CDEC 1164 - Practicum - Child Development Observation Tech.		/
CDEC 1319 - Child Guidance	/, D	/
CDEC 1356 - Emergent Literacy in Early Childhood	/	/
CDEC 1359 - Children with Special Needs	/	/
CDEC 2265 - Practicum - Management	D	D
CDEC 2326 - Administration of Programs for Children I	D	D
CDEC 2328 - Administration of Programs for Children II	D	D
TECA 1303 - Families, School, and Community	D	/
TECA 1311 - Educating Young Children	/	/
TECA 1318 - Wellness of the Young Child	/	/
TECA 1354 - Child Growth and Development	/	D

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The Information Below is for Department Use. 😊

TECA 1354	TECA 1311	CDEC 1319	CDEC 1359	TECA 1303	CDEC 1164 (prac)	CDEC 1192
Summarize and analyze student progress in all areas of development	Develop strategies to promote critical thinking and problem solving skills for children	Explain how guidance promotes autonomy, self-discipline and pro-social skills	Assist children with special developmental needs	Apply strategies to maintain positive relationships with diverse families	Plan discovery experiences using observation and assessment	Identify and stay up to date on early childhood policies and regulations
Compare and apply theories of development in early childhood	Discuss children's developmental needs with school personnel	Describe ways to work effectively with abused and neglected children and their families	Design social/emotional activities for children which support best practices	Conduct family conferences to review children's development and progress		
Evaluate children's development based on the developmental domains: physical, language, cognitive, emotional, and social	Evaluate instructional materials to align with developmentally appropriate practices	Develop age appropriate daily schedules for children	Develop teaching aids to support learning	Discuss ongoing developmental progress with families		
Select developmentally appropriate materials and activities for infants and toddlers	Create literacy, math, science and social studies environments for children	Analyze components of teacher/child interaction and positive guidance techniques	Select developmentally appropriate learning activities	Establish relationships with parents, students and staff		
Identify the importance of play and sensory based instruction	Adapt teaching methods and/or materials to meet individual learning styles of children	Demonstrate and model appropriate social skills for children		Explain the value of family involvement in an Early Childhood environment		
Identify characteristics relating to diverse lifestyles	Analyze various early childhood programs and curriculum models	Demonstrate learning activities for improving social behavior				
	Create a learning environment which support exploration in science and social studies	Select appropriate methods for teaching daily living skills and cooperative behaviors				
	Design and create developmentally appropriate lesson plans focused on literacy, math, science and social studies					

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Level 2

CDEC 1356	CDEC 2326	CDEC 2328	CDEC 2265	TECA 1318
Align instructional activities with developmentally appropriate practices	Administer developmentally appropriate assessments	Monitor student classroom activities		Report physical or emotional abuse
Apply multiple teaching methods for literacy and math	Monitor environments to ensure safety	Apply classroom observation and assessment to determine learning activities		Monitor children's behavior, social development, and health needs
				Demonstrate and discuss health or hygiene practices supporting health and safety
				Demonstrate safety practices aligned with early childhood standards

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Texas School Ready Alignment

CDEC 1318 - Child Guidance

Course Description: An exploration of guidance strategies for promoting prosocial behaviors with individuals and groups of children. Emphasis on positive guidance principles and techniques, family involvement, and cultural influences.

End-of-Course Outcomes: [CLI - Pre-K Social Emotional Learning Section](#)

Describe theories related to child guidance

Explain how guidance promotes autonomy, self-discipline, and pro-social skills

Identify familial and cultural influences on child guidance

Apply guidance techniques.

CDEC 1359 - Children with Special Needs

Course Description: A survey of information regarding children with special needs including possible causes and characteristics of exceptionalities, intervention strategies, available resources, referral processes, the advocacy role, and legislative issues

End-of-Course Outcomes: [CLI - Understanding Special Needs](#)

Summarize causes, incidences and characteristics of exceptionalities related to the domains of development.

Discuss current terminology and practices for intervention strategies.

Identify appropriate community resources and referrals for individual children and families.

Identify legislation and legal mandates and their impact on practices and environments.

Explain the role of advocacy for children with special needs and their families.

Identify materials and resources, including current technology, to support learning in all domains for each and every child.

TECA 1303 - Families, School, and Community

Course Description: A study of the child, family, community, and schools, including parent education and involvement, family and community lifestyles, child abuse, and current family life issues. Course content must be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards and coincide with the National Association for the Education of Young Children position statement related to developmentally appropriate practices for children from birth through age eight. Requires students to participate in field experiences with children from infancy through age 12 in a variety of settings with varied and diverse populations. The course includes a minimum of 16 hours of field experiences.

End-of-Course Outcomes: [CLI - Infant and Toddler Social Emotional](#)

Identify characteristics and issues relating to diverse cultures and caregiving lifestyles.

Analyze ways in which factors in the home and community (e.g. parent expectations, availability of community resources, community issues) impact learning, including an awareness of social and cultural factors to enhance development and learning.

Identify and apply strategies to maintain positive, collaborative relationships with diverse families (e.g.

families with children with disabilities, poverty, single-parent, cultural, homelessness, dual-language learners).

Investigate community/educational resources (e.g. dentist on wheels, library programs, GED programs, family education programs, Early Childhood intervention Strategies) to empower families to support children's development.

Recognize signs of abuse and neglect and describe ways to work effectively with abused and neglected children and their families.

Explain the importance of family involvement/home-school relationships in education.

Explain the importance of maintaining codes of ethical conduct and legal issues when working with families, colleagues, and community professionals.

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TECA 1311 - Educating Young Children

Course Description: An introduction to the education of the young child, including developmentally appropriate practices and programs, theoretical and historical perspectives, ethical and professional responsibilities, and current issues. Course content must be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards and coincide with the national Assessment of Education Progress position statement related to developmentally appropriate practices for children from birth through age eight. Requires students to participate in field experiences with children from infancy through age 12 in a variety of settings with varied and diverse populations; and the course includes a minimum of 16 hours of field experiences.

End-of-Course Outcomes: **CLI - Pre-K Guidelines, Progress Monitoring**

Identify the features of a quality developmentally appropriate program for young children.

Explain contributions of historical and contemporary professionals and theorists to the field of early childhood education.

Analyze various early childhood programs and curricular models that have influenced practice.

Describe current and future trends and issues in the field of education.

Apply classroom observation and assessment skills to identify developmentally appropriate programs in diverse early childhood educational settings.

Describe and adhere to professional code of legal and ethical requirements for educators.

(Aligned with TEA - Early Childhood Educator Standards)

TECA 1354 - Child Growth and Development

Course Description: A study of the physical, emotional, social, language, and cognitive factors impacting growth and development of children through adolescence.

End-of-Course Outcomes: **CLI - Early Cognitive Development - Learn with Me**

Summarize principles of growth and development.

Identify typical stages of cognitive, social, physical, language, and emotional development.

Compare, contrast and apply theories of development in practice.

Discuss the impact of developmental processes on educational practices.

Identify the stages of play development (i.e. from solitary to cooperative) and describe the important role of play in young children's learning and development.

Demonstrate skills in practical application of developmental principles and theories, observation techniques, assessment, and recognition of growth and development patterns.

Meeting with Whitney N. 4/26/23 at 8:30am - EXPECTATION Whitney is going to send me a spreadsheet. I have to align course outcomes with times on the document.

1. Credit by experience and credentials
 - a. We would need to have a CLI onboarding process - will our administration allow CLI to be used in our courses. Agreement created between AC and CLI to create an AC Community. We would need to establish relations with a Customer Support Analyst. - Students would create an account to link to our AC community. If they already have an account, they would link to our community through their account.
 - b. **ENVIRONMENTAL CHECKLISTS** - YIPPEE This is checked through TSR three times in one year. They are rated from 1 to 3 on the environment (3 being the highest). The goal is for the environment to have 80% at level 3.
 - c. CLI Training - Note- all educators in early childhood need to have a **TECPEDS** acct. - STRATEGIES
 - d. TSR work - **Coaching Credits** - Correlated with our course outcomes