
Spring 2026

College of the Redwoods



Course Information

Semester & Year: Spring 2026

Course ID & Section: ECE-7-E9960

Instructor's name: Alicia Chivington


Day/Time of required meetings: Wednesdays 1:15-3:20 and 54 total hours of Lab Student Teaching

Location: AT106

Course units: 3



Instructor Contact Information

Office location or Online: <https://redwoods-edu.zoom.us/j/5772732425>  (<https://redwoods-edu.zoom.us/j/5772732425>)

Office hours: By appointment



Phone number: 707-382-5250





Required Material

ECE-7 uses an Open Educational Resource (OER) textbook that is available for free online.

Introduction to Curriculum for Early Childhood Education by Kristin Beeve, Jennifer Paris, and Clint Springer



Catalog Description

Developmentally appropriate curriculum and environments for young children. Explores teaching strategies and curriculum development based on theoretical frameworks, observation, and assessment. Emphasizes the teacher's role in supporting development and learning across the curriculum, including all content areas. Note: This course includes four hours of field experience per week (54 hours total) at a site approved by the faculty member. Specific criteria will be required for site approval. Students enrolled in ECE-7 will require proof of immunizations or immunity for: Measles, Pertussis, and Influenza.



Course Student Learning Outcomes

- 1. Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality. (LECTURE)
- 2. Identify the teacher's role in early childhood programs, including planning, implementing, and evaluating activities and environments. (LAB)
- 3. Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design. (LAB)



Course Calendar

Date	Topic	What's Due
1/21/26	Welcome to ECE-7	Student Placement Schedule Immunization and TB Records
1/28/26	Foundations in Early Childhood Curriculum	Read Ch. 1
2/4/2026	The Importance of Play and Intentional Teaching	Read. Ch. 2
2/11/2026	The Cycle of Curriculum Planning	Read Ch. 3 and 4 DRDP Overview - in class mini-presentations Observation 1
2/18/2026	Classroom Environments	Read Ch. 5 Role of the Teacher Assignment
2/25/2026	Classroom Management and Guiding Behavior	Read Ch. 6
3/4/2026	Planning Curriculum for Infants and Toddlers	Read Ch. 15 Child Exploration 1 (Mini Lesson)
3/11/2026	Social Emotional Foundations	Read Ch. 7 Observation 2
3/18/2026	Spring Break - No Class	
3/25/2026	Language and Literacy Foundations	Read Ch. 8
4/1/2026	Math Foundations	Read Ch. 9



Date	Topic	What's Due
4/8/2026	Science Foundations	Read Ch. 10 Child Exploration 2 (Mini Lesson)
4/15/2026	Visual and Performing Arts Foundations	Read Ch. 11
4/22/2026	History and Social Science Foundations	Read Ch. 12
4/29/2026	Physical Development Foundations	Read Ch. 13 Child Exploration 3 (Mini Lesson)
5/6/2026	Health and Safety Foundations	Read Ch. 14
5/13/2026	Finals Week	Curriculum Models Assignment Lab Hours Final Reflection



Evaluation & Grading Policy

Assignments

Assignment	Points	Description	Details	CLO
Class Participation Lecture	20	On time and prepared for in-person class meetings	Students should arrive ready to engage in class discussions, lectures, and activities	




Observations	3x5=15	Conduct observations of children, classroom curriculum, and environment	These observations will allow you to better understand the children, environment, and the teacher. When you get to know children's interests, you will use the knowledge gained from these observations to plan your Mini – Lessons.	
Mini Lessons/Child Explorations	3x5=15	Development of curriculum lessons based on observing children.	These are lessons that you will work with your Mentor Teacher to develop and implement in the classroom or playground with the children. Using the form provided work with the classroom teacher to develop mini lessons or activities for the children to engage in.	CLO #3 Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design. (LAB)
DRDP Exploration	5	Students will explore a DRDP measure and present in class.	Each student will choose a different DRDP measure to explore. Students will create a poster or visual explaining the measure and present during class.	
Role of the Teacher	10	Includes both an observation of the Mentor teacher in the classroom and interview.	Understanding the teacher's role is an important starting point for curriculum development. For this assignment you will observe your Mentor teacher in action with children and notice how they plan, implement curriculum, work with others, and assess children's growth. You will also interview your Mentor teacher.	CLO #2 Identify the teacher's role in early childhood programs, including planning, implementing, and evaluating activities and environments.
Curriculum Models	10	This is written assignment	There are many theories and approaches that guide the	CLO #1 Differentiate



		exploring different various curriculum models and approaches.	Early Childhood environment. In this assignment you will have a chance to learn about the major types of preschool models/curriculums and think about how they impact children and teachers specifically.	between various curriculum models, approaches, environments, and standards for early learning including indicators of quality. (LEC)
Curriculum Webbing	10	Ongoing in-class activity.	Develop your own curriculum map based on a topic of study that you are interested in. Pick a theme that you will revisit each week as we explore the California Early Childhood Foundations to develop curriculum ideas around that you could bring into the early childhood environment.	
Lab Hours	10	You will submit your Lab hours at Mid-Semester and at the end of the semester.	Lab hours will need a minimum to pass the course. They will be graded as follows: 50-54 hrs = 10 points 46-50 hrs = 6 point 41-45 hrs = 4 points 38-40 hrs = 2 points 33-37 hrs = 0 points	
Final Reflection	5	You will submit a final reflection on Canvas	You will submit your Final Reflection on your class experience through Canvas.	

Grade Calculations

Your final grade will be based on the total points you have earned throughout the semester.

 Each assignment is graded your point value will be posted into the Canvas grade book.

You will be able to keep track of your total points throughout the semester at the course

Canvas site. Grading rubrics are available. Points can only be earned by completing the above 

assignments by the deadline. Assignments are due by 11:59 P.M. on the due date given. I accept late assignments. If you are going to be late on an assignment, I expect that you will speak to me in class or by email and explain the circumstances as well as your plan to complete the assignment.

Course Grade

94 to 100 = A

90 to 93.99 = A-

86 to 89.99 = B+

83 to 85.99 = B

80 to 82.99 = B-

76 to 79.99 = C+

70 to 75.99 = C

60 to 69.99 = D*

0 to 59.99 = F

*Please remember that Community Care Licensing and the Commission on Teacher Credentialing only accept grades of "C" or better. Although a "D" grade is considered passing, it will not meet the requirements to be a fully qualified Title 22 program director or to earn a child development permit.

Students may be dropped from the course at the faculty's discretion if you have failed to attend class or log into the course and submit assignments or post into the discussion forums for over two weeks or if the points attained indicate that you are definitely failing the class. Please reach out to me if you have a situation where you are not able to participate on a regular basis due to a documentable reason and I will work with you to find a solution.



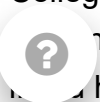
Prerequisites / Co-requisites / Recommended Preparation

No prerequisites





Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:



- Mental health conditions such as depression, anxiety, PTSD, or bipolar disorder
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- Neurodevelopmental disorders such as a learning disability, intellectual disability, autism, acquired brain injury, or ADHD
- Vision, hearing, or mobility conditions

Available services include extended test time, quiet testing environments, academic assistance and tutoring through the [LIGHT Center](https://www.redwoods.edu/services/sass/light.php)  (<https://www.redwoods.edu/services/sass/light.php>), counseling and advising, alternate formats of course materials (e.g. audio books or E-texts), assistive technology, learning disability assessments, approval for personal attendants, interpreters, priority registration, on-campus transportation, adaptive physical education and living skills courses, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Student Accessibility Support Services \(SASS\)](https://www.redwoods.edu/services/sass/index.php)  (<https://www.redwoods.edu/services/sass/index.php>).

If you are unsure whether you qualify, please contact SASS for a consultation: SASS@redwoods.edu (<mailto:SASS@redwoods.edu>).

SASS office locations and phone numbers

Eureka campus

- Phone: 707-476-4280,
- Locations: Student Services building, first floor SS113

Del Norte campus



- Phone: 707-465-2353
- Location: Main building, near the Library

Klamath-Trinity campus

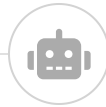
- 707-476-4280



Academic Integrity

 academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic integrity, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In 

such cases, where the instructor determines that a student has demonstrated a lack of academic integrity, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the 2024-2025 College Catalog and CR Board and Administrative Policies.



AI Use Class Policy

Recent advancements in generative artificial intelligence (AI) have made large language models such as ChatGPT and Google's Bard widely available. However, overuse of these tools in this class can undermine your learning and curtail the development of your critical and creative thinking skills. In addition, AI outputs are often unreliable and frequently subject to bias. For these reasons, the policy of this class is that AI cannot be used at any point in the completion of class assignments, including discussion posts. Any or all of your assignment submissions and discussion posts may be screened by AI detection software, but the real penalty for AI misuse is that you will miss out on an opportunity to learn.



Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

