



**TRINITY VALLEY COMMUNITY COLLEGE
ADMINISTRATIVE-MASTER SYLLABUS**

The Administrative- Master Syllabus is an administrative tool; it is **not intended to be distributed to students.** It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of TVCC, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction. The Administrative-Master Syllabus will demonstrate that there is consistency and comparability in course offerings.

Course Title

Creative Arts for Early Childhood Education

Course Prefix and Number

CDEC 1358

Department – Division

Education/Business & Computer Science

Course Type – select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in TVCC Core)

- **Academic TVCC Core Course**

x - **WECM Courses**

Semester Credit Hours: Lecture Hours: Lab/other hours

| Semester Credit Hours | Lecture Hours | Lab/Other* Hours |
|-----------------------|---------------|------------------|
| 3 | 3 | 0 |

Other hours include practicum, clinical or other types of non-lecture instruction. *If other, please specify: _____

Field experiences involving children from infancy through age twelve in varied and diverse populations.

Course Catalog Description

An exploration of principles, methods and materials for teaching young children music, movement, visual arts, and dramatic play.

Prerequisites/co requisites

None

Topical Outline

1. The Concept of Creativity
2. Promoting Creativity
3. The Concept of Aesthetics
4. Promoting Aesthetic Experiences
5. Children, Teachers, and Creative Activities
6. Creative Environments
7. Using Media to Promote Creativity
8. Art and Social-Emotional Growth
9. Art and Physical-Mental Growth
10. Developmental Levels and Art
11. Program Basics: Goals, Setting Up, Materials, and Strategies
12. Two-Dimensional Activities
13. Three-Dimensional Activities
14. The Role of Creative Play in Development
15. Dramatic Play and Puppetry
16. Creative Movement
17. Creative Music
18. Creative Language Experiences
19. Creative Science
20. Creative Mathematics
21. Creative Health and Nutrition
22. Creative Social Studies
23. Creative Safety Experiences
24. The Place for Celebrations in the Curriculum
25. Seasons: Aesthetic Awareness

Course Learning Outcomes

1. To acquire an understanding of the development of creative and divergent thinking in young children.
2. To explore principles, methods and materials for helping young children learn through creativity.
3. To create developmentally appropriate curriculum and activities to support creativity in children.
4. To develop and practice skills of presenting learning to children in a creative atmosphere.
5. To develop the skills of working with administrators of early childhood schools and businesses to provide creative early childhood environments.

Relationship to General Education Outcomes – In addition to the core competencies, Trinity Valley Community College has established ten general education goals which specify knowledge and skills that students should gain from completing courses in the various component areas of the core curriculum. Information regarding curriculum and assessment as a means for the improvement of student learning through the general education component. (Select all that apply.)

| Mark with an "X" | General Education Outcome |
|------------------|---|
| x | A. To communicate clearly and effectively in both oral and written English. |
| x | B. To improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed materials. |
| | C. To understand mathematical information and utilize mathematical skills. |
| | D. To demonstrate qualitative and quantitative critical thinking skills. |
| | E. To understand and appreciate cultural and ethnic diversity. |
| | F. To utilize computer based technology in accessing information, solving problems, and communicating. |
| | G. To recognize and evaluate artistic achievements in the visual and performing arts. |
| | H. To improve basic understanding of political, economic, and social systems. |
| | I. To demonstrate knowledge of the physical universe and living systems. |
| x | J. To develop skills and strategies to become an engaged learner. |

Required Text(s)

Creative Activities for Young Children by Mayesky Current edition

Optional Text(s)

Material/Technology to be supplied by the student.

Course Requirements/Grading System – describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course; not intended to restrict the individual nature by which each faculty member who teaches the course determines course requirements and final student performance, but should offer consistency within reason for all sections taught for those departments without a standardized format.

The lecture grade will be an average of class participation grades, outside research and report grades, pop-quizzes, three regular tests and a final exam. Field experiences will count for 25% of the total average. The final course grade will be determined using the following scale:

- 100-90 A
- 89-80 B
- 79-70 C
- 69-60 D
- 59 or below F

Approvals – the contents of this document have been reviewed and are found to be accurate.

| | | |
|-----------------|-----------|------|
| Prepared by | Signature | Date |
| Department Head | Signature | Date |
| Division Chair | Signature | Date |
| Vice President | Signature | Date |