



**COWLEY COLLEGE
& Area Vocational Technical School**

COURSE PROCEDURE FOR

**DEVELOPMENT OF THE YOUNG CHILD
CHC5711 3 Credit Hours**

Student Level:

This course is open to students on the college level in either Freshman or Sophomore year.

Catalog Description:

CHC 5711 DEVELOPMENT OF THE YOUNG CHILD (3 hrs)

This class will explore an overview of early childhood development from birth to eight years of age, studying current research involving the family before birth and continue through the stages of physical, social, and cognitive growth, as well as various methods of early childhood approaches.

Prerequisites:

No prerequisites required for this course.

Controlling Purpose:

This course is designed to help the student increase their knowledge concerning an overview of the various child care facilities and types of providers. It will cover the physical, social, and cognitive development of children from birth to age eight also numerous methods and theories will be explored.

Learner Outcomes:

Upon completion of this course the student will be able to:

1. To define early childhood development.
2. To look at the current research in child care.
3. To study approaches concerning children.
4. To formulate a framework for understanding child growth, development, and learning in children ages birth through eight.

Units Outcomes and Criterion Based Evaluation Key for Core Content:

The following outline defines the minimum core content not including the final examination period. Instructors may add other material as time allows.

Evaluation Key:

- A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.
- B = All major goals have been achieved, but the student has failed to achieve some of the

less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.

- C = All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.
- D = A few of the major goals have been achieved, but the student's achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

UNIT 1: OVERVIEW OF EARLY CHILDHOOD EDUCATION

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify caregiver/parental concerns regarding early childhood development.
						Trace the historical beginnings of the study of children from the 1700's to today.
						Explain the theories of early childhood development.
						Recognize what some of the problems are today in the rearing of children ages birth through eight.

UNIT 2: DIFFERENT PERSPECTIVES IN THE STUDY AND ASSESSMENT OF YOUNG CHILDREN

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Describe various types of research studies.
						Discuss the importance of observing children in various contexts.
						Outline the various approaches used in studying young children.
						Describe how growth and development are assessed and documented.

UNIT 3: THE CHILD'S LIFE BEGINS

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Discuss socio-cultural and economic factors associated with becoming parents.
						Explore the emotional and psychological aspects of preparing for parenting.
						Describe the stages of prenatal development.
						Describe optimal prenatal care.
						Recognize the need for education for childbirth and preparation of other children for the birth of a sibling.

UNIT 4: THE PHYSICAL, SOCIAL, AND COGNITIVE DEVELOPMENT OF AN INFANT

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify expected patterns of physical and motor development during the first year.
						Discuss major factors influencing physical and motor development such as health and well-being issues.
						Suggest strategies for promoting and enhancing physical development during the first year.
						Relate the concept of essential experiences to psychological development infancy.
						Identify major social and emotional milestones.
						Describe the role of the adult in facilitating healthy psychosocial development.
						Suggest strategies for promoting cognitive, language, and literacy development in infancy.
						Describe cognitive and language development during the first year.
						Identify major factors influencing the cognitive development in infancy.

UNIT 5: THE PHYSICAL, SOCIAL, AND COGNITIVE DEVELOPMENT OF THE CHILD AGE ONE TO THREE

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Outline expected patterns of physical and motor development from ages one to three.
						Discuss factors that influence physical and motor development. Such as health and well-being.
						Suggest strategies for enhancing physical growth from ages one to three.
						Identify major social and emotional milestones during the toddler period.
						Discuss psychosocial experiences associated with brain growth and neurological development.
						Describe factors that influence healthy psychosocial development in toddlers.
						Describe cognitive language literacy development of children ages one to three.
						Identify major factors influencing cognitive development.
						Suggest strategies for promoting cognitive, language, and literacy development in toddlers.

UNIT 6: THE PHYSICAL, SOCIAL, AND COGNITIVE DEVELOPMENT OF THE CHILD AGE FOUR TO FIVE

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Outline expected patterns of growth in physical and motor development.
						Describe perceptual – motor development in children age four to five.
						Suggest strategies for enhancing physical and perceptual motor development.
						Discuss brain growth and neurological development in preschool years.
						Describe major milestones in psychosocial growth.
						Identify factors that influence social development during these years.
						Suggest strategies for promoting cognitive, language, and literacy development.
						Relate cognitive domains to other developmental domains
						Identify major factors influencing the cognitive development of four or five year olds.

UNIT 7: THE PHYSICAL, SOCIAL, AND COGNITIVE DEVELOPMENT OF THE CHILD AGE SIX TO EIGHT

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Outline expected patterns of growth for children age six to eight.
						Identify major factors of physical and motor development.
						Describe body and gender awareness in primary age children.
						Identify major social and emotional milestones.
						Discuss social and emotional brain growth and neurological development of school age children.
						Describe factors that influence psychosocial development.
						Describe cognitive, language and literacy development of children age six to eight.
						Suggest strategies for promoting cognitive growth.
						Identify factors affect cognitive, language, and literacy development in school age children.

UNIT 8: METHODS OF EARLY CHILDHOOD EDUCATION

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Montessori
						Reggio Emilia
						High Scope

Textbook:

Contact Bookstore or Instructor for current textbook

Attendance Policy:

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

Grading Policy:

The grading policy will be outlined by the instructor in the course syllabus.

Maximum class size:

Based on classroom occupancy

Course Time Frame:

The U.S. Department of Education, Higher Learning Commission, and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching, and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

Refer to the following policies:

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

Disability Services Program:

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability which may impact work in this class which requires accommodations, contact the Disability Services Coordinator.