



**COWLEY COLLEGE
& Area Vocational Technical School**

COURSE PROCEDURE FOR

**EARLY CHILDHOOD EDUCATION
CHC5717 3 Credit Hours**

Student Level:

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

Catalog Description:

CHC 5717 - EARLY CHILDHOOD EDUCATION (3 hrs)

This class is designed for students who will be working with children ages birth through eight. Students will look at the changes and growth of the early childhood education field and what makes a quality program. Also, students will look carefully at what compromises an excellent curriculum in the physical cognitive and socio-emotional realms.

The learning outcomes and competencies detailed in this course meet, or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course, as sanctioned by the Kansas Board of Regents.

Prerequisites:

No prerequisites required for this course.

Controlling Purpose:

This course is designed to help the student increase their knowledge while working with children ages birth through eight. We will look at the changes and growth of the early childhood education field and what makes a quality program. Also, we will look carefully at what compromises an excellent curriculum in the physical cognitive and socio-emotional realms.

Learner Outcomes:

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

1. Discuss the attributes of what an excellent early childhood program should be.
2. Identify components of a creative curriculum.
3. Define a framework for physical development.
4. Describe the elements of cognitive/language development.
5. Explain the fundamentals of socio-emotional development and the various theoretical views.

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: THE GROWTH 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:
						Understand the changes and benefits of early childhood programs.
						Explain the purposes of and sources of support for programs.
						Define the quality of early childhood programs and the teachers.
						Discuss the goals, objectives and methods of evaluation in early childhood programs.

UNIT 2: THE PHYSICAL ENVIRONMENT						
Outcomes: Upon Completion of this unit, students will be able to successfully...						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Explain the effects of the environment on children and teachers.
						Arrange indoor and outdoor appropriate environments.
						Adapt the environment for the children served.

						Select equipment that is age appropriate for the children.
						Create and select developmentally appropriate materials.

UNIT 3: EARLY CHILDHOOD CURRICULUM PLANNING

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

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Schedule activities in a balanced manner.
						Write lesson plans with children family and community as the focus.
						Develop lesson plans for the overall curriculum: units as well as daily lesson plans.

UNIT 4: CREATIVE DEVELOPMENT THROUGH THE CURRICULUM

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 the creative environments that include the multiple intelligences.
						Plan activities that support two and three dimensional art.
						Provide music and movement activities that promote creativity.

UNIT 5: PHYSICAL DEVELOPMENT THROUGH THE CURRICULUM

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

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Develop activities that support large motor skills.
						Develop activities that support fine/motor skills.
						Include many sensory and nutritional/cooking activities.

UNIT 6: COGNITIVE/LANGUAGE THROUGH THE CURRICULUM

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 and utilize the theoretical foundations of cognitive/language development.
						Plan language, math and science curriculum activities.
						Promote literacy development by having a print-rich environment.

UNIT 7: SOCIAL DEVELOPMENT THROUGH THE CURRICULUM

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

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Define social-emotional development and the new research on the brain.
						Examine the various theoretical views of socialization.
						Describe the development of peer interaction and gender role development.
						Plan activities for the different kinds of play.

Projects Required:

Textbook:

Contact Bookstore for current textbook.

Materials/Equipment Required:

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.