



**COWLEY COLLEGE  
& Area Vocational Technical School**

**COURSE PROCEDURE FOR**

**CREATIVE ACTIVITIES FOR YOUNG CHILDREN  
CHC5719 3 Credit Hours**

**Student Level:**

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

**Catalog Description:**

**CHC5719 - CREATIVE ACTIVITIES FOR YOUNG CHILDREN (3 hrs)**

This course identifies the creative and educational needs of children from infancy to six years of age. Students will address developmental and educational standards for art, music, language, literature, science, math and social concepts through the use of toys, dramatic play, enrichment activities, etc. Students will create a professional portfolio of lesson plans and activities based upon the theories and best practices learned in previous early childhood courses. This professional portfolio can be utilized during field experiences and clinical practice.

**Prerequisites:**

No prerequisites required for this course.

**Controlling Purpose:**

This course is designed to assist the student with applying knowledge and understanding through the preparation of curriculum, theories and best practices when designing appropriate play needs for children from infancy to six years of age. Toys, dramatic play, art, music, literature, science, games and enrichment topics are studied in preparation for the field experiences and clinical within the practicum 1 and 2 courses.

**Learner Outcomes:**

Upon completion of the course, the student will have developed a professional portfolio of various lesson plans and activities which demonstrates understanding of the various theories and best practices when working with children from infancy to age six.

**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: PLAY NEEDS DURING VARIOUS STAGES OF DEVELOPMENT

Outcomes: Upon completion of this unit, the student will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Plan various activities for stage of development
						Provide opportunities where child can express feelings
						Organize and guide play activities which address gross motor skills
						Examine the critical role of play in enhancing the social, emotional or physical development of the child
						Integrate Play into various discipline areas (i.e. problem-solving, language, music, art, social science, etc)

**UNIT 2: EDUCATIONAL NEEDS/DEVELOPMENT IN VARIOUS DISCIPLINE AREAS.**

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

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Plan art activities for each developmental stage
						Discuss importance of scribbling in the development of the child
						Evaluate the role of the teacher during art/symbolic related activities
						Illustrate the importance of appropriate materials for age and developmental stage of the child
						Compare various art mediums and develop activities appropriate for young children which allow for exposure to multiple art mediums and techniques
						Develop art/symbolic activities where a child can express feelings in appropriate ways
						Plan music, finger play & rhythm activities
						Compare various genres of music and rhythm patterns and develop activities appropriate for young children which allow for exposure to various musical experiences
						Plan activities for problem-solving & critical thinking
						Plan activities for language acquisition and communication development
						Plan story time using age and developmentally appropriate children's literature
						Evaluate children's books for gender/ethnic biases and construct a list of appropriate books for the social, emotional and psychological development of the child
						Create a print rich environment to promote letter & number recognize and site word development
						Plan special activities (field trips, resource people, etc.) appropriate for age and developmental stage
						Plan daily activities which address various educational and developmental needs at various stage while integrating play

### UNIT 3: ASSEMENT OF DEVELOPMENTAL PROGRESS

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

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Demonstrate an understanding of effective observation and appropriate documentation when assessing developmental progress
						Develop appropriate assessment tools or activities for measuring developmental and educational progress

#### **Projects Required:**

Various Lesson plans, activities and a professional portfolio based upon theories and best practices.

#### **Textbook:**

Contact Bookstore for current textbook.

#### **Materials/Equipment Required:**

Contact Bookstore for suggested materials should any be 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.