

COURSE OUTLINE

Principles of Early Childhood Education II

Course Description

CD 123. Principles of Early Childhood Education II. 3 hours credit. This course will enable the student to examine new trends, careers, and professional development initiatives in early childhood. The student will design developmentally appropriate curriculum, positive guidance techniques, and methods for enhancing social, emotional, language development. This course will enable the student to apply the state laws and regulations to provide quality care for young children.

Course Relevance

The concepts learned in this course provide the student with the foundation for providing high quality care for children. Most children are in some type of out-of-home care during the crucial first five years of life. Research shows that the most important variable that determines the quality of that care is the amount of specific training in early childhood of the caregivers. This in turn affects the quality of life for those children.

Required Materials

CD 123 Textbook:

Hendrick, J. (2006). *The whole child: Developmental education for the early years.* (8th ed.) Columbus, Ohio: Merrill Prentice Hall.

Smith, B., (2006) *101 Learning and transition activities.* Clifton Park, NY: Thomson-Delmar

Kansas Department of Health and Environment. (9/2001). *Laws and regulations for licensing preschools and child care centers.* Topeka, Kansas: KDHE.

Learning Outcomes

The intention is for the student to be able to

1. Critique the quality of early childhood environments applying checklists and state laws and regulations
2. Design and develop developmentally appropriate curriculum
3. Apply positive behavior and guidance techniques

Primary Learning PACT Skills that will be DEVELOPED and/or documented in this course

Through the student's involvement in this course, he/she will develop his/her ability in the following primary PACT skill areas:

1. Critical Thinking
 - Through the written critique of a licensed child care center the student will

demonstrate critical thinking skills.

Secondary skills (developed but not documented):

- Self-Concept
- Health Management
- Coping with Change
- Effective
- Relationships Valuing
- Diversity Teamwork
- Ethical Conduct
- Leadership
- Problem
- Solving Writing
- Speaking
- Computer
- Literacy Internet
- Use

Major Summative Assessment Task(s)

These learning outcomes and the primary Learning PACT skills will be demonstrated by

1. Writing a critique of environment and interactions in an observed licensed child care center applying checklists and relevant state laws and regulations and documenting guidance techniques and methods used for enhancing social, emotional and language development.
2. Development of a curriculum unit box and book

Course Content

- I. Themes – Key recurring concepts that run throughout this course:
 - A. Developmentally appropriate practice
 - B. Professionalism
- II. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
 - A. The child’s best interest
 - B. Student perception of appropriate practice
- III. Concepts – Key concepts that must be understood to address the issues:
 - A. Needs of the whole child
 - B. Laws and regulations
- IV. Skills/Competencies – Actions that are essential to achieve the course outcomes:
 - A. Curriculum development
 - B. Application of KDHE laws and regulations
 - C. Critique early childhood center quality
 - D. Identify developmentally appropriate practices for young children

Learning Units

- I. Student teaching/practicum
 - A. Expectations

- B. Ethics
- II. A good day for children
 - A. Different educational approaches
 - B. Research outcomes of quality child care
 - C. Creative curriculum
- III. What parents need
 - A. Problems that interfere with good communications
 - B. Guidelines for good relationships
 - C. Parent conference guidelines
- IV. Daily routines
 - A. Transition methods, songs, and chants
 - 1. Arrival and departure
 - 2. Eating
 - 3. Toileting
 - 4. Nap time
- V. Physical self
 - A. Principles of development
 - B. Large muscle
 - C. Small muscle
 - D. Health and safety
 - E. Sensory experiences
- VI. Mental health
 - A. Basic attitudes
 - 1. Trust
 - 2. Autonomy
 - 3. Initiative
 - B. Emotional health hallmarks
 - C. Emotionally positive climate
 - D. Practical methods
- VII. Developing self-esteem
 - A. Relationship to self-concept
 - B. Relationship to positive social behavior
 - C. Sources
 - D. Negative practices
 - E. Positive methods
 - F. Competence
- VIII. Emotional Crisis
 - A. Helping the child
 - B. Helping the family

- C. Specific crises
- IX. Early childhood special education
 - A. Identification
 - B. Inclusion
 - C. Teamwork
- X. Social competence
 - A. Emotional IQ
 - B. Developmental trends
 - C. Group inclusion
- XI. Self-discipline and self-control
 - A. Goals
 - B. Ego strength
 - C. Moral development
- XII. Aggression
 - A. Ways to cope
 - B. Causes
 - C. Reactions
- XIII. Cross-cultural, nonsexist education
 - A. Principles
 - B. Methods
- XIV. Creativity and self-expression
 - A. Definition and importance
 - B. Stages
 - C. Guidelines
 - D. Materials
- XV. Play
 - A. Purposes
 - B. Developmental stages
 - C. Facilitation, stimulation, and extension
 - D. Creativity
- XVI. Language skills
 - A. Acquisition
 - B. Milestones
 - C. Enhancement
- XVII. Literacy
 - A. Fostering emergence
 - B. Fundamental principles

C. Importance

XVIII. Regulations for childcare

- A. State licensing
- B. NAEYC Accreditation

XIX. Professionalism

- A. Organizations
- B. State and national efforts

XX. Community service

Learning Activities

Lecture, instructor-led class discussions, group work, field trips, individual observations of centers, presentation of unit boxes, various audio/visual aids, class presenters/guest speakers, development of a theme unit box, chapter questions, and student presentations.

Grade Determination

The student will be graded on satisfactory completion of major summative assessment tasks, quality of in-class work, observation reports, presentations, response papers, chapter question responses, class participation, attitude, attendance, and other methods of evaluation at the discretion of the instructor.