

# CHFD210

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

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## Course Summary

**Course :** CHFD210 **Title :** Childhood Educational Development

**Length of Course :** 8

**Prerequisites :** N/A **Credit Hours :** 3

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## Description

**Course Description:** This course examines a variety of developmentally appropriate instructional strategies central to the education of children. Integrating a micro-systemic perspective that takes into account internal and external family dynamics, this course will focus on identifying theoretical and applied solutions to the choice of age-appropriate learning exercises

### Course Scope:

Integrating a micro-systemic perspective that takes into account internal and external family dynamics, this course will focus on identifying theoretical and applied solutions to the choice of age-appropriate learning exercises.

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## Objectives

After successful completion of this course, students will be able to:

1. Discuss influences and changes that have occurred in early childhood education through its history.
  2. Summarize the concepts of contemporary Early Childhood Education models and child care programs.
  3. Describe the physical, cognitive, social, and emotional development that occurs in early childhood (ages 3 through 6).
  4. Examine the role of play in the learning process of young children.
  5. Describe the characteristics of an early childhood professional using the NAEYC standards of professional development.
  6. Describe the role of parents and family in the education of young children.
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## Outline

### Week 1:

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## Learning Outcomes

1. Describe the six standards for being an early childhood education (ECE) professional.
2. Determine how to apply developmentally appropriate practice (DAP) to your professional practice.
3. Explain what a philosophy of education is how you can develop your philosophy and apply it in your professional practice.
4. Identify ways you can provide for cultural diversity.
5. Identify hot topics in early childhood education and what they mean to you.

## Required Readings

See Required Readings in Lesson section of classroom

[National Association for the Education of Young Children http://www.naeyc.org/](http://www.naeyc.org/)

## Assignments

### Forum 1

### **Week 2:**

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## Learning Outcomes

1. Define the terms assessment and observation.
2. Identify at least 5 methods of authentic assessment and their purpose.
3. Explain each of the major theories that influence Early Childhood Education to include: Constructivism, Sociocultural Theory, Multiple Intelligence Theory, Erikson's Theory of Psychosocial Development, Social Learning Theory, Ecological Systems Theory and Behaviorism.

## Required Readings

See Required Readings in Lesson section of classroom

## Assignments

### Forum 2

Assignment 1: Theories and Contributors to Early Childhood Education Power Point (due Sunday, 11:59 PM Eastern time)

### **Week 3:**

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## Learning Outcomes

1. Describe how each of the following methods of Early Childhood Education provides for the needs of young children: Montessori, High Scope, Reggio Emilia and Project Approach.
2. Identify the different types of child care that are offered today.
3. Define the dimensions of high-quality child care.
4. Discuss how you can accommodate diverse learners in child care.

## Required Readings

See Required Readings in Lesson section of classroom

## Assignments

### Forum 3

## **Week 4:**

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### Learning Outcomes

1. Describe Early Head Start and Head Start programs and how they benefit young children.
2. Discuss the impact of Common Core State Standards and No Child Left Behind on teaching and learning today.
3. Describe the physical and cognitive aspects of development of infants and toddlers.
4. Describe the social and emotional aspects of development of infants and toddlers.
5. Identify the characteristics of a quality infant and toddler program/environment

### Required Readings

See Required Readings in Lesson section of classroom

### Assignments

#### Forum 4

Assignment 2: Early Childhood Education Program Reviews (due 11:59 PM Sunday, Eastern time)

## **Week 5:**

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### Learning Outcomes

1. Describe the physical, cognitive, social and emotional characteristics of preschool children.
2. Describe the physical, cognitive, social and emotional characteristics of kindergartners.
3. Explain the different types of play and the role of play in children' learning.
4. Explain the important aspects of a preschool curriculum and a kindergarten curriculum.

### Required Readings

See Required Readings in Lesson section of classroom

### Assignments

#### Forum 5

## **Week 6:**

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### Learning Outcomes

1. Describe how technology can be integrated into early childhood programs.
2. List ways that technology can be used to with children with special needs and diverse learners.
3. Define behavior guidance.
4. Define each of the 10 steps to guide behavior.

### Required Readings

See Required Readings in Lesson section of classroom

### Assignments

#### Forum 6

Assignment 3: Promoting Development and Developmentall Appropriate Practice (due 11:59 PM Sunday, Eastern Time)

## Week 7:

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### Learning Outcomes

1. Explain how to infuse multicultural content into curriculum, programs and activities.
2. Define what it means to be a culturally responsive teacher.
3. Identify key strategies for teaching children with diverse needs.

### Required Readings

See Required Readings in Lesson section of classroom

### Assignments

Forum 7

## Week 8:

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### Learning Outcomes

1. Identify the main reasons for the changes that are occurring in the American family.
2. Identify the six types of parental involvement.
3. Identify a wide variety of tips for increasing parent involvement.

### Required Readings

See Required Readings in Lesson section of classroom

### Assignments

Forum 8

Assignment 4: Engaging Families and the Community

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## Evaluation

Throughout the semester you will have projects and/or write responses to weekly prompts. These responses will involve analyses of readings, comparing and contrasting the views of authors, and critique of arguments presented by the readings or the class. Projects/papers will be graded for accuracy of interpretation, rigor of argument, and clarity of expression. Please be sure to review the guidelines for each assignment as well as the grading rubrics found in the classroom.

### Grading:

Name	Grade %
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## Materials

**Book Title:** Various resources from the APUS Library & the Open Web are used. Links provided inside the classroom in the Lessons section.

**Author:** No Author Specified

**Publication Info:**

**ISBN:** N/A

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**Web Sites:**

In addition to the required course readings, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

APA Format <http://www.apa.org>

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## Course Guidelines

### Citation and Reference Style

Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

### Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me **before** the due date so we can discuss the situation and determine an acceptable resolution. Late submissions that are submitted without prior approval may not be graded. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

**Forum Assignments** – These are interactive dialog assignments designed to help you connect with your classmates in course related discourse and form a learning community. They are located under the “Forums” link on the left side of your course screen. Please carefully read the forum prompt each week. Post your initial response by 11:59 PM on Wednesday of the week and 2 reply posts to classmates by 11:59 PM on Sunday of the week. Late posts to the forum cannot be accepted for grading. Once the week ends, the forum ends. The grading rubric and requirements for forums can be found in the Forum section of the classroom.

### Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

**Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

**Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), : ), J

**APUS Online Library**

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](https://www.tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

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## University Policies

### [Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

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