



Syllabus
ECED 1230
School Age Child Development & Programming
2024

Committee Members:

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Loretta Hauxwell, Mid-Plains Community College
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Patti Page, Nebraska Indian Community College

Facilitator: Julie Miller

The Institution agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.

 Chief Academic Officer, Central Community College	04/19/2024	Adopt
 Chief Academic Officer, Little Priest Tribal College	04/25/2024	Adopt
 Chief Academic Officer, Metropolitan Community College	04/19/2024	Adopt
 Chief Academic Officer, Mid-Plains Community College	04/19/2024	Adopt
 Chief Academic Officer, Nebraska Indian Community College	04/19/2024	Adopt
 Chief Academic Officer, Northeast Community College	04/20/2024	Adopt
 Chief Academic Officer, Southeast Community College	04/25/2024	Adopt
 Chief Academic Officer, Western Nebraska Community College	04/19/2024	Adopt

I. CATALOG DESCRIPTION

Course Number: ECED 1230
Course Title: School Age Child Development and Programming
Prerequisite: None

Catalog Description: This course focuses on typical/atypical development of the children ages five through eight years. The course will examine program design in out of school care that addresses the domains of physical growth and motor skills, cognition and language, and social/emotional development.

Credit Hours: 2.0 semester credit hours/3.0 quarter credit hours

II. COURSE OBJECTIVES/COMPETENCIES

The course will:

1. Demonstrate knowledge of physical, motor, cognitive, language, and social/emotional development in children ages five through eight based on state and national guidelines and standards.
2. Identify and illustrate active learning environment including the physical setting, and health and safety practices for children ages five through eight.
3. Analyze ways to establish supportive adult-child and adult-adult interactions.
4. Examine biological, environmental, cultural similarities and differences, and factors that impact children's behavior, including families and communities.
5. Explore developmentally appropriate activities for children ages five through eight based upon state and national guidelines and standards.

III. STUDENT LEARNING OUTCOMES

Students will be able to:

1. Identify physical, cognitive, social/emotional and language developmental milestones of children ages five through eight.
2. Plan developmentally appropriate activities, complete an observation, and design an appropriate environment for a school-age child according to developmental milestones.
3. Describe the importance of a consistent, positive, and nurturing relationship between school age children, families, and educators.

4. Examine ways to promote the cultural connection between schools, families, and communities in which they serve.

5. Utilize established health and safety practices in caring for school age children.

IV. COURSE CONTENT/TOPICAL OUTLINE (sequence may vary)

- a. Developmentally Appropriate Practice
- b. Physical/Motor Development
- c. Cognitive Development
- d. Social/Emotional Development
- e. Special Needs and Circumstances Affecting Development

V. INSTRUCTIONAL MATERIALS

Suggested Texts: [This list of texts should be reviewed annually. The instructor may choose additional materials as supplements.]

1. Berk, Laura E. *Infants and Children: Prenatal through Middle Childhood*. Allyn and Bacon.
2. Bredekamp, Sue and Copple, C. *Developmentally Appropriate Practice in Early Childhood Programs*. NAEYC.
3. Bullard, J. (2017). *Creating environments for learning: Birth to age eight* (3rd ed.). Pearson Publishing.
4. Charlesworth, Rosalind. *Understanding Child Development*. Delmar Learning.
5. Decker, Celia Anita. *Child Development: Early Stages through Age 12*. Goodheart-Willcox Co, 2020.
6. Parker, Jennifer and Click, Phyllis. *Caring for School-Age Children*. Delmar Learning.

Supplemental Texts:

1. Nebraska School-Age and Youth Development Core Competencies. 2019

VI. METHODS OF INSTRUCTION

Instructor should make use of varied pedagogical techniques including several of the following: lectures, small and large discussion groups; collaborative projects, guest speakers, research, peer response and evaluation, journals, essays, field experiences, conferences, computer-assisted instruction, interactive/creative methods, multimedia, and field trips.

VII. METHODS OF EVALUATION

Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, other presentations, projects, papers, and/or portfolio. Instructor will distribute evaluation and his/her grading policies to students at the beginning of each term.

VIII. INSTITUTIONAL DEFINED SECTION

To be used at the discretion of each community college as deemed necessary.