Syllabus

ECED1230

School Age Child Development and Programming

2018

Committee Members:

Barb Beck, Central Community College
Lisa Brestel, Central Community College
Jackie Zeckser, Central Community College
Kweku Ocran, Little Priest Tribal College
Deanna Peterson, Metropolitan Community College
Tyler Esch, Mid-Plains Community College
Loretta Hauxwell, Mid-Plains Community College
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Sharyn Thomas, Northeast Community College
Crystal Kozak, Southeast Community College
Julie Miller, Southeast Community College
Patsy Yager, Western Community College
Facilitator: Katie Miller, Nebraska Department of Education

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

Landace L. T. Walton
Chief Academic Officer, Central Community College — Adopt

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Manoj Patil (Aug 8, 2018)
Chief Academic Officer, Little Priest Tribal College — Adopt

Tom McDonnell
Tom McDonnell (Aug 8, 2018)
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Lyle Kathol
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Dennis Headrick
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Chief Academic Officer, Southeast Community College — Adopt

Kim Kuster Dale
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Chief Academic Officer, Western Nebraska Community College — 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

I. COURSE OBJECTIVES/COMPETENCIES

The course will:

1. Demonstrate knowledge of physical and motor growth and development, cognitive and language development, and social/emotional development in children ages five through eight.

2. Identify how to arrange and equip a physical setting to create an active learning environment for children ages five through eight.

3. Identify ways to establish supportive adult-child and adult-adult interactions.

4. Recognize children in the context of their families, culture, schools, and community.

5. Identify health and safety practices vital in caring for children ages five through eight.

6. Examine developmentally appropriate activities for children ages five through eight based upon state and national guidelines and standards.

7. Develop an awareness and appreciation of the individual likenesses and differences among children, families and colleagues.

II. STUDENT LEARNING OUTCOMES

Students will be able to:

1. a. Identify physical, cognitive, social/emotional and language developmental milestones of children ages five through eight.

b. Complete an observation of a school-age child according to developmental milestones.

2. Observe and design a developmentally appropriate environment for children ages five through eight.

3. Describe the importance of a consistent nurturing relationship between adults and school age children.

4. Describe ways to enhance the connection between families, culture, schools, and community.

5. Recognize appropriate health and safety practices in caring for school age children.

6. Plan developmentally appropriate activities for school age children.

7. Explain the importance of positive relationships between children, parents and colleagues.

IV. COURSE CONTENT/TOPICAL OUTLINE

(sequence may vary)

1. Developmentally Appropriate Practice

2. Physical/Motor Development

3. Cognitive Development

4. Social/Emotional Development

5. 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.]

Berk, Laura E. Infants and Children: Prenatal through Middle Childhood. Allyn and Bacon.

Bredekamp, Sue and Copple, C. Developmentally Appropriate Practice in Early

Childhood Programs. NAEYC.

Charlesworth, Rosalind. Understanding Child Development. Delmar Learning.

Fink, Dale. Discipline in School-Age Care. School Age Notes.

Parker, Jennifer and Click, Phyllis. Caring for School-Age Children. Delmar Learning.

Santrock, John W. Children. Current Edition. McGraw Hill.

Supplemental Texts:
Nebraska School-Age and Youth Development Core Competencies. 2010.

VI. METHODS OF INSTRUCTION

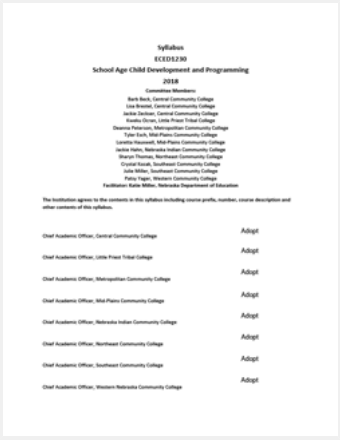
Instructor should make use of varied pedagogical techniques including several of the following: lectures, small and large discussion groups; collaborative projects, guest speakers, research, peer response and evaluation, journals, essays, field experiences, conferences, computer-assisted instruction,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



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