

## LABETTE COMMUNITY COLLEGE BRIEF SYLLABUS

### **SPECIAL NOTE:**

This brief syllabus is not intended to be a legal contract. A full syllabus will be distributed to students at the first class session.

### **TEXT AND SUPPLEMENTARY MATERIALS USED IN THE COURSE (if any):**

Please check with the LCC bookstore <http://www.labette.edu/bookstore> for the required texts for this class.

<b><u>COURSE NUMBER:</u></b>	EDUC 126
<b><u>COURSE TITLE:</u></b>	Childhood Program Planning Ages 0-5
<b><u>SEMESTER CREDIT HOURS:</u></b>	5
<b><u>DEPARTMENT:</u></b>	Education
<b><u>DIVISION:</u></b>	Early Childhood Education
<b><u>PREREQUISITE:</u></b>	None
<b><u>REVISION DATE:</u></b>	11/13/15

### **COURSE DESCRIPTION:**

This course is designed for teachers, child care professionals, and adults working with young children. Students will gain an understanding of how early childhood theories are applied to developmentally appropriate practices and guidance techniques in early childhood classrooms. There will be a focus on the physical, cognitive, social, emotional and creative development of children ages 0-5. Students will participate in observations of children in the child's natural environments. Identifying developmental milestones and developmentally appropriate behaviors, will be recorded in a portfolio as tools for assessment and documentation of the child's development.

### **COURSE OUTCOMES AND COMPETENCIES:**

**Students who successfully complete this course will be able to:**

1. Gain an understanding of the milestones of early child development as they apply to children age 0-5 years of age.

- Explain physical, social/emotional creative and cognitive differences of children, in context.
- Recognize risk factors, delays or disabilities that may indicate a need for special services.

2. Understand the importance of involving families in a child's education and care.

- • Establish positive communication and relationships with families.
- • Communicate with families about curriculum, individual child's progress, and developmental growth.

3. Be equipped to prepare appropriate learning environments, evaluate and develop curriculum for young children.

- • Use appropriate materials, activities and strategies in an integrated curriculum that includes pre reading, pre-math, science, social studies, health, safety, nutrition, art, music, drama and movement.
- • Provide an environment with spaces balanced between active and quiet, child directed and teacher directed, individual and group play and indoor and outdoor play.
- • Relate guidance practice to knowledge of children's personalities and levels of development.
- • Identify appropriate assessment methods.
- • Plan culturally diverse gender equitable assessments.

4. The student will compile a portfolio for 1 child age birth thru five using the portfolio process. Be able to identify the development stages evidenced by the child's collected documentation in the portfolio.

- • Demonstrate objectivity in reporting observations.
- • Use concrete examples (photos, anecdotes, examples of work) of children's play to document development
- • Collect and organize information for each child, by collecting samples of work, recording anecdotal notes, photos, video and/or audio recordings, and parent interviews.
- • Accept differences and the effects those differences may have on behavior and development.