

Department:

Early Childhood

Course Description:

Students will discover what professionals need to know and be able to do to provide quality programming for young children. Using the Kansas Department of Health and Environment (KDHE) Childcare licensing regulations, the Kansas Early Learning Standards (KELS), and research based curriculums, students will learn what a quality curriculum looks like and how to achieve it. The course will use a strengths based model that defines developmentally appropriate practices for young children and the role of the curriculum.

Course Competencies:

Upon completion of the course, the student should be able to:

1. Identify developmentally appropriate curriculum methods and materials.
2. Analyze various types of Early Childhood Program models and identify the goals and objectives.
3. Plan, present, and evaluate developmentally appropriate lessons for young children based on the Kansas Early Learning Standards, and the Kansas Department of Health and Environment Licensing regulations, in an integrated curriculum that includes language arts, math, science, social studies, health, safety, nutrition, art, music, drama, and movement.
4. Diagram the appropriate physical environment for young children's learning.
5. Describe and demonstrate the role of the Early Childhood teacher as facilitator.
6. Explain the role of families and community in curriculum planning for young children.

Course Content:

- A. Setting the Stage
 1. How Children Develop & Learn
 2. Applying What You Know About Child Development to the Classroom
 3. How Well Do You Know Your Children
 4. Looking at Development on the Continuum
 5. The Kansas Early Learning Standards incorporated into the curriculum
- B. The Learning Environment
 1. Elements of a safe, healthy learning environment (KDHE Licensing)
 2. Setting Up & Maintaining the Classroom
 3. Selecting Materials that emphasize play
 4. Why Interest Areas are Important
 5. Evaluating the Environment
 6. Using the Weekly Planning Form
 7. Responding to the individual needs of children
- C. The Teacher's Role
 1. How Is the Teacher Like...
 2. Observing Children: Why, When, What, & How to Observe
 3. Using a Range of Teaching Approaches with an emphasis on play

4. Adapting Instruction for Children With Special Needs
5. Exploring Content in Interest Areas
6. Working with families and community members to develop and implement curriculum.

Learning Assessments:

Competencies will be evaluated by demonstrations, written lesson plans, presentations, papers, and participation in group work.

Instructional Materials:

Textbooks: Bohart, H. & Masterson, M.L. (2019). *Serious Fun: How Guided Play Extends Children's Learning*. Washington, DC: National Association for the Education of Young Children (NAEYC). ISBN-13: 978-1938113390

Bredenkamp, S., & Copple, C. (2008). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8* (3rd ed.). Washington, DC: National Association for the Education of Young Children (NAEYC). ISBN-13: 978-1928896647

Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students **must** complete the "Disabilities Self-Identification Form" on our [Disability Services website](#).

This form can also be accessed at the Highland Community College homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.

A Note on Harassment, Discrimination and Sexual Misconduct

Highland Community College seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX, and College policy prohibit harassment, discrimination and sexual misconduct. Highland Community College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to report to the Vice President for Student Services, the Human Resources Director or complete an [online report](#) about what happened so that they can get the support they need and Highland Community College can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Highland Community College is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please review our [Equity Grievance Policy](#).