



**Syllabus**  
**ECED 1120**  
**Preschool Child Development**  
**2023**

**Committee Members:**

Barb Beck, Central Community College  
N/A, Metropolitan Community College  
Tyler Esch & Loretta Hauxwell, Mid-Plains Community College  
N/A, Northeast Community College  
Crystal Kozak, Southeast Community College  
Patsy Yager, Western Nebraska Community College  
N/A, Little Priest Tribal College  
Jackie Hahn, Nebraska Indian Community College

**Facilitator: NDE: 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	04/04/2023	Adopt
 Chief Academic Officer, Little Priest Tribal College	03/23/2023	Adopt
 Chief Academic Officer, Metropolitan Community College	04/03/2023	Adopt
 Chief Academic Officer, Mid-Plains Community College	03/23/2023	Adopt
 Chief Academic Officer, Nebraska Indian Community College	03/24/2023	Adopt
 Chief Academic Officer, Northeast Community College	03/23/2023	Adopt
 Chief Academic Officer, Southeast Community College	04/06/2023	Adopt
 Chief Academic Officer, Western Nebraska Community College	03/23/2023	Adopt



## **I. CATALOG DESCRIPTION**

Course Number: ECED 1120  
Course Title: Preschool Child Development  
Prerequisites: None

Catalog Description: This course focuses on typical/atypical development of the child ages three through five years, in the domains of physical growth and motor skills, cognition and language, and social/emotional development across diverse settings.

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

## **II. COURSE OBJECTIVES/COMPETENCIES**

The course will:

1. Examine-physical and motor growth and development, cognitive development, language development, and social/emotional development of each child ages three through five.
2. Identify the characteristics of developmentally appropriate settings that incorporates active engagement in learning environments for each child ages three through five.
3. Identify strategies that establish supportive adult-child and adult-adult interactions.
4. Identify health and safety practices vital in the care of each child ages three through five.
5. Examine developmentally appropriate curriculum, play and activities for children ages three through five based upon state and national guidelines and standards.
6. Develop an awareness of the resources and supports available to support children with exceptionalities and their families.
7. Develop an awareness and appreciation of the individual likenesses and differences among children, families, colleagues, communities, and cultural context.

## **III. STUDENT LEARNING OUTCOMES**

Students will be able to:

1. Identify and explain physical, cognitive, social/emotional and language developmental milestones of each child ages three through five in both typical and atypical children.
2. Record an observation of a child, age three to five years old, according to developmental milestones.
3. Identify and discuss the characteristics of a developmentally appropriate environments for all children ages three through five.
4. Define the importance of a consistent, nurturing relationship and attachments between adults and preschool age children.
5. Articulate ways to enhance the connection between families, culture, and community.
6. Recognize appropriate health and safety practices in caring for preschool age children.
7. Recognize developmentally appropriate curriculum and activities for preschool age children.
8. Explain the importance of healthy and collaborative relationships between parents, teachers, and children.

#### **IV. COURSE CONTENT / TOPICAL OUTLINE**

- A. Developmentally Appropriate Practice
- B. Physical/Motor Development
- C. Language and 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.]

Beaty, Janice J., Preschool Appropriate Practices: Environment, Curriculum, and Development, Cengage

Berk, Laura E. Infants and Children: Prenatal Through Middle Childhood.  
Massachusetts: Allyn & Bacon.

Charlesworth, Rosalind. Understanding Child Development. Delmar Learning.

Decker, Celia Anita. Child Development: Early Stages through Age Twelve. Goodheart-Wilcox.

Rathus, Childhood: Voyages in Development, Current edition Cengage.

Santrock, John W. Children. McGraw Hill.

Post and Hohmann. Tender Care and Early Learning. High Scope Press.

Supplemental Texts:

“Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards.” *Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards – Nebraska Department of Education*, 2019, [www.education.ne.gov/oec/early-learning-guidelines/](http://www.education.ne.gov/oec/early-learning-guidelines/).

## **VI. METHODS OF PRESENTATION / 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, 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.*