





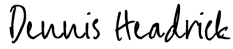



**Syllabus
ECED1120
Preschool Child Development
2020**

Committee Members:

Barb Beck, Central Community College
No representative, Little Priest Tribal College
Deanna Peterson, Metropolitan Community College
Tyler Esch, Mid-Plains Community College
No representative, Nebraska Indian Community College
No representative, Northeast Community College
Crystal Kozak, Southeast Community College
Patsy Yager, Western Nebraska Community College
Facilitator: Julie 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.

 Chief Academic Officer, Central Community College	03/23/2020	Adopt
 Chief Academic Officer, Little Priest Tribal College	03/20/2020	Adopt
 Chief Academic Officer, Metropolitan Community College	04/06/2020	Decline
 Chief Academic Officer, Mid-Plains Community College	03/20/2020	Adopt
 Chief Academic Officer, Nebraska Indian Community College	03/30/2020	Adopt
 Chief Academic Officer, Northeast Community College	03/20/2020	Adopt
 Chief Academic Officer, Southeast Community College	03/21/2020	Adopt
 Chief Academic Officer, Western Nebraska Community College	03/20/2020	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. Recognize children in the context of their families, culture, and community.
5. Identify health and safety practices vital in the care of each child ages three through five.
6. Examine developmentally appropriate curriculum, play and activities for children ages three through five based upon state and national guidelines and standards.
7. Develop awareness and appreciation of the individual similarities and differences among children, families and colleagues.

III. STUDENT LEARNING OUTCOMES

Students will be able to:

- 1 a. Identify physical, cognitive, social/emotional and language developmental milestones of each child ages three through five.
b. Understand and identify physical, social/emotional, cognitive, and language differences of all children in the context of their environment.

2. Identify developmentally appropriate environments for all children ages three through five.
3. Define the importance of a consistent, nurturing relationship and attachments between adults and preschool age children.
4. Articulate ways to enhance the connection between families, culture, and community.
5. Recognize appropriate health and safety practices in caring for preschool age children.
6. Recognize developmentally appropriate curriculum and activities for preschool age children.
7. 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.]

Allen, K. Eileen, and Marotz, Lynn R. Developmental Profiles Pre-Birth Through Twelve. Delmar Learning.

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

Berk. Infants and Children (Custom Edition). Allyn & Bacon.

Bredenkamp, Sue. Developmentally Appropriate Practice in Early Childhood Programs. Revised Ed. Washington, D.C.: NAEYC.

Charlesworth, Rosalind. Understanding Child Development. Delmar Learning.

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

Epstein, Ann S. Intentional Teacher: Choosing the Best Strategies for Young Children's Learning. NAEYC

Rathus. Childhood: Voyages in Development, 4th Edition. Cengage

Santrock, John W. Children. McGraw Hill.

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/.

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.