





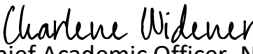


**Syllabus**  
**ECED 1120**  
**Preschool Childhood Development**  
**2026**

**Committee Members:**

- Jackie Zeckser & Taylor Brase, Central Community College
- N/A, Metropolitan Community College
- N/A, Mid-Plains Community College
- Connie Sixta, Northeast Community College
- Crystal Kozak, Southeast Community College
- N/A, Western Nebraska Community College
- Kweku Ocran, Little Priest Tribal College
- N/A, Nebraska Indian Community College

**Facilitator: Smantha Brown NDE / Taylor Brase**

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

- |   |            |       |
|---|------------|-------|
| <br>Chief Academic Officer, Central Community College            | 02/12/2026 | Adopt |
| <br>Chief Academic Officer, Little Priest Tribal College       | 02/13/2026 | Adopt |
| Tom McDonnell<br>Chief Academic Officer, Metropolitan Community College   | 02/16/2026 | Adopt |
| <br>Chief Academic Officer, Mid-Plains Community College       | 02/11/2026 | Adopt |
| <br>Chief Academic Officer, Nebraska Indian Community College  | 02/16/2026 | Adopt |
| <br>Chief Academic Officer, Northeast Community College        | 02/11/2026 | Adopt |
| <br>Chief Academic Officer, Southeast Community College        | 02/20/2026 | Adopt |
| <br>Chief Academic Officer, Western Nebraska Community College | 02/24/2026 | Adopt |



## **I. CATALOG DESCRIPTION**

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

Catalog Description: This course focuses on the unique developmental variations of children ages three through five years, in the domains of physical cognitive 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 development, cognitive development, language development, and social/emotional development of children ages three through five.
2. Explore developmentally appropriate learning environments that incorporate active engagement for children ages three through five.
3. Discuss strategies that establish supportive adult-child and adult-adult interactions.
4. Describe 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. Explore the resources and supports available children with exceptionalities and their families.
7. Discuss the similarities and differences among children, families, colleagues, communities in the field of early childhood education.

## **III. STUDENT LEARNING OUTCOMES**

Students will be able to:

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

2. Analyze the developmental characteristics based on observation of a child, age three to five years old.
3. Identify and discuss the characteristics of developmentally appropriate environments for 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. Explain appropriate health and safety practices in caring for preschool age children.
7. Plan and implement developmentally appropriate 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 Practices
- B. Physical Development
- C. Language
- D. Cognitive Development
- E. Social/Emotional Development
- F. Exceptionalities 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, Pearson

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 hand-outs, slides, videos, and Open Educational Resources (OERs) as determined by instructor.

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**

Instructors 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. Instructors 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.*