

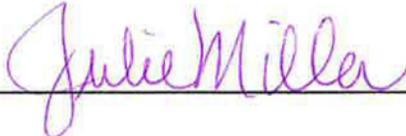
Syllabus

ECED1120 Preschool Child Development

2013

Committee Members:

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Facilitator: Julie Miller 

Date Reviewed: April 19, 2013

Chief Instructional Officer 

Date Approved: 5-17-13

EARLY CHILDHOOD EDUCATION PROGRAM

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 3 through 5 years, in the domains of physical growth and motor skills, cognition and language, and social / emotional development

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

II. COURSE OBJECTIVES AND COMPETENCIES

The course will:

1. Explore physical and motor growth and development, cognitive and language development, and social/emotional development of children ages 3 through 5.
2. Identify a developmentally appropriate setting that incorporates an active learning environment for children ages 3 through 5.
3. Identify ways to establish supportive adult-child and adult-adult interactions.
4. Recognize children in the context of their families, culture, and community.
5. Examine health and safety practices vital in care for children ages 3 through 5.
6. Examine the importance of play and developmentally appropriate activities for children ages 3 through 5 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

The student will:

1. a. Identify physical, cognitive, social/emotional and language developmental milestones of children ages three through five.
- b. Explain physical, social/emotional, cognitive, and language differences of children in context.
- c. Record observations of a preschool age child according to developmental milestones.

2. Identify developmentally appropriate environments for children ages three through five.
3. Describe the importance of a consistent nurturing relationship between adults and preschool age children.
4. Describe 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 good 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.

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

Charlesworth, Rosalind. Understanding Child Development. Delmar Learning.

Hendrick, Joanne and Weissman, Patricia. Whole Child: Developmental Education for the Early Years. Prentice Hall.

Santrock, John W. Children. McGraw Hill.

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

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

Supplemental Texts:

Nebraska Early Learning Guidelines Ages 3 to 5, Nebraska Department of Education and Department of Health and Human Services

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 defined by each individual institution.

NAEYC Standards, Sub-standards and Key Elements and Supportive Skills	Addressed in Course
1. Promoting Child Development and Learning	
1a. Knowing and understanding young children’s characteristics and needs.	X
1b. Knowing and understanding the multiple influences on development and learning	X
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	X
2. Building Family and Community Relationships	
2a. Knowing about and understanding family and community characteristics	X
2b. Supporting and empowering families and communities through respectful, reciprocal relationships	X
2c. Involving families and children in their children’s development and learning	X
3. Observing, Documenting and Assessing to Support Young Children and Families	
3a. Understanding the goals, benefits and uses of assessment	
3b. Knowing about assessment partnerships with families and with professional colleagues	
3c. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches	X
3d. Understanding and practicing responsible assessment to promote positive outcomes for each child	X
4. Using Developmentally Effective Approaches to Connect with Children and Families	
4a. Understanding positive relationships and supportive interactions as the foundation of their work with children.	X
4b. Knowing and understanding effective strategies and tools for early education.	X
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.	X
4d. Reflecting on their own practice to promote positive outcomes for each child.	X
5. Using Content Knowledge to Build Meaningful Curriculum	
5a. Understanding content knowledge and resources in academic disciplines.	X
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.	
5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.	X
6. Becoming a professional	
6a. Identifying and involving oneself with the early childhood field.	
6b. Knowing about and upholding ethical standards and other professional guidelines.	
6c. Engaging in continuous collaborative learning to inform practice.	
6d. Integrating knowledgeable, reflective and critical perspectives on early education.	X
6e. Engaging in informed advocacy for children and the profession.	X

Supportive Skills	Addressed in Course
Skills in self-assessment and self-advocacy	
Skills in mastering and applying foundational concepts from general education	X
Written and verbal communication skills	X
Skills in making connections between prior knowledge/experiences and new learning	X
Skills in identifying and using professional resources	X