

SOUTHEAST COMMUNITY COLLEGE
DIVISION OF ARTS AND SCIENCES
Early Childhood Education
Revision Date: 07-01-23

I. CATALOG DESCRIPTION

Course Number: ECED 1120
Course Title: Preschool Child Development
Prerequisite(s): 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
Class Hours: 30
Lab Hours: 0
Total Contact Hours: 30

II. COURSE OBJECTIVES: *Course will:*

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

III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES:

- A. Student Learning Outcomes: *Student 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 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.
- B. General Education Learning Outcomes

1. GELO #3: Critical Thinking & Problem Solving
Outcome: Collect, identify, interpret and analyze data.

IV. CONTENT/TOPICAL OUTLINE (*course outline may provide more detailed information*)

- 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

- A. Required Text(s):
 1. Charlesworth, Rosalind, *Understanding Child Development*, 10th Edition. Cengage, 2017. ISBN-13: 9781305501034.
 2. Nebraska Department of Education. *Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards*.
<https://cdn.education.ne.gov/wp-content/uploads/2018/06/ELG-PDF.pdf>
- B. Other Resources:
 1. None

VI. METHODS OF PRESENTATION/INSTRUCTION

- A. Methods of presentation typically include a combination of the following:
 1. 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

- A. Methods of evaluation typically include a combination of the following:
 1. 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.

B. SCC GRADING SCALE

A+	95-100	C+	75-79	F	59 or less
A	90-94	C	70-74		
B+	85-89	D+	65-69		
B	80-84	D	60-64		

VIII. SPECIFIC COURSE REQUIREMENTS:

- A. A grade of "C" or higher is required to count toward an ECED degree.