



Course Number and Title: ECE 120 Contemporary Issues in Early Childhood

Campus Location:

Georgetown, Dover, Wilmington

Effective Date:

2018-51

Prerequisite:

ENG 090 or ENG 091, SSC 100 or concurrent

Co-Requisites:

none

Course Credits and Hours:

3.00 credits

3.00 lecture hours/week

0.00 lab hours/week

Course Description:

This course covers various models, theories, and issues in early childhood education programs and discusses the impact of these items on children's learning and development. Multiple facets of professionalism are explored in this course. The course requires 10 hours of observation.

Required Text(s):

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

Additional Materials:

None

Schedule Type:

Classroom Course

Hybrid Course

Online Course

Disclaimer:

This course requires 10 hours of observation at an early learning center or school designated by the department.

Core Course Performance Objectives (CCPOs):

1. Examine the historical perspective of early childhood education. (CCC 1; PGC BTS 1; ECD 1)
2. Differentiate among the key theories and theorists that have formed the basis for early childhood education. (CCC 5; PGC BTS 1; ECD 1)
3. Give examples of contemporary early childhood issues, and explain their impact on education. (CCC 2; PGC BTS 2; ECD 2)
4. Analyze criteria for the observation and assessment of young children and early childhood education. (CCC 3; PGC BTS 6; ECD 6)
5. Identify key factors such as social, religious, economic, political, and cultural backgrounds that may influence diverse interests and needs in early childhood education. (CCC 3; PGC BTS 6; ECD 6)
6. Discuss professionalism in the field of early childhood education. (CCC 4; PGC BTS 2; ECD 2)
7. Summarize the National Association for the Education of Young Children (NAEYC) guidelines for developmentally appropriate practices as a basis for early childhood education. (CCC 2,5; PGC BTS 2; ECD 2)
8. Examine the role of the early childhood professional by observing a variety of early childhood educational settings. (CCC 4; PGC BTS 2; ECD 2)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

Measurable Performance Objectives (MPOs):

Upon completion of this course, the student will:

1. Examine the historical perspective of early childhood education.
 1. Explain the evolution of early childhood programs and curricula.
 2. Develop an historical timeline of early childhood education and care.
 3. Compare and contrast the differences between student-centered and teacher-centered environments in the context of early childhood and elementary classrooms.
2. Differentiate among the key theories and theorists that have formed the basis for early childhood education.
 1. Identify the essential principles and practices of the constructivist approach emphasizing the components and elements of the Montessori approach.
 2. List the essential principles and practices of the developmental approach.
 3. Determine the essential principles and practices of psychosocial theory.
 4. Summarize the essential principles and practices of the behaviorist theory.
3. Give examples of contemporary early childhood issues, and explain their impact on education.
 1. Locate and use current professional literature and recent legislation regarding contemporary child advocacy issues that have an impact on early childhood programs.
 2. Identify skills necessary to analyze articles explaining contemporary issues.
 3. Communicate thoughts and opinions regarding early childhood education programs in a clear, concise manner.
 4. Summarize current issues impacting early childhood education such as cooperative learning, multi-age instruction, poverty, federal legislation, full-day kindergarten, and child care issues.
4. Analyze criteria for the observation and assessment of young children and early childhood education.
 1. Identify developmentally appropriate assessments in early childhood programs from birth to primary grades.
 2. Establish criteria for the observation and assessment of early childhood programs from different perspectives, including parents, teachers, director, and caregiver.
5. Identify key factors such as social, religious, economic, political, and cultural backgrounds that may influence diverse interests and needs in early childhood education.
 1. Identify diversity characteristics that can be found in families, and create strategies to engage families as partners.
 2. Identify strategies to address the unique strengths, interests, and needs of learners from diverse backgrounds.
 3. Explain the need to create an inclusive environment that models respect and appreciation for diverse learners.
6. Discuss professionalism in the field of early childhood education.
 1. Describe ethical standards and legal responsibilities of early childhood professionals as outlined by the National Association of Education for Young Children's (NAEYC) Code of Ethical Conduct.
 2. Identify various early childhood organizational websites.
 3. Summarize essential qualities and responsibilities of becoming a professional in early childhood education.
7. Summarize the National Association for the Education of Young Children (NAEYC) guidelines for developmentally appropriate practices as a basis for early childhood education.
 1. Describe NAEYC's position for developmentally appropriate practice according to the published core considerations, principles, and guidelines.
 2. Explain the impact of the State of Delaware licensing requirements and NAEYC guidelines upon early childhood education.
8. Evaluate the role of early childhood professionals in a variety of early childhood educational settings.
 1. Participate in a variety of observations designed to reinforce key issues.
 2. Summarize and report the findings.

Evaluation Criteria/Policies:

Students must demonstrate proficiency on all CCPOs at a minimal 75 percent level to successfully complete the course. The grade will be determined using the Delaware Tech grading system:

92	-	100	=	A
83	-	91	=	B
75	-	82	=	C
0	-	74	=	F

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

Final Course Grade:

Calculated using the following weighted average

Evaluation Measure	Percentage of final grade
Exams-summative	20%
Summative Assessments	
-Presentation of Contemporary Issue (20%)	45%
-Article Review (5%)	
-Historical Timeline (20%)	
Summative Observation Assignment	10%
Formative Assessments	25%
TOTAL	100%

Core Curriculum Competencies (CCCs are the competencies every graduate will develop):

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):**ECEAATBTS**

1. Implement developmentally appropriate practices based on theories, norms and milestones associated with development in early childhood.
2. Communicate information about student learning and behaviors in a collaborative manner with school, family and community members.
3. Plan developmentally appropriate curriculum for quality infant/toddler, preschool and kindergarten through second grade programs in multicultural settings.
4. Maintain a healthy, safe environment for children by following licensing requirements and legal issues affecting Early Childhood programs.
5. Apply knowledge of the physical, social, emotional, cognitive and language development of birth to second grade children in a classroom setting.
6. Access and implement educational technology.

ECEAASECD

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2. Communicate information about student learning and behaviors in a collaborative manner with school, family and community members.
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4. Maintain a healthy, safe environment for children by following licensing requirements and legal issues affecting Early Childhood programs.
5. Apply knowledge of the physical, social, emotional, cognitive and language development of birth to pre-school aged children in a classroom setting.
6. Access and implement educational technology.
7. Develop an effective business plan for the operation of an Early Childhood Program.

Disabilities Support Statement:

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.