

EARLY CHILDHOOD DEVELOPMENT PROGRAM
BUNKER HILL COMMUNITY COLLEGE
GENERIC SYLLABUS FOR REQUIRED COURSE

COURSE TITLE:

ECE 102 Issues in Early Childhood Education

COURSE DESCRIPTION:

This course is a study of early childhood education programs. The course includes the history of child care, regulation, types of programs, and current trends and issues in early care and education. The needs of children and families and components of quality programs with emphasis on social, political, economic influences on professional issues and career opportunities in the field are covered.

COURSE COMPETENCIES: After completing this course the student should be able to describe the early childhood profession with emphasis on current and future trends and issues in the field. Upon completing the course, competencies should be shown in the following:

Child development and learning:

1. Uses knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children using developmentally appropriate practices. (Level I)

Curriculum development and implementation:

2. Demonstrates an understanding of developmental consequences of stress and trauma; protective factors, resilience, and the development of mental health with the supportive relationships with adults. (Level I)

3. Recognizes signs of emotional distress, child abuse and neglect in young children and knows responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities. (Level I)

Family and community relationships:

4. Demonstrates a sensitivity to differences in family structures and social and cultural backgrounds when considering the establishment of programs and collaborative relationships with families. (Level I)

5. Recognizes the need to communicate effectively with other professionals concerning the needs of children and families for high quality programming to support children's development and well-being. (Level I, II, III)

Professionalism:

6. Describes and compares the conditions of early care and education in this country and other countries in the world and the effects of these conditions on children, families, and professionals with an understanding of current issues and trends including the economic, political, and social pressures upon early care and education along with public policies which affect these trends. (Level I, II, III)

7. Demonstrates an ability to reflect on practice, articulates a philosophy and rationale for decisions, and an ability to evaluate the effects of choices and actions on others as a means of professional development. (Level I, II, III)

8. Demonstrates an awareness of and commitment to the profession's Code of Ethical Conduct. (Level I, II, III).

9. Serves as advocate on behalf of young children and their families and demonstrates an understanding of the need to enhance the professional status and working conditions for early childhood educators. (Level I, II, III)

10. Recognizes and demonstrates an understanding of the need for regulation over early care and education programs which balance affordability, accessibility, and quality programming issues. (Level I, II)

COURSE CONTENT:

The course will cover the following topics so as to meet the competencies required. Actual time allotted to each subject will be determined by the instructor based on individual class needs and interests.

1. Early care and education as a career option.
2. Value of and need for early care and education programs and professionals.
3. Types of programs and history of early care and education.
4. Needs of children and families for high quality care programs.
5. Components of high quality care and the balancing of affordability, accessibility, and quality to meet the needs of all involved in programs.
6. Regulatory and legal issues in assuring quality programming.
7. Professional issues affecting the provisions of quality care programming and recruitment and retention of quality staffing.
8. Social, political and economic issues affecting early care and education and public policy influences on these areas, including the ways in which other countries handle these issues.
9. Advocacy and ethical issues affecting early care and education professionals.
10. Social issues affecting early care and education programs including the value of mothering, father influences on children, shared roles, parenting stresses, and other societal issues and trends.

CONTENT OBJECTIVES:

After completing the course, the student should be able to describe the early care and education profession with emphasis on current and future trends and issues in the field. Upon completion of the course, the student should be able to:

1. describe the nature of, requirements for, and options available in a career as an early care and education professional.
2. describe the history of early childhood programs and the reasons for changes in program emphasis in today's society.
3. describe and identify different kinds of early care and education programs and the reasons for the existence of each type, and identify future needs and trends for program development.
4. name the effects of regulation on early care and education programs.
5. describe the ethical concerns, legal issues, and advocacy needs faced by early care and education programs and professionals within the field.
6. name current legislative trends affecting early care and education programs, families, and children.

7. identify the purposes of and activities undertaken by professional organizations supporting the early care and education programs, families, and children.

8. describe the status of early care and education professionals and identify current problems faced by early childhood professionals and the search for possible solutions.

9. identify the current issues faced by early care and education programs due to social, economic, and political changes and beliefs and the possible future trends which might challenge the profession.

10. describe the status of early care and education programs and approaches to services for children and families throughout the world and compare these descriptions to the status of programming for young children in the United States.

CLASS METHODS:

The class will be taught using lecture, discussion, demonstration and small group activities. Films will be used to enhance topics of discussion and to illustrate actual program operation and child development and behavior. Class notes are to be taken by students for use in study and for future reference.

REQUIRED TEXT(S):

(In use as of Fall semester, 2005. Subject to change)

Each student will need to have the following required text(s) available at the Bunker Hill Community College Bookstore.

Lindamood & Lindamood. (2003). Considering the care of children: A guide to cross-national perspectives. Cambridge, MA: Familiae Inc.

Annual Editions: Early childhood education. (current year's edition) New York: McGraw-Hill/Dushkin. (recommended only)

EVALUATION TECHNIQUES:

Grades will be assessed in a number of ways to be determined by the instructor. These may include attendance and participation, exams, lab experiences and observations, project development and design, reports, research papers, and others means of evaluation. Specific methods will be outlined at the first meeting of class and will be included on a specific syllabus for the particular course section of enrollment.

ASSESSMENT TOOLS FOR MEETING COURSE & CONTENT OBJECTIVES THROUGH ASSIGNMENTS:

Level II competencies : Set of study assignments and observations of programs and professionals working in programs with emphasis on professional issues and career development patterns including history of field, needs of children, advocacy, ethics, and reflection of personal reasons for teaching in early care and education.

Level III competencies:

Two projects at a minimum. One which focus on social issues affecting child care and a second which develops a professional development plan for the student to further his/her personal interest in moving ahead within the field.

PREREQUISITE(S).

Grade of C or better in Academic Reading III (098) AND Academic Writing III (ESL 098) OR Reading Skills (RDG 095) and ENG 090 or exemption from reading and writing requirements by placement testing.

NOTE: NOTE: Levels of Learning within the Coursework Taught

The course competencies involve four differing levels of learning and involvement on the part of the student. These levels are outlined below.

□ Level I: Introductory and knowledge-base Formation. The student at this level of coursework will begin to develop a knowledge-base of information around the subject area and consider his/her prior learning about children and early care and education as a means of beginning to construct a personal and professional knowledge-base for professional practice. Specific knowledge-based content areas will be delineated for each course to assure the same level of learning for all students.

□ Level II: Observation. The student will take the knowledge gained at Level I and apply this knowledge at a deeper level by observing children and/or early care and education programs so as to understand the "real" world meaning of theories and concepts when applied to child growth, development and behavior in working programs. This level implies that Level I has begun prior to observation occurring and analysis of observed information being attempted. Specific observations will be required in each course to assure this level of learning.

□ Level III: Demonstrated Application of Knowledge Gained. The student will apply the knowledge-base gained and the observations completed and be able to apply this knowledge to demonstrate that the theories, concepts, and skill development expected in the course are in fact understood and able to be applied to practice. Specific assignments will be developed for each course to assure this level of learning.

□ Level IV: Practice and Demonstration of Competency. The student will be required to apply the knowledge gained, the understanding from observations, and learning from applied assignments to the practicum experience which will culminate in a portfolio assessment of "best practice" using the incorporation of the program's competencies into the practice experience. All four levels are implied in this demonstration of competency and specific learning experiences will be built into the practicum experience to assure this level of learning.