

Wilmington University
College of Education
Course Syllabus

Course Number: ECE 202

Course Title: Professional Issues in Early Childhood Education

Office Hours/Method of Contact:

Course Description: Professional Issues in Early Childhood takes learners through an in-depth look at the issues and trends that impact the field of early childhood education. Morrison (2015) explains, “early childhood education ...has changed more in the last ten years than in the previous fifty” (p. 3). As professionals in the field it is essential to gain an understanding of the factors that impact our daily practice. Throughout this course students will become familiar with the factors driving those changes as they consider the viewpoints of children, families, educators, school leaders, and community members. Students will examine major concepts of contemporary programs for young children. Those concepts include current trends and policies, professional dispositions, aspects of quality programs, and changing demographics and diversity. Students will also analyze historical, theoretical, and research perspectives that influence programs and services for young children, their families, and communities. Students will develop the skills needed to evaluate professional issues impacting the field of early education and examine quality resources to inform their practice in the field.

Minimum Time Requirements (in clock hours):

Teacher Led Instruction	SEA	Fieldwork/Clinical	Lab	External Learning
35	5	0	0	0

College Education Program Attributes

The manner in which we prepare educational personnel is informed by eight essential attributes:

1. ensuring that programs are knowledge-based;
2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;
3. contextual and cultural sensitivity;
- 4.

[College of Education Conceptual Framework](#)

Specialized Professional Association Standards – [NAEYC Initial and Advanced Early Childhood Professional Preparation Programs](#)

[NAEYC Code of Ethical Conduct and Statement of Commitment](#)

Technology Standards – [International Society for Technology Education](#)

[Wilmington University Undergraduate Graduation Competencies](#)

<p style="text-align: center;">Course Objectives</p>

<p>Standard 2 – Building Family and Community Relationships</p>
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<p>Candidates prepared in early childhood degree programs understand that successful</p>
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Learning Outcome 1- Building Family and Community Relationships (NAEYC 2a, 2b, 2c)

The candidate is able to recognize and understand the diversity of families and community characteristics (2a).

The candidate understands the importance of working with families and communities for healthy development and learning in young children (2b).

The candidate is able to engage with families and communities in order to create a learning environment that promotes health and safety (2c).

Learning Outcome 2: Using Developmentally Effective Approaches (NAEYC 4a, 4b, 4c, 4d)

The candidate understands that positive relationships and supportive interactions are the foundations of their work with young children (4a).

The candidate knows and understands effective strategies and tools for early education, including the use of technology (4b).

The candidate uses a broad repertoire of developmentally appropriate teaching and learning approaches (4c).

The candidate reflects on their own practices in order to promote positive outcomes for each child (4d).

Learning Outcome 3: Becoming a Professional (NAEYC 6a, 6b, 6c, 6d, 6e)

The candidate identifies with and gets involved with the early childhood field (6a ca(da)-1 (te5BDC /C20

to the development of other children of the same age? What is typical? What is concerning? Why? What would you expect to observe that you are not? (NAEYC 4)

Then, using the resource list you have compiled throughout the course, develop an intervention plan for the child.

Based on your interpretation of the child's needs, what professional resources will you access to learn more about how to support the child in the classroom? What pieces of technology can be included to facilitate support and communication with family? What recommendations will you make to the family? Where will you refer the family for additional support? What should the next steps be?

Develop a list of four talking points you will cover in your conversation with the family members. Each point should include thoughtful wording for addressing concerns with the family.

Create a list of relevant resources and provide the family with a list of at least three questions to ask their child's doctor or another appropriate professional.

Standards Alignment		Proficiency-Level Performance Indicators			
		Novice	Emerging	Proficient (Target)	Advanced Performance
<p>Building Family and Community Relationships</p> <p>Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.</p>	<p>NAEYC 2 CEC CEC-ECSE CAEP DPAS II 4</p>	<p>Candidates</p> <p>attempt to identify the diverse family and community characteristics, but lack the ability to understand why these characteristics are important to the classroom.</p> <p>recognize the importance of partnerships with families and communities</p> <p>attempt to create a plan that will build reciprocal relationships and involve families in a child's learning</p>	<p>Candidates</p> <p>are able to identify elements that are essential to diverse family and community characteristics including but not limited to socio-economic diversity, ethnicities, education levels</p> <p>recognize and understand the importance of partnerships with families and communities</p> <p>create a plan that will build reciprocal relationships that support families and involve families in a child's learning</p>	<p>Candidates</p> <p>are able to identify elements that are essential to diverse family and community characteristics including socio-economic diversity, ethnicities, education levels. The candidate also can explain the importance that diversity in family and community will play in the classroom</p> <p>understand and design resources that emphasize the fact that successful early childhood education depends upon reciprocal and respectful partnerships with families and communities and that these partnerships have complex and diverse characteristics</p>	<p>Candidates</p> <p>fully understand the diverse family and community characteristics including but not limited to socio-economic diversity, ethnicities, education levels. The candidate can also explain the importance that diversity in family and community will play in the classroom and this is clearly reflected in the activity.</p> <p>design and implement resources that build respectful and reciprocal partnerships with children's families and communities. The candidate understands that these partnerships have complex and diverse characteristics.</p>

<p>work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.</p>		<p>attempt to identify developmentally appropriate teaching and learning approaches, but lack the ability to understand the importance of including adaptations and accommodation for infants, toddlers, pre-primary, and primary children to meet their individual needs.</p> <p>attempt to reflect on their own teaching practices, but lack the ability to understand the importance of reflection in promoting positive outcomes for each child.</p>	<p>are able to identify developmentally appropriate teaching and learning approaches. Candidates recognize the importance of including adaptations and accommodation for infants, toddlers, pre-primary, and primary children to meet their individual needs.</p> <p>attempt to reflect on their own teaching practices and understand the importance of reflection in promoting positive outcomes for each child.</p>	<p>transitioning into and out of programs or classrooms.</p> <p>understand effective strategies and tools for early education, including the appropriate uses of technology. Candidates facilitate child-initiated development and learning.</p> <p>are able to identify and understand a broad repertoire of developmentally appropriate teaching and learning approaches. Candidates develop appropriate adaptations and accommodations for infants, toddlers, pre-primary, and primary children to meet their individual needs.</p> <p>demonstrate ongoing reflection on their own teaching practices</p>	<p>and out of programs or classrooms</p> <p>fully understand and implement effective strategies and tools for early education, including the appropriate uses of technology. Candidates facilitate child-initiated development and learning.</p> <p>fully understand and implement a broad repertoire of developmentally appropriate teaching and learning approaches. Candidates develop appropriate adaptations and accommodations for infants, toddlers, pre-primary, and primary children to meet their individual needs.</p> <p>demonstrate ongoing, thorough reflection on their own teaching</p>
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				in order to promote positive outcomes for each child.	practices, learning approaches, and relationships in order to promote positive outcomes for each child and family.
<p>Becoming a Professional</p> <p>Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.</p>	<p>NAEYC 6 CEC 6,7 CEC-ECSE CAEP DPAS II 4</p>	<p>Candidate</p> <p>makes no effort to engage with peers and other professionals in the early childhood field</p> <p>demonstrates no ability to uphold the ethical standards of the field. The candidate has no understanding of the NAEYC Code of Ethical conduct</p> <p>does not know how to engage in collaborative learning</p>	<p>Candidate</p> <p>is attempting to engage with other professionals and professional organizations within the field of early childhood education</p> <p>understands that ethical standards need to be upheld within the field, though the candidate may not know how or where to access the NAEYC Code of Ethical conduct. This lack of understanding is reflected in the candidate's work</p> <p>makes attempts at continuous, collaborative learning but may lack the knowledge or resources to do this effectively</p>	<p>Candidate</p> <p>has engaged with professional organizations within the field of early childhood education.</p> <p>is able to access and implement the NAEYC Code of Ethical conduct and can successfully implement the importance of these ethical standards in all related work</p> <p>demonstrates a continued interest in continuous and collaborative learning</p> <p>continues to engage in continual learning about the profession and proves to have knowledgeable reflective, and</p>	<p>Candidate</p> <p>is fully and actively engaged with other professionals and professional organizations within the field of early childhood education.</p> <p>is able to access and implement the NAEYC Code of Ethical conduct. The candidate's complete understanding of this code of conduct is skillfully integrated in all related work and consistently ensures equitable treatment and practice of all students</p> <p>demonstrates an astute ability to be continuous and collaborative learners</p>

			has knowledgeable, reflective, and critical perspectives on ECE	critical perspectives on ECE	is a thought leader and critical question asker about the profession and proves to have knowledgeable reflective, and critical perspectives on ECE
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Resources:

Text:

Morrison, G. S. (2015). *Early childhood education today*. Upper Saddle River, N.J: Pearson.

Articles:

Balaban, N. (2006). Easing the separation process for infants, toddlers, and families. *Young Children*, 61(6), 14.

Bang, Y. (2009). Helping All Families Participate in School Life. *YC Young Children*, 64(6), 97-99.

Brown, C. P. (2008). Advocating for policies to improve practice. *YC: Young Children*, 63(4), 70-73.