

AEDE 210
Trends and Issues in Early Childhood Education

Instructor:	Sally McClellan	Meeting Time:	TTh 1:40 – 2:55
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- **Descriptive Information**

A. Course: AEDE 210 Trends and Issues in Early Childhood Education

B. Catalog Description:

Trends and Issues in Early Childhood Education will include an overview of the field of early childhood education which spans the ages of birth through eight. A variety of programs work with children in this age range including child care, child development, parent education, preschool and public school. This course will survey the state and federal programs which work with children of this age.

C. USCA School of Education Conceptual Framework

The objectives of this course are designed to facilitate the candidate's development as a Dynamic Educator. This course will focus specifically on the development of the Dynamic Educator with respect to *planning, growing professionally*.

Course Goals and Objectives

A. Course Goals

The students will be able to understand developmentally appropriate practices and programs which work with young children.

B. Instructional Objectives

Each Candidate will:

1. Demonstrate an understanding of trends and issues related to young children birth – eight.
2. Demonstrate understanding of the influence physical settings, schedules, routines, and transitions have on children and use these experiences to promote children's development and learning. Candidates will focus on children's characteristics, needs, and interests and ways to create support for play.
3. Demonstrate understanding of the developmental consequences of stress and trauma, protective factors and resilience, development of mental health, and the importance of supportive relationships.
4. Become familiar with programs working with young children including child care, Head Start, preschool, child development and public school.

5. Demonstrate an understanding of conditions of children and families, and professionals; current issues and trends; legal issues; legislation; and other public policies affecting children, families, and programs for young children and the early childhood profession.
7. Examine appropriate curriculum for young children (birth – four) which includes a sense of security and the development of self-regulation.
8. Develop identification and involvement with the early childhood field.

- **Course Readings**

**BREWER | INTRO EARLY CHILDHOOD EDUCATION | 6th | 07
PEARSON EDUCATION**

A. Supplemental Texts

Readings from designated web sites.

IV. **Instructional Procedures**

BlackBoard, lecture, discussion, small and large group activities, individual activities, videos, student presentations, resource/guest speakers, field study.

V. **Course Requirements**

A. Administrative Requirements

1. Candidates will sign the USCA HONOR PLEDGE on all graded academic work certifying that no unauthorized assistance has been given or received in the completion of the work.
2. If you have a physical, psychological, and/or learning disability which might affect your performance in this class, please contact the Office of Disability Services, 126A B&E, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.
3. Assignments are due on dates and times specified. Should student be unable to turn in assignment on time, the instructor must be notified at least 24 hours in advance in order to agree on alternate arrangements. Otherwise, late assignments will not be accepted. Good grammar and correct spelling are expected on all written assignments. Up to 5 points will be deducted from final grade for repeated grammatical errors. Unless otherwise indicated, all assignments should be typed.
4. If possible, please submit assignments via e-mail using microsoft word XP. Please name the document LastNameassignname.doc. Please insert page numbers.
5. To be considerate of your professor as well as other classmates, cell phones and other electronic devises should be off or set on vibrate. Calls should not be taken in the class room. No electronic devises should be used during tests or quizzes.

6. Your attendance will help to insure your success in this course. Absences beyond 3 will result in lowering your grade by ten points per absence.

B. Required Activities

- Research Paper (200)
- 3 quizzes (300)
- [Bully Prevention Plan including Character Education](#) (100)
- [Contextual Teaching Activity](#) (100)
- Culturally Relevant Instruction Plan (100)
- Class participation (100)
- Final (100)

VI. **Evaluation and Grading Scale**

A total of 1000 points may be earned.

A = 950 – 1000 B+ = 900 – 949 B = 850 – 899 C+ = 800 – 849 C = 750 - 799
D = 700 - 749 F = 699 and below

VII. Other requirement

VIII. **Course Schedule**

8/21 Introduction

Syllabus

USCA's Early Childhood Program

Writing a Research Paper

8/26 Infant/Toddler Development

Programs for Infants/Toddlers

8/28 Chapter 1 Young Children Growing, Thinking, and Learning

The State of ECE in our State

The State of ECE in our Nation

9/2 Chapter 2 Designing Schools for Young Children

9/4 Chapter 3 Creating an Environment for Learning

9/9 Chapter 4 Planning Learning Activities

9/11 Quiz 1

- 9/16 Chapter 5 Play: Learning at its Best**
- 9/18 Chapter 6 Guiding Behavior**
Bully Prevention Plan Discussion
- 9/23 Library - research**
- 9/25 Chapter 14 Living Together: The Social Studies**
Culturally Relevant Social Studies Instruction
Character Education
Creating Classroom Community
Contextual Teaching
- 9/30 Chapter 7 Assessment and Reporting**
Cultural Influences on Assessment
- 10/2 Chapter 8 Working with Parents and Paraprofessionals**
Working with Parents from Different Cultures
Bully Prevention Plan Due
- 10/7 Chapter 9 Celebrating the Magic of Language**
- Fall Break**
- 10/14 Chapter 10 Developing Literacy**
Culturally Relevant Literacy Instruction
- 10/16 Quiz 2 - SCAEYC**
Contextual Teaching Activity Due
- 10/21 Chapter 11 Manipulation and Discovery through Mathematics**
Culturally Relevant Mathematics Instruction
- 10/23 Chapter 12 Manipulation and Discovery through Science**
Culturally Relevant Science Instruction
- 10/28 RPSEC - NBCDI**
- 10/30 Chapter 13 Encouraging the Creative Arts**

**Chapter 15 Promoting Wellness: Physical Education and Health, Nutrition, and
Safety Education**

- 11/4 Election Day**
- 11/6 Quiz 3 NAEYC**
- 11/11 Culturally Relevant Instruction Discussion**
- 11/13 Research Paper Due – NAME Conference**
- 11/18 Curricular Models**
- 11/20 Culturally Relevant Instruction Plan Due**
- 11/25 NAEYC Accreditation**
- 12/2 Developmentally Appropriate Practice**
- 12/4 Review**

Final: Friday, December 12 – 2:00 p.m.