

DELAWARE TECHNICAL & COMMUNITY COLLEGE

COLLEGE WIDE COURSE SYLLABUS

CAMPUS: Collegewide

DEPARTMENT: Early Childhood

COURSE: ECE 127 Childhood Classroom Management

INSTRUCTOR NAME: Telephone: Email:

PREREQUISITES: ECE 120, PSY 125

CO-REQUISITES: None

COURSE HOURS and CREDITS: 3:0:3

COURSE DESCRIPTION:

This course focuses on structuring the early childhood classroom and school day. Students will explore the various approaches to classroom management. Topics such as goal setting, establishing objectives, record keeping and appropriate guidance techniques will also be covered.

TEXT:

MATERIALS:

METHOD of INSTRUCTION: Campus Classroom

MANUALS:

DISCLAIMER:

COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES:

The student will be able to:

1. Describe the role of the teacher/care giver in the classroom management process.
2. Develop daily schedules to include routines and transitional activities.
3. Assess a variety of positive guidance methods/techniques to help children direct their behavior.
4. Plan a classroom environment that will promote the development of cognitive, social, emotional, physical, and creative skills.
5. Evaluate the importance of planned learning centers
6. Expand the concept of the classroom to include outdoor activity areas.
7. Define program goals and objectives.
8. Express beliefs in early childhood practices in a written philosophy statement.

MEASURABLE OBJECTIVES:

1. Describe the role of the teacher/care giver in the classroom management process.
 - 1.1 Demonstrate the role of the teacher/caregiver in managing the early childhood classroom.
 - 1.2 Identify direct and indirect ways in which the teacher influences behavior.
2. Develop daily schedules to include routines and transitional activities.
 - 2.1 Define components of a daily schedule.
 - 2.2 Examine and evaluate transitions.
3. Assess a variety of prosocial guidance methods/techniques to help children direct their behavior.
 - 3.1 Describe the value and the use of I-messages, non-verbal clues, natural and

logical consequences.

- 3.2 Differentiate between discipline and punishment.
- 3.3 Illustrate the process of conflict resolution.
4. Plan a classroom environment that will promote the development of cognitive, social, emotional, physical, and creative skills.
 - 4.1 Identify the characteristics of a developmentally appropriate classroom Environment
 - 4.2 Design a classroom that promotes skills for the whole child.
5. Evaluate the importance of planned learning centers.
 - 5.1 Identify the skill areas promoted by each learning center.
 - 5.2 Develop criteria for evaluating learning centers.
6. Expand the concept of the classroom to include outdoor activity areas.
 - 6.1 Identify appropriate outdoor activity areas.
 - 6.2 List skills that are promoted through outdoor activity area.
7. Define program goals and objectives.
 - 7.1 Practice writing goals and objectives.
 - 7.2 Develop a classroom plan to support long and short-term goals.
8. Express beliefs in early childhood practices in a written philosophy statement.
 - 8.1 Examine early childhood practices.
 - 8.2 Develop a written philosophy.

EVALUATION CRITERIA:

Students will demonstrate proficiency on all measurable performance objectives at least to the 75% level. The final grade will be derived from:

Quizzes & Exams	50%
Written Assignments	50%
	100%

College Grading System:

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

Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.