**ESSEX COUNTY COLLEGE**

**Social Sciences Division**

**ECE 101 – Early Care in Education I**

**Course Outline**

**Course Number & Name:**  ECE 101 Early Care in Education I

**Credit Hours:**  4.0 **Contact Hours:**  4.0 **Lecture:** 4.0 **Lab:**  N/A **Other:**  N/A

**Prerequisites:** High school diploma or GED

**Co-requisites**:  None **Concurrent Courses:** None

**Course Outline Revision Date:**  Fall 2010

**Course Description**: This course introduces the paraprofessional in early childhood education to the Child Development Associate (CDA) credentialing process and provides comprehensive instruction in early childhood education. The first three CDA competency goals and functional areas are discussed. Students begin to develop a professional resource file. Students who enroll in this course must have (within the past five years) at least 480 hours of experience working with children from infancy through children five years old in a group setting. Strategies learned in this course will be practiced in the student’s childcare center.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. describe the components involved in maintaining a safe and healthy learning environment;

2. discuss how to advance young children’s physical and intellectual skills;

3. identify and discuss activities that promote social and emotional development of young children; and

4. develop the first part of a professional resource file.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1. Describe the components involved in maintaining a safe and healthy learning environment:

1.1 *discuss the need for maintaining toy and material safety within an early childhood classroom;*

1.2 *describe emergency procedures, which are followed in a childcare facility*;

1.3 *discuss the teacher’s role in maintaining a safe and healthy learning environment;*

1.4 *identify and describe practices which promote children’s health;* and

1.5 *describe how to set up and arrange an early childhood classroom*

**Measurable Course Performance Objectives (MPOs)** (continued):

2. Discuss how to advance young children’s physical and intellectual skills:

2.1 *discuss the relationship between physical and cognitive activities*;

2.2 *identify and describe activities, which promote young children’s physical and intellectual skills;* and

2.3 *demonstrate activities, which promote young children’s physical and intellectual skills*

3. Identify and discuss activities that promote social and emotional development of young children:

3.1 *explain what distinguishes feelings from ideas for young children;*

3.2 *identify and describe activities, which promote independence in young children;*

3.3 *compare and contrast the child development theories of Piaget and Vygotsky;*

3.4 *identify and describe the sequence of play;*

3.5 *discuss the teacher’s role in managing conflict;* and

3.6 *identify and describe positive preventive measures to help eliminate inappropriate classroom behavior*

4. Develop the first part of a professional resource file:

4.1 *complete resource file items 1, 2, 3, and 4 and include them in the professional resource file*;

4.2 *complete resource file items 5 and 6 and include them in the professional resource file*; and

4.3 *complete resource file items 7, 8, and 9* *and include them in the professional resource file*

**Methods of Instruction**: Instruction will consist of but not be limited to a combination of lectures, class discussions, group work, educational videos, and individual study. Specific choice of instruction is left up to the discretion of the instructor.

**Outcomes Assessment:** Quiz and exam questions are blueprinted to course objectives. Checklist rubrics are used to evaluate non-exam type assignments such as the professional resource file, reaction papers, projects, and oral presentations. The result of this data analysis will be used to guide necessary pedagogical and/or curricular revisions.

**Course Requirements:** All students are required to:

1. Read the textbook.
2. Maintain regular attendance and be an active participant in class discussions.
3. Complete all assignments when scheduled.
4. Take quizzes and exams as scheduled.

**Methods of Evaluation:** Final course grades will be computed as follows: **% of**

**Grading Components final course grade**

* **Preparation, Attendance and Participation** **5 – 15%**

Students are expected to attend regularly, read required assignments, and be prepared to participate in class discussion.

* **Professional Resource File**  **5 – 15%**

The completion of resource file items 1 – 9 will provide evidence of the extent to which students have mastered the fourth course goal among other course objectives.

* **Logs 5 – 15%**

Logs are written in-class and/or out of class assignments that are designed to heighten students awareness of various educational issues.

* **Reaction Paper**  **30 – 40%**

Reaction papers are 3 – 5 typewritten pages in which students must review a movie or read an outside source (e.g., newspaper, magazine, etc.) and discuss the emotional reaction to the issue or the author’s/director’s point of view. Critical thinking skills must be applied.

* **Oral Presentation 30 – 45%**

Presentations must be based on either discussed or non-discussed topics during the semester but related to the course objectives and to education in general.

* **Case Analysis 30 – 45%**

Case analyses are 5 – 7 typewritten pages in which students must identify and critically look at hidden or not-so-hidden obstacles to effective teaching.

* **Observation Paper 30 – 50%**

Observation papers are 3 – 5 typewritten pages in which students must write reflectively about their visit to an educational environment.

* **Interview Paper 30 – 50%**

Interviews are conducted with outside sources. Interview questions are based on discussed or non-discussed topics during the semester but relevant to education.

* **Quizzes 15 – 20%**

Quizzes will provide evidence of the extent to which students have mastered course objectives.

* Exams   30 – 35%

The number and dates of the exams are specified by the instructor. Exams may or may not be comprehensive and will provide evidence of mastery and synthesis of the course material and whether course objectives have been met.

Note: The instructor will determine (as appropriate) the specific weights, which lie in the above-given ranges, for each of the grading components at the beginning of the semester.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College.  Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions.  Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** based on the text by Beaty, Janice L (2008), Skills for Preschool Teachers. 8th edition. Pearson/Prentice Hall. Note: It is the instructor’s discretion to recommend other references as appropriate.

**Unit Area/Topic**

1 Introduction – CDA overview, eligibility, assessment settings, experience, documentation for assessment

2 Autobiography – reflective thinking

3 Safe learning environment – safety checklist, precautions, rules, regulations, maintaining classroom, teacher’s role

4 Healthy learning environment – nutrition, food handling, disease control, healthy habits, self-help skills, local health resources

5 Learning environment – imitation learning, learning materials, physical space, independent exploration, group activities

6 Communication – language activities, active listening, bilingual children, materials, emergent reading books

7 Creative – art, music, dance, role-playing

8 Social – parallel play, cooperative play, solitary play, playmates

9 Emotional – acceptance, guidance technique, intervention methods, self-control, classroom rules, aggressive behavior, rewards, punishment

10 Guidance – positive guidance techniques, intervention methods, self-control, teacher’s role

11 Resource collection – community resources, internet, program’s professional library

Note: In ECE 101, the instructor must cover the 11 units listed above minimally in any reasonable order throughout the duration of the semester/term. Also, the instructor may include additional areas based on his/her expertise and/or interest.