**ESSEX COUNTY COLLEGE**

**Social Sciences Division**

**ECE 102 – Early Care in Education II**

**Course Outline**

**Course Number & Name:**  ECE 102 Early Care in Education II

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

**Prerequisites:**  Grade of “C” or better in ECE 101

**Co-requisites**:  ECE 103 **Concurrent Courses:** None

**Course Outline Revision Date:**  Fall 2010

**Course Description**: This course builds on the knowledge and skills of developed in ECE 101. It focuses on practical skills needed to successfully complete the Child Development Associate (CDA). The last three competency goals and functional areas are discussed. Students complete the professional resource file. Students 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 the 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. discuss ways to promote family involvement in an early childhood program;

2. identify a process to develop an effective early childhood classroom program based on the needs and interests of young children;

3. discuss ethical guidelines and standards used by the early childhood profession; and

4. complete the professional resource file.

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

1. Discuss ways to promote family involvement in an early childhood program:

1.1 *compare and contrast family lifestyle changes over the past thirty years;*

1.2 *describe characteristics of a culturally-diverse family*;

1.3 *discuss ways to improve communication between families and childcare centers;*

1.4 *describe ways to promote teacher-family relationships through family meetings;* and

1.5 *describe ways to work with parents to identify strengths and needs of their children*

2. Identify a process to develop an effective early childhood classroom program based on the needs and interests of young children:

2.1 *develop a needs assessment based upon knowledge of early childhood development*;

2.2 *identify and describe assessment tools used to observe young children;* and

2.3 *analyze observations of young children*

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

3. Describe ethical guidelines and standards used by the early childhood profession:

3.1 *discuss NAEYC standards for preparation of early childhood professionals;*

3.2 *identify DAP, which meet children’s needs;*

3.3 *discuss NAEYC’s six levels of professional categories for early childhood professionals;* and

3.4 *discuss the teacher’s ethical responsibility to children and families*

4. Complete the professional resource file:

 4.1 *complete resource file items 10 and 11 and include them in the professional resource file*;

 4.2 *complete resource file item 12 and include it in the professional resource file*; and

4.3 *complete resource file items 13, 14, 15, 16, and 17* *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 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 10 – 17 will provide evidence of the extent to which students have mastered the fourth course goal among other course objectives.

**Methods of Evaluation** (continued)**:**

**Grading Components % of final course grade**

* **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 – resource file, observation assessment, parent questionnaires

2 Families – lifestyles, responsibilities, activities, cultural differences, child-rearing practices, trust factors, communication, conferences, volunteering

3 Program management– observation, recoding, record-keeping, documentation, organization, planning implementation, outcome assessment, emergent curriculum, time management, follow-up

4 Professionalism – DAP, commitment, training, licensing, credentialing, licensing, empathy, NAEYC’s code of ethics, CDA renewal, organization, career opportunity

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

Note: In ECE 102, the instructor must cover the 5 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.