**ESSEX COUNTY COLLEGE**

**Social Sciences Division**

**ECE 103 – Early Care in Education Field Experience**

**Course Outline**

**Course Number & Name:**  ECE 103 Early Care in Education Field Experience

**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 102 **Concurrent Courses:** None

**Course Outline Revision Date:**  Fall 2010

**Course Description**: This course allows the paraprofessional to develop and demonstrate professional standards and practical skills in an early childhood setting. It provides students the opportunity to put theory into practice. Students are required to document working hours towards the requisite 480 hours of experience in one of the following childcare settings: center-based preschool, center-based infant/toddler facility, or a family childcare facility.

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

1. maintain a safe and healthy learning environment;

2. advance young children’s physical and cognitive skills;

3. identify and implement activities, which promote social and emotional development of young children;

4. identify and implement activities, which promote family involvement in early childhood programs;

5. identify and implement activities, which promote an effective early childhood program; and

6. maintain ethical behavior in a classroom setting.

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

1. Maintain a safe and healthy learning environment:

1.1 *implement developmentally-appropriate levels of supervision for young children in the classroom;*

1.2 *use appropriate hygiene practices*;

1.3 *utilize appropriate toileting/diapering practices;*

1.4 *analyze and determine to what extent the learning environment meets the developmental needs of young children during routines and play;* and

1.5 *implement a schedule that is developmentally appropriate for the young children*

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

2. Advance young children’s physical and cognitive skills:

2.1 *implement activities, which allow young children to develop their large muscles*;

2.2 *implement activities, which allow young children to develop their small muscles;*

2.3 *adapt programs appropriately for young children with special needs*;

2.4 *implement activities, which develop young children’s senses;* and

2.5 *implement activities, which encourage exploration and problem-solving and are accessible throughout the day*

3. Identify and implement activities, which promote social and emotional development of young children:

3.1 *engage in developmentally-appropriate conversations with children;*

3.2 *identify and implement appropriate music experiences for children;*

3.3 *utilize behaviors that illustrate how creative expressions are valued and encouraged;*

3.4 *utilize behaviors that illustrate how children are important, valued, and respected;*

3.5 *act empathically and respectful towards others;* and

3.6 *utilize positive guidance techniques*

4. Identify and implement activities, which promote family involvement in early childhood programs:

4.1 *apply knowledge about families’ culture, religion, and child-rearing practices to classroom experience;*

4.2 *provide families with information about the development of their child;* and

4.3 *determine and utilize resources that provide families with information about their child’s development*

5. Identify and implement activities, which promote an effective early childhood program:

5.1 *apply knowledge of young children to develop appropriate activities and materials;*

5.2 *apply knowledge of team building to work effectively with other caregivers;* and

5.3 *utilize good record-keeping skills*

6. Maintain ethical behavior in a classroom setting:

6.1 *illustrate that decisions are based on knowledge of early childhood theories and practices;*

6.2 *apply knowledge of current regulations and workforce issues in the classroom; and*

6.3 *apply knowledge of the philosophy of the program to the activities in the classroom*

**Methods of Instruction**: Instruction will consist of but not be limited to a combination of classroom experiences, as well as observations and corresponding assessments with feedback provided to the students. Specific choice of instruction is left up to the discretion of the instructor.

**Outcomes Assessment:** Checklist rubrics are used to evaluate non-test type assignments such as journals/logs, assessment booklets, and in-classroom performance observations. 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. Complete journals/logs and/or other written assignments on time.
2. Maintain regular attendance at field placement site.
3. Plan and demonstrate age-appropriate lessons as assigned.
4. Complete and document 480 hours of work in a classroom setting with children from infancy to five years of age.
5. Complete appropriate tasks as requested/assigned by the site supervisor.

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

**% of**

**Grading Components final course grade**

* **Preparation, Attendance and Participation 25 – 35%**

Students are expected to attend the field placement site regularly, read any required assignments, and be prepared to assist in the classroom activities at the field placement site.

* **Logs 15 – 25%**

Logs are written as out-of-class assignments that are designed to heighten students’ awareness of various educational issues that occur in the classroom.

* **Reflective Papers 20 – 30%**

Reflective papers are 2 – 3 typewritten pages in which students write introspectively about their field placement experience. Critical thinking skills must be applied.

* **Observations 45 – 50%**

Observations are conducted at the field placement site and will provide evidence of the students’ ability to plan, demonstrate, and conduct age-appropriate activities conducted in the classroom among other course objectives.

* **Case Analyses 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.

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

Note: In ECE 103, the instructor must cover the 2 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 if time permits.