ECE - EARLY CHILDHOOD EDUCATION

ECE 100 Principles of Early Childhood Education
This course examines the historical and philosophical background of early childhood education as well as the regulations that govern early childhood education in both the public and private sector. The impacts of social, economic and culture diversity on early learning will be explored as well as professional ethics and working effectively with parents. Students will also be able to explore career goals and develop a career plan.
Upon successful completion of this course, students should be able to:
Describe the historical and philosophical basis of early childhood education.
Describe the variety of settings that offer early childhood education.
Identify the key stakeholders and their role in governance of early childhood education in both the public and private sector.
Identify the key theories that influence teaching practice.
Describe the relationship between teaching, learning and assessment in Early Childhood programs.
Develop skills necessary to conduct ongoing objective observations for the purpose of child assessment, program planning and curriculum.
Identify the role of culture and diversity in delivery of early childhood programs.
Develop a professional development plan to meet career goals.
Develop a positive climate for learning that involves the establishment and maintenance of partnerships with families.
Use the NAEYC code of ethics to make decisions about professional practice.

Write an educational philosophy that outlines current values and beliefs (key portfolio assessment).
Prerequisite: Successful Placement Test Scores or (ENG 050 and REA 050) or ENG 099* or REA 075 (*may be taken concurrently).
3 Credits3 Weekly Lecture Hours

ECE 110 Infant/Toddler Care and Education
This course will prepare the student to use a relationship-based model to develop and implement an active learning environment for infants and toddlers. Students will implement individualized curriculum that supports the infant/toddler's social, emotional, cognitive and physical development needs. (5 field observation hours are required).
Upon successful completion of this course, students should be able to:
Implement a relationship-based model of care giving and teaching.
Implement multiple approaches to learning and teaching.
Effectively apply the principles of developmentally appropriate practice, constructivism, socio-cultural theory, activity theory and play in developing active learning experiences.
Utilize Pennsylvania¿s early childhood learning standards in developing learning experiences.
Implement lessons based on children¿s stages of cognitive development, use of senses for exploration and understanding of the world, and development of age appropriate problem solving and critical thinking skills.
Design classrooms that demonstrates appropriate use of indoor and outdoor space.
Design classrooms that are inclusive for diverse learners including differences in age, development, culture and linguistics.
Select, provide and evaluate materials and create new materials consistent with learning standards.
Explain the connection between materials, learning standards and instruction.
Utilize child observation to make program and curriculum decisions.
Prerequisite: ECE 130.
3 Credits3 Weekly Lecture Hours

ECE 111 Methods and Materials for Teaching
This course will prepare the student to develop and implement an active learning environment for children in Pre-k to 4th grade that incorporates classroom design, learning activities that support physical, cognitive, social and emotional development and inquiry based teaching strategies. Classroom design, play, and teacher/child interactions will be integral topics in this course. NOTE: College Academic Learning Goal Designation: Information Technology (TC) when taken with ECE 112, ECE 121, ECE 130, ECE 140 and ECE 201

Upon successful completion of this course, students should be able to:
Effectively apply the principles of developmentally appropriate practice, constructivism, socio-cultural theory, activity theory and play in developing active learning experiences.
Implement multiple approaches to learning and teaching.
Utilize supportive practices in teacher/child interactionsDesign classrooms that demonstrate appropriate use of indoor and outdoor space.
Design classrooms that are inclusive for diverse learners including differences in age, development, culture and linguistics.
Develop and implement effective classroom management strategies.
Utilize Pennsylvania's early childhood learning standards in developing learning experience.
Select, provide and evaluate materials and create new materials consistent with learning standards.
Explain the connection between materials, learning standards and instruction.
Differentiate teaching strategies to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
Evaluate and analyze developmentally appropriate use of technology with young children including electronic picturebooks, applications and software.
Integrate curriculum and assessment to create a learning project for preschool age children that applies developmentally appropriate teaching strategies including lesson planning, room design, differentiation and technology.
College Academic Learning Goal Designation: Information Technology (TC)
Prerequisite: ECE 140.
3 Credits3 Weekly Lecture Hours

ECE 112 Developing a Professional Portfolio and Resource File for ECE
This course will prepare the student to be able to develop a professional portfolio that will demonstrate their competency in teaching in the field of Early Childhood Education. Students will gain knowledge of how to create and maintain their portfolio and how to use it in their careers. NOTE: College Academic Learning Goal Designation: Information Technology (TC) when taken with ECE 111, ECE 121, ECE 130, ECE 140 and ECE 201

Upon successful completion of this course, students should be able to:
Identify the purpose and use of a professional portfolio.
Identify the key components of a professional portfolio.
Evaluate key stakeholder requirements for demonstrating competence in the professional portfolio.
Create and format an electronic portfolio using free or low cost software.
Utilize digital technologies to store, retrieve, manipulate and transmit data.
Identify and compile online early childhood education resources for future use.
Self assess to identify prior learning and plan for future learning.
College Academic Learning Goal Designation: Information Technology (TC)
Prerequisite: Successful Placement Test Scores or (ENG 050 and REA 050) or ENG 099* or REA 075 (*may be taken concurrently).
1 Credit

ECE 120 Early Childhood Education Laboratory I
These courses provide the student an opportunity to function as a member of an instructional team in an approved nursery school, child care center or Head Start program. The students activity is carefully supervised by a qualified in-service classroom teacher and the Colleges supervisor of the field experience. The courses also include a weekly seminar discussion of issues rising from this laboratory experience. This course requires ninety hours of field experience. NOTE: Pre-reqs must be completed with grade of 'C' or better.

Upon successful completion of this course, students should be able to:
Use a variety of effective instructional strategies.
Integrate play based, project based and experience based teaching as an integral part of childrens development.
Implement lessons based on childrens developmental needs.
Utilize observation and assessment to guide and support teaching and learning through differential instruction.
Exhibit a professional attitude toward assigned responsibilities.
Communicate effectively with children, and teachers.
Prerequisites: ECE 100 and ECE 110 and ECE 130, with grades of 'C' or better.
4 Credits1 Weekly Lecture Hour
6 Weekly Lab Hours

ECE 121 Early Childhood Education Laboratory II
This is the capstone course for the Early Childhood Education program of study. In this course, the student will synthesize their learning by functioning as a member of an instructional team in an approved early care and education program (nursery school, childcare, preschool, Head Start). A qualified in-service classroom teacher and the College's supervisor of the field experience carefully supervise the student's activity. A weekly seminar discusses successes, challenges and issues arising from this laboratory experience . 90 hours in the field experience is required. NOTE: Background clearances including FBI, PA Child Abuse and PA Criminal clearances and a Pennsylvania approved child abuse recognition and reporting training is required prior to enrollment in this course. Documentation of a negative TB test is also required. NOTE: Pre-reqs must be completed with grade of 'C' or better. College Academic Learning Goals Designations: Information Technology (TC) when taken with ECE 111, ECE 112, ECE 130, ECE 140 and ECE 201
Upon successful completion of this course, students should be able to:
Construct and implement lessons based on student's stage of cognitive development using a multisensory approach that supports exploration and understanding of the world.
Create environments that are educationally focused, respectful, supportive and challenging for all children.
Construct and implement an integrated program that includes all content areas across the learning standards.
Use of methods that support children's development in all domains and content areas.
Implement accommodations and modifications for diverse learners.
Use appropriate interactions between teachers and students and among students.
Construct and implement lesson and activity plans that set instructional goals and objectives guided by content, pedagogy, and developmental considerations that are consistent with Pennsylvania's learning standards.
Document children's learning for families through classroom displays.
Observe, document and assess children's learning through effective use of digital assessment tools.
Create and compile a digital professional portfolio that demonstrates competencies in the NAEYC Professional Preparation standards and effective use of technology.
College Academic Learning Goal Designation: Critical Reasoning (CR), Information Technology (TC)
Prerequisite: ECE 111.
4 Credits1 Weekly Lecture Hour
 6 Weekly Lab Hours

ECE 130 Early Childhood Development
This course examines the cognitive, physical, social and emotional development of the young child from conception through the early childhood period. Students will integrate and apply the major concepts and theories of child development to the early childhood classroom. Students will also have the opportunity to observe the principles of child development by conducting field observations for each age group studied. (10 hours of outside field observations either in the home or school will be required. NOTE: Students will need to have federal and state background clearances for observing children in a school setting) This course is a prerequisite for the ECE courses that follow. To meet this prerequisite, the student must earn a C or better. A final grade of D or lower will require retaking this course. College Academic Learning Goal Designation: Information Technology (TC) when taken with ECE 111, ECE 112, ECE 121, ECE 140 and ECE 201
Upon successful completion of this course, students should be able to:
Identify the multiple interacting influences on children's development.
Identify universal and diverse child development principles.
Know and understand the characteristics and needs of young children.
Know and understand normative development for language, cognitive, physical, social and emotional development.
Apply knowledge of child development to the early childhood classroom.
Describe the developmental patterns of change, physical, cognitive and socioemotional in infancy and early childhood.
Observe children and record behavior in a variety of settings in order to understand variation and exceptionality in individuals.
Use observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
Analyze the benefits and influence of technology use with very young children.
Apply their knowledge of child development by observing, recording and interpreting children's behavior for the purpose of program planning using appropriate technology tools for data collection.
College Academic Learning Goal Designation: Information Technology (TC)
Prerequisite: Successful Placement Test Scores or (ENG 050 and REA 050) or ENG 099* or REA 075 (*may be taken concurrently).
3 Credits3 Weekly Lecture Hours

ECE 140 Integrated Curriculum and Assessment

This course will prepare the student to develop an integrated curriculum for preschool, kindergarten and primary age children based on the structure of the academic content areas and the early learning standards. This course will also explore the relationship between curriculum and assessment in providing high quality learning experiences and differentiating instruction. NOTE: College Academic Learning Goal Designation: Information Technology (TC) when taken with ECE 111, ECE 112, ECE 121, ECE 130, and ECE 201; Pre-reqs must be completed with grade of 'C' or better.

Upon successful completion of this course, students should be able to:
Develop effective and appropriate curriculum that creates a secure base from which young children can explore and tackle challenging problems.
Develop and implement meaningful, challenging curriculum that supports young children's ability and motivation to solve problems and think well.
Develop curriculum that includes both planned and spontaneous experiences that are meaningful and challenging for all children that lead to positive learning outcomes and develop positive dispositions towards learning within each content area.
Evaluate the principal theories that influence current curriculum in early childhood education.
Detail the basic problem with implementation of an early childhood curriculum.
Develop curriculum that is culturally and linguistically responsive and addresses the needs of diverse learners.
Integrate observation and assessment in curriculum planning.
Research, analyze and synthesize information on Developmentally Appropriate Assessment and prepare a presentation using technology for key stakeholders.
Integrate curriculum across content areas.
Identify the goals, benefits, and uses of assessment.
Utilize developmentally appropriate assessment strategies to promote positive outcomes for each child.
Use online assessment software to enter child assessment data and analyze this data to make curriculum decisions and differentiate instruction.
College Academic Learning Goal Designation: Information Technology (TC)
Prerequisite: ECE 130.
3 Credits3 Weekly Lecture Hours

ECE 190 ECE Internship (1 credit)

College-Sponsored Experiential Learning (CSEL) is designed to integrate on-the-job learning experiences with classroom studies. These experiences are structured either to explore career options or to prepare for a specific occupation. Students participating in the Cooperative Education and Internship Program gain college credit and are graded for their learning/work experience by the appropriate faculty. Students participating in this 60 hour internship will earn 1 college credit for this experience. Upon successful completion of this hands-on work experience, the student should be able to satisfy instructionally selected competencies from those below according to the number of credits to be awarded. NOTE: All students must have the following prior to starting the internship: All students will be required to have Pennsylvania Child Abuse Clearance, Pennsylvania Criminal Clearance, FBI clearance, documentation of current immunizations, TB screening, two character references, and Child Abuse Recognition and Reporting certificate. There are additional fees to obtaining clearances and students may have to get their clearances renewed. Pre-requisites - To be eligible for an internship, students must: Have completed a minimum of 18 or more credits within the last 5 years. Have begun course work in their major (at least 9 credits). Have an overall grade point average (GPA) of 2.5. Obtain a written recommendation by a DCCC faculty within the discipline of the internship. Submit a current resume to the Office of Student Employment Services.

Upon successful completion of this course, students should be able to:
Explain three program-related concepts that have been applied during the work experience.
Describe the ways that technology is utilized in the work experience.
Analyze the culture of the host organization.
Analyze an operational process within the work experience.
Demonstrate how assigned tasks depend on successful communication.
Describe how time and activity are managed to meet work-imposed deadlines.
Describe an instance where problem-solving skills were needed to analyze a situation in the work experience.
Demonstrate specifically how job-related competence has improved.
Formulate a self-assessment for career growth and personal satisfaction.
Satisfy the competencies of the chosen CSEL placement (to be developed in consultation with the CSEL instructor).
Work closely with a faculty mentor in the student's program/major to complete a project which articulates how the experience helps the student achieve program outcomes
1 Credit

ECE 194 ECE Internship (2 credits)

College-Sponsored Experiential Learning (CSEL) is designed to integrate on-the-job learning experiences with classroom studies. These experiences are structured either to explore career options or to prepare for a specific occupation. Students participating in the Cooperative Education and Internship Program gain college credit and are graded for their learning/work experience by the appropriate faculty. Students participating in this 120 hour internship will earn 2 college credits for this experience. Upon successful completion of this hands-on work experience, the student should be able to satisfy instructionally selected competencies from those below according to the number of credits to be awarded. NOTE: All students must have the following prior to starting the internship: All students will be required to have Pennsylvania Child Abuse Clearance, Pennsylvania Criminal Clearance, FBI clearance, documentation of current immunizations, TB screening, two character references, and Child Abuse Recognition and Reporting certificate. There are additional fees to obtaining clearances and students may have to get their clearances renewed. Pre-requisites - To be eligible for an internship, students must: Have completed a minimum of 18 or more credits within the last 5 years. Have begun course work in their major (at least 9 credits). Have an overall grade point average (GPA) of 2.5. Obtain a written recommendation by a DCCC faculty within the discipline of the internship. Submit a current resume to the Office of Student Employment Services.

Upon successful completion of this course, students should be able to:
Explain three program-related concepts that have been applied during the work experience.
Describe the ways that technology is utilized in the work experience.
Analyze the culture of the host organization.
Analyze an operational process within the work experience.
Demonstrate how assigned tasks depend on successful communication.
Describe how time and activity are managed to meet work-imposed deadlines.
Describe an instance where problem-solving skills were needed to analyze a situation in the work experience.
Demonstrate specifically how job-related competence has improved.
Formulate a self-assessment for career growth and personal satisfaction.
Satisfy the competencies of the chosen CSEL placement (to be developed in consultation with the CSEL instructor).
Work closely with a faculty mentor in the student's program/major to complete a project which articulates how the experience helps the student achieve program outcomes
2 Credits

ECE 199 ECE Internship (3 credits)

College-Sponsored Experiential Learning (CSEL) is designed to integrate on-the-job learning experiences with classroom studies. These experiences are structured either to explore career options or to prepare for a specific occupation. Students participating in the Cooperative Education and Internship Program gain college credit and are graded for their learning/work experience by the appropriate faculty. Students participating in this 180 hour internship will earn 3 college credits for this experience. Upon successful completion of this hands-on work experience, the student should be able to satisfy instructionally selected competencies from those below according to the number of credits to be awarded. NOTE: All students must have the following prior to starting the internship: All students will be required to have Pennsylvania Child Abuse Clearance, Pennsylvania Criminal Clearance, FBI clearance, documentation of current immunizations, TB screening, two character references, and Child Abuse Recognition and Reporting certificate. There are additional fees to obtaining clearances and students may have to get their clearances renewed. Pre-requisites - To be eligible for an internship, students must: Have completed a minimum of 18 or more credits within the last 5 years. Have begun course work in their major (at least 9 credits). Have an overall grade point average (GPA) of 2.5. Obtain a written recommendation by a DCCC faculty within the discipline of the internship. Submit a current resume to the Office of Student Employment Services.

Upon successful completion of this course, students should be able to:
Explain three program-related concepts that have been applied during the work experience.
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Describe an instance where problem-solving skills were needed to analyze a situation in the work experience.
Demonstrate specifically how job-related competence has improved.
Formulate a self-assessment for career growth and personal satisfaction.
Satisfy the competencies of the chosen CSEL placement (to be developed in consultation with the CSEL instructor).
Work closely with a faculty mentor in the student's program/major to complete a project which articulates how the experience helps the student achieve program outcomes
3 Credits

ECE 201 Children Families and Community

This course will prepare the student to implement an educational environment that builds a community of learners whose members are children, families, community members and teachers. Building relationships is integrated into practical strategies for partnering with families and communities to facilitate children's learning. NOTE: College Academic Learning Goal Designation: Information Technology (TC) when taken with ECE 111, ECE 112, ECE 121, ECE 130 and ECE 140; Pre-reqs must be completed with grade of 'C' or better.

Upon successful completion of this course, students should be able to:
Implement a positive climate for learning that involves partnering with diverse families and communities.
Identify the role of culture on children's development and learning.
Articulate the potential impact of differences in cultural practices between home and school.
Maintain respectful, ongoing, meaningful communication with family members that sustain partnerships with families.
Provide meaningful opportunities for families to be involved in their child's education.
Develop strategies for keeping families informed of children's progress.
Communicate effectively with other early childhood professionals.
Identify community resources and utilize those resources in program planning.
Advocate for children and families in the larger social and political arena.
Use of technology for communication with families that is ethical and effective.
Reflect on how theory, culture, values, ethics, communication and experience influence home, school and community partnerships.
College Academic Learning Goal Designation: Information Technology (TC)
Prerequisites: ECE 130 and EDU 220, with grades of 'C' or better.
3 Credits3 Weekly Lecture Hours

ECE 202 Including All Children

The Including All Children course will prepare the early childhood educator with the foundational knowledge of the early intervention systems in Pennsylvania for the purpose of providing high quality early childhood education to young children with disabilities. Specifically, students will learn about the Individuals with Disabilities Education Act (IDEA), with a focus on early intervention services for children birth to age 8 years. Transitioning children and families to the K-12 special education system will also be explored. This course will include an introduction to the IDEA-recognized disability categories with specific emphasis on common disabilities diagnosed in early childhood. In addition, this course will discuss the characteristics and causes of disabilities, identification, and assessment, working collaboratively with families and early intervention professionals, and the classroom teacher's role in the early intervention process will be explored. Students will also learn teaching strategies and accommodations for children identified as having a disability using Universal Design for Learning. NOTE: A grade of C or better is required in both ECE 100 and ECE 130 is to fulfill prerequisite.

Upon successful completion of this course, students should be able to:
Describe/Explain the key components of the Individual with Disabilities Education Act (IDEA) and the differences between services for children birth to 3 yrs (Part C) and 3 yrs 21 yrs (Part B), including the disability categories eligible for special education services.
Describe the characteristics of developmental, congenital and genetic disabilities in all domains and the environmental influences that impact growth and development beginning prenatally.
Identify developmentally appropriate screening tools used in assessment to determine eligibility for early intervention services that are ethically grounded, and linguistically and culturally appropriate.
Compare and contrast the terms inclusive and included regarding how children with disabilities are supported in the classroom setting.
Compare various age-appropriate accommodations for children with disabilities using principles of Universal Design for Learning.
Determine community resources that support families and children's learning and development, including the referral process for early intervention.
Develop strategies for partnering with the families of children with disabilities to ensure each child and family is supported.
Prerequisites: ECE 100 and ECE 130 with grades of 'C' or better.
3 Credits3 Weekly Lecture Hours

ECE 290 Administration and Supervision of Early Care and Education Environments

This course will examine the varied aspects of administration and supervision in the early care and education environment. It is designed for early childhood educators who are or would like to take on an administrative role in an early childhood program. All administrative aspects of the early care and education program will be explored with particular emphasis on the development of interpersonal relationships and skills needed for effective program management. NOTE: Prerequisites: AAS or AS in ECE or related field OR completed 45 hours towards an AAS degree

Upon successful completion of this course, students should be able to:
Identify the varied roles of the early care and education director.
Utilize licensing and certification requirements in decision making.
Evaluate strategies for staff recruitment, supervision and retention.
Analyze enrollment practices and policies.
Implement effective strategies for working with families.
Identify personal leadership styles and role in program administration.
Design the physical environment to meet needs of children and staff.
Evaluate communication between parents, staff and administration.
Prerequisites: AAS or AS in ECE or related field OR completed 45 hours towards an AAS degree.
3 Credits3 Weekly Lecture Hours

ECE 291 Current Issues and Trends in Early Care and Education

This course will examine the current issues and trends in early childhood education. Through the use of discussions, debates and disagreement, current issues will be identified and a generation of solutions will be formulated. The design of this course is such that the early childhood educator will become a reflective decision maker. NOTE Prerequisites: AAS or AS in ECE or related field OR completed 45 hours towards an AAS degree.

Upon successful completion of this course, students should be able to:
Identify factors that lead to effective leadership.
Be able to evaluate role of government in early care and education.
Learn to advocate for young children.
Analyze the role of business in early care and education.
Develop strategies for promoting professional development.
Develop and maintaining standards of quality improvement.
Evaluate the quality of early care and education environments.
Analyze the role of families.
Identify supports for special needs children and families.
Prerequisites: AAS or AS in ECE or related field OR completed 45 hours towards an AAS degree.
3 Credits3 Weekly Lecture Hours

ECE 293 Financial Strategies for the Business of Early Care and Education

This course will examine financial and business management strategies associated with managing a childcare center. Topics covered will include marketing, budgeting, business plans, for profit versus nonprofit financial strategies; grant writing, enrollment, cost of care and staffing issues. This course is designed as an interactive, hands on approach to learning for the center director or the early childhood professional who would like to be a center director. NOTE Prerequisites: AAS or AS in ECE or related field OR completed 45 hours towards an AAS degree.

Upon successful completion of this course, students should be able to:
Basic principles of accounting and budgeting.
The advantages and disadvantages of for profit versus non-profit early care and education centers.
Business plans and marketing strategies.
Human resource management.
True cost of care.
City and state agencies that provide financial support to families and early care and education.
Prerequisites: AAS or AS in ECE or related field OR completed 45 hours towards an AAS degree.
Basic principles of grant writing.
3 Credits3 Weekly Lecture Hours