

NORTHWESTERN CONNECTICUT COMMUNITY COLLEGE

COURSE SYLLABUS

Course Title: Methods and Techniques in ECE

Course #: ECE 222/298

Course Description: 3 credits

The course is intended to train students in planning and implementing a developmentally appropriate curriculum designed to enhance the development of young children. Students will have an opportunity to gain experience with curriculum and classroom design using a variety of teaching strategies and styles. This course takes into account the various ages and stages of child development as well as individual child interests, needs and preferences along with the diverse cultural, ethnic and social backgrounds the families represent. Twelve (12) hours of observation in an approved early childhood education centers/programs is required.

Pre-requisite/Co-requisite: ECE 101 and a minimum of one additional ECE* curriculum course. Should be taken concurrent with or prior to registering for ECE 290.

Goals:

1. Present appropriate methods and techniques for use in managing early childhood environments.
2. Define “guidance” and how to use guidance strategies appropriately in an early childhood classroom.
3. Develop skills for planning developmentally appropriate curriculum.
4. Provide opportunities to create positive environments for young children and their families.
5. Discuss, foster and practice leadership skills and the ability to communicate effectively with all involved parties in an early childhood classroom.
6. Using case studies, investigate the importance of using problem solving strategies to create an encouraging and positively practicing early childhood classroom.
7. Develop and implement a variety of strategies/techniques for creating, organizing and managing an encouraging classroom setting.

Outcomes: By the end of the course, the student should be able to:

1. Discuss and apply appropriate methods and techniques for guiding children in an early care and education setting.

2. Demonstrate an understanding of “guidance” principles and how to use guidance techniques appropriately in an early care and education setting.
3. Exercise and practice developmentally appropriate strategies for curriculum planning.
4. Through observation, practice and presentation, demonstrate skill in setting up positive environments for children.
5. Demonstrate leadership skill as well as effective communication with all involved parties in an early care and education setting.
6. By verbal and written examples, demonstrate an understanding of problem solving strategies for use in an early childhood care and education setting.
7. Create and implement various strategies/techniques for establishing, organizing and managing an encouraging early childhood setting.

College Policies

Plagiarism: Plagiarism and Academic Dishonesty are not tolerated at Northwestern Connecticut Community College. Violators of this policy will be subject to sanctions ranging from failure of the assignment (receiving a zero), failing the course, being removed/expelled from the program and/or the College. Please refer to your “Student Handbook” under “Policy on Student Rights,” the Section entitled “Student Discipline,” or the College catalog for additional information.

Americans with Disabilities Act (ADA): The College will make reasonable accommodations for persons with documented learning, physical, or psychiatric disabilities. Students should notify Dr. Christine Woodcock, the Counselor for Students with Disabilities. She is located at Green Woods Hall, in the Center for Student Development. Her phone number is 860-738-6318 and her email is cwoodcock@nwcc.edu.

School Cancellations: If snowy or icy driving conditions cause the postponement or cancellation of classes, announcements will be made on local radio and television stations and posted on the College’s website at www.nwcc.edu. Students may also call the College directly at **(860) 738-6464** to hear a recorded message concerning any inclement weather closings. Students are urged to exercise their own judgment if road conditions in their localities are hazardous.

Use of Electronic Devices: Some course content as presented in Blackboard Learn is not fully supported on mobile devices at this time. While mobile devices provide convenient access to check in and read information about your courses, they should not be used to perform work such as taking tests, quizzes, completing assignments, or submitting substantive discussion posts.

Sexual Assault and Intimate Partner Violence Resource Team: NCCC is committed to creating a community that is safe and supportive of people of all gender and sexual identities. This pertains to the entire campus community, whether on ground or virtual, students, faculty, or staff.

Sexual assault and intimate partner violence is an affront to our national conscience, and one we cannot ignore. It is our hope that no one within our campus community will become a victim of these crimes. However, if it occurs, NCCC has created the SART Team - Sexual Assault and Intimate Partner Violence Resource Team - to meet the victim’s needs.

SART is a campus and community based team that is fully trained to provide trauma-informed compassionate service and referrals for comprehensive care. The team works in partnership with The Susan B. Anthony Project to extend services 24 hours a day, 7 days a week throughout the year.

The NCCC team members are:

Ruth Gonzalez, Ph.D.	860-738-6315	Green Woods Hall Room 207
Susan Berg	860-738-6342	Green Woods Hall Room 223
Kathleen Chapman	860-738-6344	Green Woods Hall Room 110
Michael Emanuel	860-738-6389	Founders Hall Annex Room 308
Seth Kershner	860-738-6481	Library
Jane O'Grady	860-738-6393	Founders Hall Annex Room 212
Robin Orloski	860-738-6416	Business Office Room 201
Patricia Bouffard, Ex-Officio	860-738-6319	Founders Hall Room 103
Savannah Schmitt		Student Representative
Jacob Wujcik		Student Representative

At NCCC we care about our students, staff and faculty and their well-being. It is our intention to facilitate the resources needed to help achieve both physical and emotional health.

NAEYC ACCREDITATION STANDARDS

Standard 1: Promoting Child Development and Learning

1a: Knowing and understanding young children's characteristics and needs

1b: Knowing and understanding the multiple influences on development and learning

1c: Using development knowledge to create healthy, respectful, supportive and challenging learning environments

Standard 2: Building Family and Community Relationships

2a: Knowing about and understanding family and community characteristics

2b: Supporting and empowering families and communities through respectful, reciprocal relationships

2c: Involving families and communities in their children's development and learning

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

3a: Understanding the goals, benefits, and uses of assessment

3b: Knowing about and using observation, documentation, and other appropriate assessment tools

3c: Understanding and practicing responsible assessment

3d: Knowing about assessment partnerships with families and other professionals

Standard 4: Teaching and Learning

4a: Knowing, understanding, and using positive relationships and supportive interactions

4b: Knowing, understanding, and using effective approaches, strategies, and tools for early education

4c: Knowing and understanding the importance, central concepts, inquiry tools and structures of content areas or academic disciplines

4d: Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes

Standard 5: Becoming a Professional

5a: Identifying and involving oneself with the early childhood field

5b: Knowing about and upholding ethical standards and other professional guidelines

5c: Engaging in continuous, collaborative learning to inform practice

5d: Integrating knowledgeable, reflective, and critical perspectives on early education

5e: Engaging in informed advocacy for children and the profession

Supportive Skill 1: Self-assessment and self-advocacy

Supportive Skill 2: Mastering and applying foundational concepts from general education

Supportive Skill 3: Written and verbal skills

Supportive Skill 4: Making connections between prior knowledge/experience and new learning

Supportive Skill 5: Identifying and using professional resources