

EARLY CHILDHOOD DEVELOPMENT PROGRAM  
BUNKER HILL COMMUNITY COLLEGE  
GENERIC SYLLABUS FOR REQUIRED COURSE

COURSE TITLE:

ECE 106 Planning Environments in Early Childhood Education

COURSE DESCRIPTION:

This course is the study of setting up and maintaining an early childhood program environment with emphasis on space utilization, equipment and material needs and usage, health and safety concerns, and nutritional considerations.

COURSE COMPETENCIES: After completing this course the student should be able to construct an environment with attention to space, safety, health, and nutritional concerns in programs for young children. Upon completing the course, competencies should be shown in the following:

Child development and learning:

1. Creates and modifies environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and special abilities. (Level I, II, & III)

Curriculum development and implementation:

2. Creates, evaluates, and selects developmentally appropriate materials, equipment, and environments, including space utilization. (Level I, II, & III)

3. Establishes and maintains physically and psychologically safe and healthy learning environments for children. (Level I, II, & III)

4. Demonstrates an understanding of the developmental consequences of stress and trauma; protective factors, resilience and the development of mental health; and the importance of supportive relationships with adults and peers. (Level I & II)

5. Demonstrates implementation of basic health, nutrition, and safety management practices for young children, including specific procedures for infants and toddlers and procedures regarding childhood illness and communicable diseases. (Level I, II, & III)

6. Demonstrates knowledge of the use of appropriate health-appraisal procedures and ability to refer to parents, community health and social services when necessary. (Level I)

7. Recognizes signs of emotional distress, child abuse and neglect in young children and knows responsibilities and procedures for reporting known or suspected abuse or neglect to appropriate authorities. (Level I)

Family and community relationships:

8. Communicates effectively with parents, respecting their choices and goals for children, and communicates with other professionals concerned with children and with agencies in the larger community to support children's growth and development. (Level I)

Assessment and evaluation of young children:

9. Observes, records, and assesses young children's development and learning for the purpose of planning appropriate programs, environments, and interactions, and adapting for individual differences, including children with special needs. (Level I, II)

Professionalism:

10. Demonstrates an ability to reflect on practice, articulates a philosophy and rationale for decisions, and an ability to evaluate the effects of choices and actions on others as a means of professional development. (Level I, II, III)

COURSE CONTENT:

The course will cover the following topics so as to meet the competencies required. Actual time allotted to each subject will be determined by the instructor based on individual class needs and interests.

1. Setting goals for the early childhood program in relation to space, materials, and equipment.
2. Analyzing play spaces and equipment and materials used in these spaces in relation to quality programming for young children.
3. Developing safety within the play environment.
4. Planning for safe interactions among children and adults within the play environment.
5. Redesigning play spaces when problems occur: crowding, pathways, conflicts, safety hazards, and boredom in play spaces.
6. Promoting good health in early childhood environments
7. Developing the play environment with safety, sanitation and hygiene as primary goals.
8. Developing a nutritional program within the early childhood environment.
9. Planning, preparing, and serving meals and snacks to young children.
10. Integrating principles of a healthy and safe environment into an inviting, creative learning space for young children.

CONTENT OBJECTIVES:

After completing the course, the student should be able to construct an environment with attention to space, safety, health, and nutritional concerns in program for young children. Upon completion of the course, the student should be able to:

1. describe the goals of a program and its relationship to space utilization.
2. analyze play space environments in relation to program goals.
3. develop a plan for a play space environment in relation to the program goals.
4. develop a plan for safety of children in early care and education programs.
5. develop a plan for children's safe use of materials and equipment.
6. develop a plan for the promotion of good health in early care and education programs.
7. describe procedures for sanitation and hygiene in early care and education programs.
8. describe appropriate caregiver responses to children's illnesses and administration of medications, if required.
9. name the basic principles of nutrition and the relation of nutrition to growth and development.
10. describe the procedures for meal and snack preparation and service and the importance of the mealtime environment in early care and education programs.

CLASS METHODS:

The class will be taught using lecture, discussion, demonstration and small group activities. Films will be used to enhance topics of discussion and to illustrate actual program operation and child development and behavior. Class notes are to be taken by students for use in study and for future reference.

REQUIRED TEXT(S):

(In use as of Fall semester, 2006. Subject to change)

Each student will need to have the following required text(s) available at the Bunker Hill Community College Bookstore.

Marotz, Rush, and Cross. (2005). Health, Safety and Nutrition (6th ed.). Albany, NY: ITP/Delmar.

EVALUATION TECHNIQUES:

Grades will be assessed in a number of ways to be determined by the instructor. These may include attendance and participation, exams, lab experiences and observations, project development and design, reports, research papers, and others means of evaluation. Specific methods will be outlined at the first meeting of class and will be included on a specific syllabus for the particular course section of enrollment.

ASSESSMENT TOOLS FOR MEETING COURSE & CONTENT OBJECTIVES THROUGH ASSIGNMENTS:

Level II competencies : Set of study assignments and observations of program settings so as to provide the student with program environments in action to observe ways to integrate space utilization, health and safety concerns with a nutritionally sound, creative learning environment.

Level III competencies:

A curriculum project which requires the student to apply knowledge learned to construct an early childhood program environment/classroom with health, safety, nutrition principles connected to space, equipment, and materials used within a classroom to demonstrate knowledge of the appropriate use of these principles .

PREREQUISITE(S).

Grade of C or better in Academic Reading III (098) AND Academic Writing III (ESL 098) OR Reading Skills (RDG 095) and ENG 090 or exemption from reading and writing requirements by placement testing.

NOTE: NOTE: Levels of Learning within the Coursework Taught

The course competencies involve four differing levels of learning and involvement on the part of the student. These levels are outlined below.

□ Level I: Introductory and knowledge-base Formation. The student at this level of coursework will begin to develop a knowledge-base of information around the subject area and consider his/her prior learning about children and early care and education as a means of beginning to construct a personal and professional knowledge-base for professional practice. Specific knowledge-

based content areas will be delineated for each course to assure the same level of learning for all students.

□ Level II: Observation. The student will take the knowledge gained at Level I and apply this knowledge at a deeper level by observing children and/or early care and education programs so as to understand the "real" world meaning of theories and concepts when applied to child growth, development and behavior in working programs. This level implies that Level I has begun prior to observation occurring and analysis of observed information being attempted. Specific observations will be required in each course to assure this level of learning.

□ Level III: Demonstrated Application of Knowledge Gained. The student will apply the knowledge-base gained and the observations completed and be able to apply this knowledge to demonstrate that the theories, concepts, and skill development expected in the course are in fact understood and able to be applied to practice. Specific assignments will be developed for each course to assure this level of learning.

□ Level IV: Practice and Demonstration of Competency. The student will be required to apply the knowledge gained, the understanding from observations, and learning from applied assignments to the practicum experience which will culminate in a portfolio assessment of "best practice" using the incorporation of the program's competencies into the practice experience. All four levels are implied in this demonstration of competency and specific learning experiences will be built into the practicum experience to assure this level of learning.