



ACADEMIC PROGRAM REVIEW

of

STARTING POINTS, INC.
2737 JOHN F. KENNEDY BOULEVARD
JERSEY CITY, NEW JERSEY 07306

FEBRUARY 22-23, 2011

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ORGANIZATIONAL PROFILE

Starting Points Institute for Early Childhood Educators, is a forward thinking, non-profit Post-Secondary Private Vocational School and Institution of Higher Education. This program meets the workforce and early childhood education professional development needs of diverse populations who work or would like to work in the field of early childhood education. Starting Points has been in operation since 1995.

The Institute for Early Childhood Educators offers the preparation to apply for the *Childhood Development Associate (CDA)* credential from the National Council for Professional Recognition of the National Association for the Education of Young Children (NAEYC) as well preparing our students to receive the *Child Development Specialist* credential from the U.S. Department of Labor.

Starting Points' Institute for Early Childhood Educators includes a range of child focus educational programs geared toward the early childhood educators. The program provides a bridge for its students to become college-bound through an alternative path leading to an Associates' degree as well as the above mentioned credential.

The professional development program contains coordinated instruction featuring classroom presentations and discussion, participant experimentation, with a wide variety of classroom processes/projects, work experience in early childhood education setting and job placement assistance.

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Total Courses Reviewed: 10
Total Credits Recommended: 25

Key: LD = lower division associate/baccalaureate level

Course Sheet

Course Title: Child Development

Location: Jersey City, Newark and Paterson, New Jersey

Length: 68 Hours (16 weeks)

Effective Dates: February 2003 – Present

Course Description: The objective of this course is to examine children from birth to eight years of age – biological-physical, social, cultural, emotional, cognitive and language domains and developmental milestones – including risk factors, delays or disabilities that indicate need for special services; current theories; ongoing research and interrelationships across developmental areas; and the adult's role in supporting each child's development and learning.

Learning Outcomes: Upon successful completion of this course, the student will be able to:

- Identify the forces promoting growth and development in children birth through age 8;
- Understand the sequential growth patterns of infants and their related developmental needs;
- Discuss theories of child development and relate current research to occurrences in the early care environment;
- Explain the qualitative changes in developmental domains between 1 year and 3 years of life;
- Design programmatic features that respond to children's development in the cognitive, language, social, self-help, gross and fine motor domains for three to eight year olds;
- Develop strategies for working with young children and their families to enhance and support their growth and development.

Methodology: Major topics covered in the course are:

- Child Development HELP Charts and Learning Domains
- Developmentally Appropriate Practices
- Process vs. Product Learning
- Gross Motor Development
- Fine Motor Development
- Self-Help Skill Development
- Social/Emotional Development
- Language Development
- Cognitive Development
- Active Learners and Active Listeners

Methods of instruction include: Lecture, discussion, simulation/role play, collaborative learning.

Child Development (Continued)

Assessment criteria: Exams, case study, presentations, demonstrations, instructor/supervisor observation, projects and journals.

Credit Recommendation:

In the lower division baccalaureate/associate degree category,

- 3 credits in Child Development

Credit Rationale: This course covers all the facets in the development of all children from birth to eight, including: cognitive, social emotional, language, gross motor, and self-help. Basic theories are introduced.

Reviewed: February 2011

Course Sheet

Course Title: Child Development Associate Preparation

Location: Jersey City, Newark and Paterson, New Jersey

Length: 58 Hours (16 weeks)

Effective Dates: September 2006 – Present

Course Description: The objective of this course is to examine and complete the CDA competency goals and functional areas that make up the Professional File to meet the standards set by NAEYC in preparation for the Direct Assessment process and examination conducted by its subdivision, the Council for Professional Recognition. Students select a concentration of Infant and Toddler Care or Pre-School Care.

Learning Outcomes: Upon successful completion of this course, the student will be able to:

- Identify and be able to maintain a safe, healthy learning environment;
- Advance the physical and intellectual competence of young children;
- Support social and emotional development of young children;
- Practice positive guidance techniques;
- Establish positive and productive relationships with families;
- Help to ensure a well-run, purposeful program responsive to participant needs;
- Maintain a commitment to professionalism.

Methodology: Major topics covered in the course are:

- Explaining The 'CDA' Process
- Explaining The Professional Resource File
- Writing Your Autobiography
- Safe, Healthy Learning Environments
- Cognitive Growth
- Creative Process
- Social Development
- Program Management
- Professional Demeanor Defined

Methods of instruction include: Lecture, discussion, simulation/role play, collaborative learning.

Assessment criteria: Exams, presentations, demonstrations, projects and journals.

Credit Recommendation:

In the lower division baccalaureate/associate degree category:

- 1 credit in CDA Preparation

Reviewed: February 2011

Course Sheet

Course Title: Child Development Associate Renewal

Location: Jersey City, Newark and Paterson, New Jersey

Length: 45 Hours (15 weeks)

Effective Dates: September 2006 – Present

Course Description: The objective of this course is for the student to demonstrate a common core of knowledge about young children and their families, and high standards for personal performance so as to meet the standards for the CDA Renewal Process as set by NAEYC through the National Council for Professional Recognition.

Learning Outcomes: Upon successful completion of this course, the student will be able to:

- Identify teaching strategies that promote sequential development of young children;
- Discuss the relationship of a child's chronological age to his/her developmental age;
- Use observation and assessment tools to monitor children's growth and development;
- Discuss implications of brain development and health issues for young children;
- Identify the importance of the partnership between parents, families and schools;
- Organize strategies for classroom management, the learning environment and the work-place;
- Implement creativity throughout the curriculum;
- Incorporate cooking in the classroom to promote mathematical and scientific concepts;
- Understand and use teaching strategies that are respectful of diversity;
- Evaluate the role of the teacher to promote process learning.

Methodology: Major topics covered in the course are:

- CDA Renewal Process for the Council
- Mel Levine's Neurodevelopmental Functions
- Play Is Good For Your Neurons
- Role of the Media In The Lives Of Children
- Creativity – Just For The Fun Of It
- Storytelling Techniques
- Learning Environments and Organizational Strategies

Methods of instruction include: Lecture, discussion, simulation/role play, collaborative learning.

Assessment criteria: Exams, presentations, instructor/supervisor observation, projects and journals.

Child Development Associate Renewal (Continued)

Credit Recommendation:

In the lower division baccalaureate/associate degree category,

- 3 credits in CDA Renewal

Credit Rationale: This course provides continuing education to current practicing teacher in order to meet the standards for the CDA renewal process as set by NAEYC through the National Council for Professional Recognition.

Reviewed: February 2011

Course Sheet

Course Title: Curriculum in Early Childhood Education

Location: Jersey City, Newark and Paterson, New Jersey

Length: 70 Hours (16 weeks)

Effective Dates: September 2003 – Present

Course Description: The objective of this course is to gain knowledge of various curriculum models and programs that respect and affirm cultural/linguistic diversity; developmentally appropriate implementation of play, exploration, and documentation in the areas of the arts, mathematics, sensory experiences, language arts, social studies, science, and technology; and the adult's role as master player and facilitator.

Learning Outcomes: Upon successful completion of this course, the student will be able to:

- Understand and devise strategies to meet the learning needs and developmental characteristics of children 2 to 6 years of age;
- Discuss the design and implementation of play into planned learning activities and the adult's role of facilitator and master player;
- Select, plan and implement appropriate and challenging activities for your children in the areas of the arts, mathematics, social studies, sensory experiences, language arts and science;
- Design and prepare materials that demonstrate an understanding the principles of child development for both the classroom and the outside environment;
- Identify important adult considerations in the arrangement of the total learning environment, the implementation of learning activities and the impact of children interest and abilities with regard to emergent curriculum;
- Develop curriculum resources for professional use that reflect the diversity of the community, an appreciation of the natural world, and inclusion.

Methodology: Major topics covered in the course are:

- Theorists of Educational Practices
- The Learning Environment
- Teacher's Role in Observing Children's Behavior
- Cross – Cultural Education
- Anti-Bias Curriculum
- Play with Blocks, Dramatic Props, Learning Games
- Music and Movement
- Teacher's Role as Facilitator
- Integrated Planning
- Cooking as Science and Math

Methods of instruction include: Lecture, discussion, simulation/role play, collaborative learning.

Curriculum in Early Childhood Education (Continued)

Assessment criteria: Exams, case study-DAP Practices, presentations, demonstrations and projects.

Credit Recommendation:

In the lower division baccalaureate/associate degree category,

- 3 credits in Curriculum

Credit Rationale: Students in this course will learn about development appropriate practice as applied in the classroom through an in-depth exploration of the Creative Curriculum.

Reviewed: February 2011

Course Sheet

Course Title: Early Childhood Practicum I

Location: Jersey City, Newark and Paterson, New Jersey

Length: 210 Hours (16 weeks)

Effective Dates: September 2003 – Present

Course Description: The objective of this course is to provide students with a supervised practicum in which they can experience observation and recording strategies that will inform classroom practices; can gain skill in developing positive interactions with children; can recognize developmentally appropriate activities for young children; and can identify positive guidance principles as they foster and maintain a productive educational setting.

Learning Outcomes: Upon successful completion of this course, the student will be able to:

- Demonstrate professionalism and sound work habits;
- Observe children's behavior and interactions describing incidents factually and non-judgmentally;
- Relate principles discussed in 'Guidance of Young Children' to behaviors observed in the field;
- Guide children's behavior in a calm and positive manner to foster problem solving and provide for appropriate conflict management;
- Design and provide developmentally appropriate and challenging activities for young children as well as spontaneously adding materials and/or processes to extend the play or learning activity;
- Demonstrate appropriate teaching dispositions and approach assignments related to field tasks and a positive and curious attitude.

Methodology: Major topics covered in the course are:

- Examination of Course Format and Responsibilities
- Types of Record Keeping
- Use of Positive Language
- Use and Effect of Positive Guidance Strategies
- Punitive vs. Positive Guidance
- Non-Verbal Communication Tools

Methods of instruction include: Lecture and practicum.

Assessment criteria: Exams, case study-DAP Practices and journals.

Credit Recommendation:

In the lower division baccalaureate/associate degree category,

- 1 credit in Practicum I

Early Childhood Practicum I

(Continued)

Credit Rationale: This is a supervised practicum that offers students experience using observation and recording strategies that will inform classroom practices, gain skills in developing positive interactions with children; recognize developmentally appropriate activities for young children; and identify positive guidance principles as they foster and maintain a productive educational setting.

Reviewed: February 2011

Course Sheet

Course Title: Early Childhood Practicum II

Location: Jersey City, Newark and Paterson, New Jersey

Length: 255 Hours (16 weeks)

Effective Dates: September 2003 – Present

Course Description: The objective of this course is to provide students with a supervised practicum in which they can experience working with a variety of adult to child ratios; can develop activities for specific areas of curriculum to support children's growth and development; can practice effective teacher communication skills; can implement reflective practice, can document children's learning, can benefit from supervision; and can approach the craft of teaching with curiosity, initiative and enthusiasm.

Learning Outcomes: Upon successful completion of this course, the student will be able to:

- Utilize and organize space, time, materials and equipment appropriately according to the program's requirements;
- Utilize classroom curriculum and children's interests to plan activities for whole group instruction and learning center activities;
- Function as master player assisting children with cooperative play encouraging behaviors associated with developmentally appropriate practice;
- Use clear terms and positive statements to help children understand expectations and limits and to assist them in resolving conflicts;
- Demonstrate effective teacher communication skills; listening, speaking, reading and writing as well as appropriate teacher dispositions;
- Benefit from cooperative teaching and mentoring and approach the craft of teaching with curiosity, initiative and enthusiasm.

Methodology: Major topics covered in the course are:

- Classroom Management Strategies
- Effects of Classroom Environments on Behaviors
- Changing Behaviors – Adults as Master Teacher
- Non-Cooperative Behaviors Because of Vocal/Facial Cues
- Effects of Positive Cueing

Methods of instruction include: Lecture, discussion and practicum.

Assessment criteria: Exams, case study and journals.

Credit Recommendation:

In the lower division baccalaureate/associate degree category:

- 2 credits in Practicum II

Early Childhood Practicum II (Continued)

Credit Rationale: This is a supervised practicum that offers students experience developing activities for specific areas of curriculum to support children's growth and development; practicing effective teacher communication skills; implementing reflective practice; documenting children's learning; and benefitting from supervision.

Reviewed: February 2011

Course Sheet

Course Title: Emergent Literacy in Early Childhood

Location: Jersey City, Newark and Paterson, New Jersey

Length: 73 Hours (16 weeks)

Effective Dates: February 2004 – Present

Course Description: The objective of this course is to examine the complex process of teaching and learning relationships which provide the scaffold for an integrated curriculum within an experiential print-rich environment including design, implementation and documentation in the areas of phonemic awareness; emergent, early and fluent reading and writing; read aloud, shared reading and guided reading; poetry; children's literature; and anti-bias curriculum as well as the adult's role as scribe and facilitator.

Learning Outcomes: Upon successful completion of this course, the student will be able to:

- Describe and discuss benefits and uses of literature and poetry as part of an integrated language arts curriculum;
- Identify the components of a literacy program and cite the values of maintaining a literacy rich environment;
- Validate children's prior experiences, background knowledge and social-emotional characteristics and build upon their diverse linguistic and cultural experiences to facilitate language and literacy skills;
- Recognize reading as a process and identify and plan experiences with phonemic awareness, read-aloud, share reading and guided reading strategies;
- Use strategies, activities and materials that provide meaningful opportunities for children to develop receptive and expressive language skills and writing skills;
- Design integrated curriculum experiences which develop children's reasoning, thinking, speaking, reading and writing as well as related skills and attitudes.

Methodology: Major topics covered in the course are:

- What Is Literacy to the Young Child
- Developmental Stages of Literacy
- Receptive and Expressive Language Development
- Match A Child's Developing Literacy to Age-Appropriate Learning
- Continuum of Children Oral Language Development
- Types of Text in a Print-Rich Environment
- Learning to Use the Alphabet
- Graphics and Phonemics
- Emerging Reading and Writing Behaviors
- Vocabulary Matters

Methods of instruction include: Lecture, discussion, simulation/role-play, collaborative learning and participant workshop.

Emergent Literacy in Early Childhood (Continued)

Assessment criteria: Exams, case study, presentations, demonstrations, projects and journals/book reviews.

Credit Recommendation:

In the lower division baccalaureate/associate degree category:

- 3 credits in Language and Literacy in Early Childhood

Credit Rationale: This course will give students the knowledge to support language and literacy development through the creation and implementation of various activities in the classroom.

Reviewed: February 2011

Course Sheet

Course Title: Family/Teacher/School in Partnership

Location: Main Site, Newark, Paterson Sites

Length: 16 Weeks – 68 hours

Effective Dates: February 2011 – Present

Course, License or Certification Description: The objective of this course is to examine the student dispositions toward parents and other extended family pertaining to active parent/family involvement in their child's classroom and total educational environment, and to identify strategies that would effectively enable a nurturing partnership to develop between parent, caregiver and child.

Learning Outcomes: Upon successful completion of this course the student will be able to:

- Identify current dispositions and attitudes towards parents and their active involvement in their child's classroom and educational environment;
- Understand and discuss the basic tenets inherently involved in the 'Attachment Triangle;'
- Understand the contemporary definition of 'family' and welcome all families into the class community;
- Develop strategies that build a collaborative partnership between parents and caregivers for the benefit of the child;
- Design programmatic features that can be incorporated into the student's practice that enhances and supports parent and family involvement in a meaningful partnership.

Methodology: Major topics covered in the course are:

- Your Predispositions Towards Parents
- Your Predispositions Towards Teachers
- The Attachment Triangle
- Strategies for Partnering With Parents
- Why Judgment Harms Parents
- How Parent/Teacher Partnership Benefits Child
- Immigrant Families and Culturally Diverse Families in Children Literature
- Gay/Lesbian Families
- Adoptive Families and Interracial and Interfaith Families
- Challenges of Working with Families

Methods of instruction include: Lecture, Discussion, Simulation/Role Play and Collaborative Learning.

Assessment criteria include: Presentation, Exams, Projects and Lab Participation.

Family/Teacher/School in Partnership
(Continued)

Credit Recommendation:

In the lower-division baccalaureate/associate degree category:

- 3 credits in Home School Partnership

Credit Rationale: This course examines student dispositions towards parents and other extended family partnering to parent/family

Reviewed: February 2011

Course Sheet

Course Title: Guidance of Young Children

Location: Jersey City, Newark and Paterson, New Jersey

Length: 68 Hours (16 weeks)

Effective Dates: September 2003 – Present

Course Description: The objective of this course is to examine processes for observing and recording child behavior; to study strategies that assist children in identifying and expressing their feelings; and to understand methods of changing behavior based on developmentally appropriate expectations using a variety of assessment tools to individualize and improve child guidance.

Learning Outcomes: Upon successful completion of this course, the student will be able to:

- Understand and use a range of observation and recording techniques to inform classroom practices;
- Write evaluative reports to assess children's strengths and skills needing further attention in the areas of emotional and social development;
- Evaluate the effectiveness of strategies and activities to promote growth in the areas of self-identity, emotional well-being and social interaction;
- Discuss the strategies used and expected behavioral outcomes of positive guidance on aspects of classroom management;
- Enumerate adult behaviors that foster young children's ability to solve problems and take responsibility for their own behavior;
- Design intervention strategies that promote prosocial behaviors and appreciation of diversity.

Methodology: Major topics covered in the course are:

- Three Guidance Styles of Caregivers
- Theorists of Human Development
- Discussion Making Model of Caregiving
- Positive Guidance/Discipline Strategies
- Authentic Self-Esteem and Moral Identity
- Resilience and Stress in Childhood
- Anger Management
- Cultural Sensitive and Anti-Bias Practices

Methods of instruction include: Lecture, discussion, simulation/role-play and collaborative learning.

Assessment criteria: Exams, case study, presentations, demonstrations, instructor/supervisor observation and journals.

Guidance of Young Children (Continued)

Credit Recommendation:

In the lower division baccalaureate/associate degree category,

- 3 credits in Guidance of Young Children or Child Development II: Advanced Social and Emotional Development

Credit Rationale: This course covers strategies for implementing theories of social/emotional development in the classroom.

Reviewed: February 2011

Course Sheet

Course Title: Working With Children with Special Needs

Location: Newark and Paterson NJ

Length: 16 Weeks, 68 class hours

Effective Dates: February 2011 – Present

Course Description: This course is designed to provide participants with a coherent knowledge base to work effectively and positively with children with special needs in inclusive early childhood educational settings; the requisite instructional strategies to support accommodations for children with learning disabilities; and the components of professional behavior including adherence to Individuals with Disabilities Education Act (IDEA) codes and developmentally appropriate best teaching practices within a collaborative relationship with Related Services Professionals.

Learning Outcomes: Upon successful completion of this course the student will be able to:

- Understand the educational components of the Individuals with Disabilities Education Act (IDEA);
- Articulate the fundamental principles inherent in the field of early childhood special education;
- Understand that specialized instruction is an important component of curriculum planning;
- Describe and implement modifications for children with learning differences in actual inclusive early childhood education programs;
- Be sensitive and respectful of the differences demonstrated by the children in an inclusive setting;
- Recognize that different strategies may be used to meet the needs of the bilingual and bicultural child for assessment purposes;
- Apply developmentally appropriate best teaching practices within a collaborative relationship with Related Services professionals serving children with special needs.

Methodology: Major topics covered in the course are:

- History of IDEA (Individuals with Disabilities Education Act)
- The “IEP” Process
- Nutrition and Special Needs
- Physical Impairments
- Developmental Delay and Early Intervention Services
- Other Health Impairments – ADHD and ADD
- Autism Spectrum and Asperger’s Syndrome
- Types of Speech and Language
- Specific Learning Disability – Dyslexia
- Child Abuse/Neglect Issues and Special Needs Children

Working With Children with Special Needs (Continued)

Methods of instruction include: Lecture, Discussion, Laboratory, Simulation/Role Play and Collaborative Learning.

Assessment criteria includes: Exams, Demonstration, Presentation and Lab Participation.

Credit Recommendation:

In the lower-division baccalaureate/associate degree category:

- 3 credits in Special Education in Early Childhood

Credit Rationale: The course content, textbook, lecture and lab hours (field experience) are appropriate to an equivalent 3-credit college course in Special Education in Early Childhood.

Reviewed: February 2011