Course Prefix/Number/Title:

EC210 Introduction to Early Childhood Education (3 credits)

Course Description:

This course provides comprehensive coverage of early childhood professions, the field’s historical, philosophical, and social foundations, and the conditions that affect programs for children. In addition, the course examines stages of development and current childcare topics and issues.

Course Objectives:

- Students will compare and contrast the major existing theories that influence early childhood education.
- Students will recognize and incorporate play as a primary tool for children in the acquisition of knowledge and the construction of understanding.
- Students will use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.
- Students will use a variety of strategies to encourage children's physical, social, emotional, aesthetic, and cognitive development.
- Students will demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning.
- Students will learn to adapt strategies and environments to meet the specific needs of all children, including those with disabilities, developmental delays, or special abilities.
- Students will identify/define developmentally appropriate practices for early childhood education as defined by NAEYC and other professional organizations.
- Students will develop an awareness of the ECE profession in order to make career decision, will develop a philosophy and rationale based on early childhood theories and will demonstrate an increased awareness of the complex role of EC professionals.
- Students will become aware of and develop a commitment to the profession’s code of ethical conduct.
- Students will actively seek opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.
Students will understand the role of observation in assessing and planning ECE.
Students will identify current issues and trends, legal issues, legislation, and other public policies that affect children, families, and programs for young children.
Students will learn to serve as an advocate on behalf of young children and their families.

Instructor:

Tanya R. Mooney, M.Ed.

Office:

Thatcher Hall, Room 206, Dakota College at Bottineau

Office Hours:

Instructor will check course email daily, Monday-Friday.

Email:

Use course email. The instructor checks course email once a day, Monday-Friday, excluding holidays and will respond daily. A response can be expected within a day. However, if a message is sent on Friday afternoon, a response should not be expected until Monday. Please plan accordingly.

Lecture/Lab Schedule:

Online. Instructor will check the course at a minimum of once per day, Monday-Friday, excluding holidays.

Textbook(s):

*Early Childhood Education Today w/ MyEducationLab, G. Morrison. 11th Ed., ISBN-10: 0135035325*

Course Requirements:

*Weekly Lectures.* Audio lectures have been provided and students are required to listen to them each week.

*Weekly Readings.* Each week consists of a section in which reading assignment from textbooks and/or articles, manuals, etc. This may also include websites.
**Discussions.** Six discussions are available throughout the course. Students must post an original response and respond to at least two other students to receive full credit. (20 pts each)

**Weekly Activities.** Each week consists of a section that lists all of the activities to be completed for the week. Activities vary each week, however, each one must be completed prior to the due date. All activities close and are no longer accessible at the specified due date and time. (Usually noon the Monday following the week). Activities include discussions, quizzes, assignments, projects, etc. and are all graded. (14 @ 20 pts each)

**Exams.** Two exams (midterm and final) are spaced out over the course of the term. Each exam is worth 200 points.

**Observations.** Observation requirements for this course are met through EC211 Pre-Professional Experiences.

**Grades.** Grades will be calculated by dividing total points earned by the total points possible and will be based on the following percentages:

- A = 90-100%
- B = 80 – 89%
- C = 70 – 79%
- D = 60 – 69%
- F = 0 – 59%

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Discussions (6 @ 20 pts ea)</td>
<td>120 pts</td>
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<tr>
<td>Exams (2 @ 200 pts ea)</td>
<td>400 pts</td>
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<tr>
<td>Weekly Assignments (16 @ 20 pts)</td>
<td>320 pts</td>
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<tr>
<td>Philosophy of Education Paper (1 @ 100 pts)</td>
<td>100 pts</td>
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<tr>
<td>Syllabus Quiz (25 points)</td>
<td>25 pts</td>
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<tr>
<td>Total Points Possible</td>
<td>925 pts</td>
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Tentative Course Outline

Week 1:
- Intro to Online Learning
- Early Childhood Educator’s Professional Development
- Course Projects

Week 2:
- Introduce Philosophy of Education
- Role of professionals

Week 3:
- Ethical Conduct
- Statement of Commitment
- Introduce Lesson Plans

Week 4:
- Professional Organizations & Memberships
- Educational Ladder in ECE
- Advocacy

Week 5:
- Observation and Assessment
- Family & Community Involvement

Week 6:
- Developmentally Appropriate Practices
- Multiculturalism

Week 7:
Environments
Special Abilities
Assistive Technology
Strategies

Week 8:
   Midterm

Week 9:
   Theories & Theorists
   Guidance

Week 10:
   Play as a Learning Tool

Week 11:
   Transitions
   Physical Setting
   Routines

Week 12:
   Current Trends

Week 13:
   Theorist Presentations & Discussions

Week 14:
   Lesson Plan Presentations

Week 15:
   Philosophy of Education Presentations
Week 16:

Final Exam

Course Evaluations

Education & Human Services Objectives (Caregiver Objectives Bulleted):

3. Acquire and apply methods and strategies based on professional industry standards.
   
   3a. Understand the goals, benefits, and uses of assessment.
   
   3b. Know about and use observation, documentation, and other appropriate assessment tools & approaches.
   
   3c. Understand & practice responsible assessment.
   
   3d. Engage in assessment partnerships with families & other professionals.
   
   4c. Knowing & understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines.

4. Embrace the role of experts in education and human services professions.
   
   5a. Identify and involve oneself with the early childhood field.
   
   5b. Knowing about and upholding ethical standards and other professional guidelines.
   
   5d. Integrate knowledgeable, reflective, and critical perspectives on early education.
   
   5e. Engage in informed advocacy for children and the profession.

Relationship to Campus Theme:

The goal of the Caregiver Services Department is to prepare professionals to work in the caregiver industry and provide an educational continuum for degree advancement.
The Caregiver Department is committed to a hands-on learning environment and uses field experiences in caregiving settings as common instructional techniques.

**Classroom Policies:**

**Weekly Course Access:** It is essential to build culture and community in the online environment in order that students collaborate together to build a network of learners. To foster and develop this community, COMMUNICATION is ESSENTIAL. Since the course is a three-credit course, it is reasonable to ask students to log in to the course a minimum of three times each week. This means three separate days (of the students choice according to their schedule) a student is expected to access the course and check the following:

- Course News
- Coffe’E’ Chat
- Discussions
- Course Email

**Quality of Work:** At the college level of learning, it is expected that all work submitted is free of spelling, grammar and punctuation errors. Participation in the course is expected and taken into account when determining course grades. Discussions and information must be thought-out, in-depth, and incorporate new vocabulary and concepts learned during the course.

**Academic Integrity:**

The academic community is operated on the basis of honesty, integrity and fair play. Occasionally, this trust is violated when cheating occurs, either inadvertently or deliberately. This Code will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

1. The primary responsibility of the students, faculty and administration is to create an atmosphere where the honesty of individuals will not be questioned.

   a. Faculty members are responsible for providing guidelines concerning cheating and plagiarism at the beginning of each course, and should use precautionary measures and security in cases where cheating is likely to occur.

   b. Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred.

View the [Plagiarism Tutorial-Pearson Education](#) to learn more about plagiarism, citing sources, etc.
Disabilities and Special Needs:

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.