

Dakota College at Bottineau
Course Syllabus-Fall 2011

Course Prefix/Number/Title:

EC211 Pre-Professional Experiences (2 credits)

Course Description:

This course emphasizes the importance of skillful observation when planning appropriate activities and experiences for children. In addition, the course explores the use of informal and formal assessment strategies to plan and individualize activities and lessons and the use of assessments for determining the ability level of children.

Course Objectives:

- Students will observe children of various ages noting the stages of physical, cognitive, and social/emotional development.
- Students will utilize formal and informal assessments to plan appropriate activities and individualize for special needs.
- Students will use and interpret assessment instruments to determine the ability level of children representing “at risk” populations.

Nature, Technology & Beyond Focus

- Online format allows students to work in industry while attending college.
- Provides students increased access to education and career opportunities.
- Provides diverse, life-long learning experiences.
- Supplies students with the knowledge and tools to continue their education and career, to serve as good stewards of the environment, and to function as responsible citizens.

Instructor:

Tanya R. Mooney, M.Ed.

Office:

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Office Hours:

Monday – Thursday 8 am – 11 am

Email:

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Lecture/Lab Schedule:

This course meets for lecture during the first 8 weeks of course to prepare for the field experiences. The last 8 weeks of the course are used to complete the field experiences and observations. A final meeting time will be coordinated to review field experiences and submit work.

Textbook(s):

- *Basics of Assessment: A Primer for Early Childhood Professionals*, McAfee, Leong, and Bodrova. ISBN:1-928896-18-9

Supplementary materials (provided by instructor within the course):

- Field Experience Information Packet & Workbook

Course Requirements:

Field Experience. A minimum of 24 hours of field experience is logged throughout the course.

Select one of the following projects:

Option A: Professional Resource File. A professional resource file will be composed throughout the course. The binder is intended to be a place to collect valuable information and resources essential to the early childhood professional. CDA students must select this option.

Option B: Field Experience Information Packet & Workbook. A packet containing work expectations and communication between the mentor caregiver and the caregiver student is required to be completed and submitted upon completion of the course.

Instructor Observations (CDA Students Only). Students enrolled in the certificate program are required to schedule an observation with the Caregiver Advisor during the last month of the course. It is the student's responsibility to notify the advisor of this requirement and initiate the scheduling process.

Graded Assignments.

- Selected project (Option A or B) (500 pts)

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%

Assignment	Points Possible
Project	500 pts
Total Points Possible	500 pts

Tentative Course Outline & Schedule

Week	Handouts	Session Topics	Assignments (for next class)
1	"EC211 Field Experiences Information Packet" "Field Experience Agreement" "Filed Experience Workbook"	By the end of this week, the student will be able to: <ul style="list-style-type: none"> • Use the course email system. • Upload files/assignments. • Download "Pronto" to access the instructor via instant chat (Tanya's Class). • Participate in a classroom discussion. • Use the "Question & Answer" feature in the class. • Understand the portfolio/placement requirements. 	_Locate three possible locations for field experiences.
2		By the end of this week, the student will be able to: <ul style="list-style-type: none"> • Explain the meaning and purpose of assessment. • Understand the link between observation and assessment. • Understand the need to develop assessment related terminology. 	
3		By the end of this week, the student will be able to: <ul style="list-style-type: none"> • Explain the process of assessment; gathering, organizing, & interpreting. 	
4		By the end of this week, the student will be able to: <ul style="list-style-type: none"> • Identify reasons to assess young children. • Determine a place to complete field experiences. 	
5		By the end of this week, the student will be able to: <ul style="list-style-type: none"> • Determine what a reliable assessment means. • Determine what a valid assessment means. • Understand the importance of bias-free assessment 	

		<ul style="list-style-type: none"> Identify challenges that may make information skewed. Describe how can activities be individualized for special needs. 	
6		<p>By the end of this week, the student will be able to:</p> <ul style="list-style-type: none"> Explain the usage of classroom assessment Understand the meaning of performance assessment Understand the meaning of authentic assessment Begin to develop a plan of observing during field experiences 	
7		<p>By the end of this week, the student will be able to:</p> <ul style="list-style-type: none"> Understand the development domains. Explain the importance of looking at the whole child. Determine the difference between a standard and a benchmark. Gain an awareness of ELGs (Early Learning Guidelines). 	
8		<p>By the end of this week, the student will be able to:</p> <ul style="list-style-type: none"> Understand the key times to <input type="checkbox"/> Understand the importance of using tools to gather information. Explain the differences between a selected response and a constructed response. Understand the different factors that help to select a procedure/tool to gather information. Field experiences confirmed and scheduled. 	
9-15		Complete Field Experiences.	
16		Meet on Tuesday, December 6 th to submit work and reflect on field experiences.	

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.

4. Embrace the role of experts in education and human services professions.

- 5b. Knowing about and upholding ethical standards and other professional guidelines.
- 5d. Integrate knowledgeable, reflective, and critical perspectives on early education.

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 & Attendance:

It is essential to build culture and community in academic environment in order that students collaborate together to build a network of learners. To foster and develop this community, students are required to participate in the weekly course meeting time. Due to the course meeting once a week, it is essential to not miss any sessions. One session actually equals three classes; therefore, missing even one session will have a large impact on student learning.

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](http://wps.prenhall.com/hss_understand_plagiarism_1/6/1668/427064.cw/index.html) to learn more about plagiarism, citing sources, etc.

(http://wps.prenhall.com/hss_understand_plagiarism_1/6/1668/427064.cw/index.html)

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.