

Dakota College at Bottineau
Course Syllabus-Fall 2010
Online & On Campus

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:

Thatcher Hall New Edition, Room 2213, Dakota College at Bottineau
(701)228-5604 OR 888-918-5623 ext. 604

Office Hours:

The instructor will be available to students on Monday-Friday from 8 am – Noon. Online office hours are the same and are available to online and on campus student. Students access the instructor via the Pronto course tool, introduced during the first week of class.

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:

On Campus.

Class meets in Arntzen I on Tuesdays and Thursdays from 2:20-3:10.

Online.

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

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):

Course Requirements:

Weekly Discussions. Students will participate in weekly discussions. An original post and two responses are required to earn the full points.

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

Pre-Professional Portfolio:

Select one of the following projects:

Non-CDA Students: 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. It also includes observations made during the hours of field experience performed and various other pieces of information.

CDA Students: 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.

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.

- Pre-Professional Workbook/Resource File (500 pts)
- Weekly discussions. (13 @ 20 pts each)

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
Weekly Discussions	260 pts
Total Points Possible	760 pts

Excused Absence Policy. It is the student's responsibility to complete all readings and activities each week. Time management is essential, therefore, students are advised to look ahead into the semester and plan for any vacations, weddings, or planned events. Work is expected to be turned in on time, therefore, work should be turned in PRIOR to leaving for a planned event as late assignments will not be accepted.

In the event that an unplanned emergency occurs, students are expected to communicate with their instructors as soon as possible. This can be done either through email or phone. Emergency contact information is below (simply leave a message that indicates the emergency and when I can expect to hear from you again).

Email: tanya.mooney@dakotacollege.edu

Phone: 701-228-5604

Tentative Course Outline & Schedule

Week 1: Introduction to Class

Week 2: Defining Assessment & Observation

Week 3: The Process of Assessment

Week 4: Why We Assess Young Children

Week 5: Sound Assessment

Week 6: “Doing” Assessment: Assessment in the Classroom & Home

Week 7: What Can, and Should, Be Assessed

Week 8: When to Assess

Week 9: Gathering Information About Children

Week 10: Looking at the Information You Gathered

Week 11: Using Your Assessment Information

Week 12: Making Assessment a Part of Your Classroom

Week 13: Review Assessment and Preparing to go in the Field

Week 14-17: Performing Pre-Professional Experiences & Final Project

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.