



**Course Prefix/Number/Title:** EC 210 Intro to Early Childhood Education

**Number of Credits:** 3

**Course Description:** This course provides comprehensive coverage of early childhood professions, the fields 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.

**Pre-/Co-requisites:** None

**Course Objectives:**

- Students will review the early childhood profession and develop opportunities to grow within the career.
- Students will identify/define child development and developmentally appropriate practices.
- Students will demonstrate effective strategies and techniques to stimulate cognitive, physical, social, and language development in children.
- Students will explain the importance of family, school, and community relationships.
- Students will understand the role of observing, documenting, and assessing to support young children.

**Instructor:** Erika Hamilton

**Office:** Thatcher 203

**Office Hours:** M/W/F 11:00-11:50, T/R 10:00-10:50

**Phone:** 701-228-5425

**Email:** Erika.hamilton@dakotacollege.edu

**Lecture/Lab Schedule:** Wednesday & Friday 9:00-9:50 am

**Textbook(s):**

Early Childhood Education Today – Fourteenth Edition – George S. Morrison  
ISBN 13: 978-0-13-489511-6

**Course Requirements:**

1. Students will complete all assignments in a professional manner.
2. Assignments are graded as the instructor deems appropriate.
3. Work completed is expected to be the student's own. Any instances of plagiarism will result in significant grade reduction.
4. All communication with the instructor and fellow students will be conducted in a professional manner.

**Tentative Course Outline:**

The course will consist of the following:

Description of Assignment/Assessment
<b>Assignments:</b> Students will answer questions, create lesson plans.
<b>Discussions:</b> Students will answer questions and interact with other students.
<b>Definition/Question:</b> Students will be asked to define terms and answer end of chapter questions. This assignment is lengthier than some of the others.
<b>Literacy article review(s):</b> Students read an article and answer questions related to the article.
<b>Final:</b> Students will submit a final project choosing from a set topic list

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

Percentage	Grade	
90-100%	A	Target
80 – 89%	B	Acceptable-high
70 – 79%	C	Acceptable-low
60 – 69%	D	Unacceptable
0 – 59%	F	Unacceptable

**General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):** Employs industry-specific skills in preparation for workplace readiness

**Relationship to Campus Focus:** The goal of the Education and Human Development Department is to prepare professionals to work in the caregiver industry and provide an educational continuum for degree advancement. The Education and Human Development Department is committed to an environment that promotes quality education.

**Classroom Policies:** Students are expected to stay on track throughout the semester. It is recommended that students must utilize Blackboard Messages or email as the preferred contact for timely responses in the course. Reach out anytime with questions or concerns.

**Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Academic Integrity:**

According to the DCB Student Handbook, 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. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

**Disabilities or Special Needs:**

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

**Title IX:**

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.