



**Course Prefix/Number/Title:** EC 211: Assessment, Observation, and Interpretation Techniques

**Number of Credits:** 3

**Course Description:** This course emphasizes the importance of skillful observation when planning appropriate activities and experiences for children. In addition, the course informs 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.

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

**Course Objectives:**

- Examine cognitive knowledge of the philosophical, historical, sociological, and psychological foundations of Early Childhood Education.
- Describe the professional responsibilities of Early Childhood Educators, including maintaining confidentiality, documenting child progress, keeping accurate records, and reporting child progress at appropriate intervals.
- Demonstrate the ability to pose questions and make comments to young children that will advance their learning and thinking.
- Demonstrate, reflect, and translate theoretical practices into actual field-based experiences

**Instructor:** Erika Hamilton, Ed.S.

**Office:** Thatcher 203

**Office Hours:** M/W/F: 11:00-12:00, T/R: 10:00-11:00

**Phone:** 701-228-5425

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

**Lecture/Lab Schedule:** T/R 11:00-12:15, Thatcher 1108

**Textbook(s):** *Assessment in Early Childhood Education: Eighth Edition*  
Sue C. Wortham & Belinda J. Hardin  
ISBN-13: 978-0-13-520652-2

**Course Requirements:** The syllabus and class are subject to change. Any changes will be discussed in class. Your attendance and participation are necessary to success.

**Tentative Course Outline:**

Course Modules	Weeks
<b>Module One:</b> Introduction to Assessment in Early Childhood (Chapters 1-3)	1-4
<b>Module Two:</b> Standardized Tests (Chapters 4 -5)	5-8
<b>Module Three:</b> Classroom Assessments (Chapters 6-11)	9-12
<b>Final Project:</b> Multifaceted final project	13-16

Grades are calculated by dividing total points earned by total points possible, and are based on the following percentages: 90%-100% A, 80%-89% B, 70%-79% C, 60%-69% D, 0-59% F

**General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):** Employs industry-specific skills in preparation for workplace readiness/Demonstrate effective oral and written communication.

**Relationship to Campus Focus:** The purpose of the Education and Human Development Discipline is to educate students for careers as paraeducators, teachers, early childhood professionals, and adult caregivers. The discipline provides coursework which transitions to higher education degrees and work-related skills. Programs must prepare professionals based on industry standards and provide an educational continuum for degree advancement. Dakota College at Bottineau is committed to a hands-on learning environment and uses field experiences in educational settings as common instruction techniques.

**Classroom Policies:** Internet access is necessary for completing and turning in assignments. Regular participation, courtesy, and respect are expected and appreciated. All work completed is your own.

**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.

**AI Student Policy:**

Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

## RESPONSIBILITIES

Students	<ul style="list-style-type: none"><li>• Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work.</li><li>• Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment.</li><li>• In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.</li></ul>
Faculty	<ul style="list-style-type: none"><li>• Determine if the use of generative AI could enhance student learning in any assignment or project.</li><li>• Clearly indicate in all course syllabi if generative AI is allowable for any academic work.</li><li>• If allowable, give specific parameters for how and when generative AI may be used.</li><li>• If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.</li></ul>