Course Prefix/Number/Title: EC 233 Pre-K Methods and Materials

Number of Credits: 3

Course Description: This course focuses on the physical and cognitive development of children, the promotion of literacy, and the utilization of creative experiences in child care settings. Topics include developmental needs of children, age -appropriate activities, cognitive theory and brain research; creative environments, language arts, music/movement, art and aesthetic experiences. Students will evaluate, plan and implement activities that focus on children's needs and interests.

Pre-/Co-requisites: None

Course Objectives: Students will implement activities/lessons through a variety of child-directed and teacher-directed approaches. * Students will recognize, select and/or create curriculum that is developmentally appropriate for the domains of cognitive, social/emotional, motor, aesthetic, physical, and language. Students will demonstrate effective teaching techniques in various curriculum areas, including: science, math, arts, music and movement, literacy, and social studies. Students will demonstrate the ability to use a variety of materials to encourage versatility of thinking and learning in children.

Instructor: Kaley Mills

Office: N/A

Office Hours: Online. Arrange a chat session with the instructor as needed.

Phone: N/A

Email: Blackboard course message system.
Kaley.mills@dakotacollege.edu

Lecture/Lab Schedule: N/A

Textbook(s): Developmentally Appropriate Curriculum 7th ed.
Authors: Marjorie J. Kostelnik, Anne K. Soderman, Alice P. Whiren
Publisher: Pearson
ISNN: 0-13—474767-4

Course Requirements:

Description of Assignment/Assessment	CEC Standard	Points Possible	Points received
Introductions: Students will introduce themselves to fellow students.		1 @ 20 pts	
Discussion: Students post to a discussion board and discuss given question with other students		9 @ 20 pts each	
Variety of other assignments: Student is required to submit a variety of assignments including, but not limited to, lesson plans, essays and comparative analysis.		30 at 25-50 pts each (depending on the assignment)	

Final Project: Multifaceted final project		1 @ 100 pts.	
	Total Points	1,379	

General Education Competency/Learning Outcome(s) <u>OR</u> CTE Competency/Department Learning Outcome(s):

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 a hands-on learning environment and uses field experiences in caregiving settings as common instructional techniques.

Classroom Policies:
At the college level of learning, it is expected that all work submitted is free of spelling, grammar, and punctuation errors. Discussion and information must be thought-out, in-depth, and incorporate new vocabulary and concepts learned during course.

Grades. 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

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	- Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work. - 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. - 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.
Faculty	- Determine if the use of generative AI could enhance student learning in any assignment of project. - Clearly indicate in all course syllabi if generative AI is allowable for any academic work. - If allowable, give specific parameters for how and when generative AI may be used. - 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.