



Course Syllabus

Keep this syllabus for reference throughout the semester

Course Title: Introduction to Early Childhood	Instructor: Brandi Rudland
Course Prefix/Number: EC 210	Office: Thatcher 1109
Class Location: ONLINE	Office Hours: M 8-4:30, T 10-2/4-4:30, W 8-3:00/4:4:30, TH 10-2:00 F 8-3:50 CALL OR EMAIL FOR APPOINTMENT
Lecture/Lab Schedule: ONLINE	Instructor Contact Information: Phone: 701-228-5604 office, 701-822-3112 cell Email: brandi.rudland@dakotacollege.edu Emails will be checked daily, if you need to contact me after hours feel free to call or text.
Credits: 3	
Pre-/Co-requisites: None	

Course Description:

This course provides comprehensive coverage of early childhood professions, the field's 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.

Relationship to Campus Theme:

The goal of the Paraprofessional Early Childhood program is to prepare professionals to work as an early childhood professional and provide an educational continuum for degree advancement. The paraprofessional program is committed to hands-on learning and uses field experiences early childhood settings as common instructional techniques.

Goals/Objectives:

Upon completion of this course, student will:

- Students will compare and contrast the major existing theories that influence early childhood education.
- Students will recognize and incorporate play as a primary tool for children in the acquisition of knowledge and the construction of understanding.
- Students will use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.
- Students will use a variety of strategies to encourage children's physical, social, emotional, aesthetic, and cognitive development.



- Students will demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning.
- Students will learn to adapt strategies and environments to meet the specific needs of all children, including those with disabilities, developmental delays, or special abilities.
- Students will identify/define developmentally appropriate practices for early childhood education as defined by NAEYC and other professional organizations.
- Students will develop an awareness of the ECE profession in order to make career decision, will develop a philosophy and rationale based on early childhood theories and will demonstrate an increased awareness of the complex role of EC professionals.
- Students will become aware of and develop a commitment to the profession's code of ethical conduct.
- Students will actively seek opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.
- Students will understand the role of observation in assessing and planning ECE.
- Students will identify current issues and trends, legal issues, legislation, and other public policies that affect children, families, and programs for young children.
- Students will learn to serve as an advocate on behalf of young children and their families.

Student Outcomes:

<i>The student will demonstrate knowledge of the:</i>	<i>CEC Standard</i>	<i>Evidence/Criteria</i>
Rational for assessment	SEP8K1	Discussions #1-11
<i>The student will have the ability to:</i>	<i>CEC Standards</i>	<i>Evidence/Criteria</i>
Demonstrate basic collection techniques as directed	SEP8S1	Discussion #12; Field Experience Portfolio
Make and document objective observations as directed	SEP8S2	Field Experience Portfolio
Follow instructions of the professional	SEP9S2	Attendance Log & Evaluation
Engage in activities to increase one's own knowledge and skills	SEP9S10	Attendance Log & Evaluation



Class Policies:

- Regular participation
- Regular attendance (**Lack of attendance and participation will effective final grade**)
- Complete all assignments, discussions, tests and quizzes in a timely manner and in the order they are assigned.
- Communication with instructor and fellow students
- Be prepared when class starts.
- Follow campus ethics policy on written work.
- Campus Issued Email be used as primary email.

Required Textbooks and Materials:

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

Course Requirements:

Weekly Readings. Each week consists of a section in which reading assignment from textbooks and/or articles, manuals, etc. This may also include websites.

Discussions. Six discussions are available throughout the course. Students must post an original response and respond to at least two other students to receive full credit. (20 pts each)

Activities. Each week consists of a section that lists all of the activities to be completed for the week. Activities vary each week, however, each one must be completed prior to the due date. All activities close and are no longer accessible at the specified due date and time. (Usually noon the Monday following the week). Activities include discussions, quizzes, assignments, projects, etc. and are all graded. (16 @ 20 pts each)

Philosophy of Education. A philosophy of education paper is due at the end of the course. It is worth 100 points.

Theorist Presentation. Each student will select a theorist and present his/her information. This presentation is worth 100 points.

Exams. Two exams (midterm and final) are spaced out over the course of the term. Each exam is worth 200 points.

Grades: Grades are earned through points and converted into a percentage. Percentages are calculated by dividing the total points earned by the total points possible. Grades are assigned to percentages as follows:

Percent	Grade	
90-100%	A	Target
80-89%	B	Acceptable-high
70-79%	C	Acceptable-low
61-70%	D	Unacceptable
0-59%	F	Unacceptable

Academic and Institution Policies:

Academic Integrity: The academic community is operated on the basis of honesty, integrity and fair play. It is expected that all students, as members of the college community, adhere to the highest levels of academic integrity.

Which Means:

- Students are responsible for submitting their own work. Students work **MUST NOT** be plagiarized.
- Students must not cooperate on oral or written exams or quizzes or work together on other assignments unless it has been authorized by the instructor.

Violations of academic principles such as cheating, plagiarism and other academic improprieties will be handled using the guidelines outlined in the Student Handbook.

Quality of Work:

At the college level of learning, it is expected that all work be submitted free of spelling, grammar and punctuation errors. Participation in the course work is expected and taken into account when determining course grades. Discussion and information must be thought- out, in-depth and incorporate new vocabulary and concepts learned during the course.

Confidentiality

The experiences or problems shared by classmates during meeting time are not to be discussed outside of class. This is preparation for those going into a helping field where confidentiality is stressed in the CEC Standards for Professional Practice.

Help Desk:

For help with Moodle: 1-888-918-5623, 701-228-5623 or email heidi.hall@dakotacollege.edu

For Students with Disabilities and Special Needs:

Please inform the instructor within the first week of classes in any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact Peggy Gregg at 701-228-5477 or email peggy.gregg@dakotacollege.edu

Tentative Course Outline *(Subject to Change)*

Week	Discussion Topic and Activities
1	Building Community in the Online Environment
2	Introduction to Early Childhood Education
3	Ethical Conduct, Statement of Commitment & Lesson Plans
4	Professional Organizations & Memberships, Educational Ladder
5	Observation & Assessment/Family & Community Involvement
6	Developmentally Appropriate Practices & Multiculturalism
7	Special Needs, Assistive Technology and Learning Environments, Reporting Child Abuse
8	Midterm & Philosophy of Education Introduction
9	Theories & Theorists
10	Guidance & Play
11	Transitions, Physical Settings & Routines
12	Child Development & Current Trends
13	Peer Edits & Theorists Presentations
14	Lesson Plan Presentations
15	Philosophy of Education Presentations
16	Final Exams and Evaluations