



Course Prefix/Number/Title: EC 211 Assessment, Observation, & 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: Hattie Albertson

Office: Thatcher Hall #203

Office Hours: MW: 11am-11:50AM, T/TH: 10am-11am

Phone: 701.228.5454

Email: hattie.c.albertson@dakotacollege.edu

Lecture/Lab Schedule: TuTh 11AM-12:15PM Thatcher Hall 1107

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

Course Requirements: Class attendance, participation in class activities and discussion is essential. Students will also be expected to complete work outside of class to be shared with classmates.

Tentative Course Outline:

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

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/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:

- Regular participation is expected to finish all requirements of the class.
- Learning activities will require internet connectivity.
- All work completed shall be 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.