



Course Syllabus

Keep this syllabus for reference throughout the semester

Course Title: Learning Environments for Children	Instructor: Mrs. Kaley Mills
Course Prefix/Number: EC 209	Office: N/A
Class Location: ONLINE	Assignments due Monday by 5pm
Lecture/Lab Schedule: ONLINE	Instructor Contact Information:
Credits: 3	<i>Email: kaley.mills@ndus.edu</i>
Pre-/Co-requisites: None	<i>Emails will have a response within 24 hours if M-F.</i>

Course Description: This course examines methods for creating and maintaining environments that emphasize safety, promote wellness, and encourage exploration and learning. Topics include hazard assessment, safety education, responding to injuries and emergencies, sanitation, meal planning, health education, organizing the environment, and utilizing appropriate materials, plans, and routines

Relationship to Campus Theme: 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 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 instructional techniques.

Goals/Objectives: Upon completion of this course, student will be able to:

- Students will plan for emergencies and injuries and demonstrate knowledge of appropriate response procedures.
- Students will guide and instruct children in using safety rules and emergency procedures.
- Students will identify and describe methods for maintaining environments that promote wellness.
- Students will plan for good hygiene and rituals that promote wellness and demonstrate an understanding of proper nutrition and healthy eating habits.
- Students will organize indoor and outdoor areas that encourage play and exploration.
- Students will create, select, and use materials, toys, and equipment that interest and challenge children.



- Students will plan and implement schedules and routines that support children's Development and learning.

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:

***Creating Environments for Learning: Birth to Age Eight*, Bullard ©2010; Merrill; ISBN-10: 0131585797; ISBN-13: 978013158579**

Course Requirements:

Weekly Readings & Content. Each week consists of reading assignments from the textbook.

Chapter Discussions. Each week includes a Discussion topic. *Students submit an original response and respond to two additional posts to receive full credit (18 @15 pts ea).*

Chapter Reviews. Each chapter review is ten questions long. Students have 30 minutes to complete the quiz. It is extremely helpful to complete the review after listening to the lecture and reading the chapter. *(18 @ 15 pts each)*

Final Project. A final project will be due by the end of the course. (125 points)

Assignment	Points Possible
Discussions (18 @ 15 pts ea)	270 pts
Chapter Reviews (18 @ 10 pts ea)	180 pts
Final Project (125 pts)	125 pts
Total Points Possible	575 pts



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:

Assignments and Participation

Students are required to complete assigned weekly readings, discussions, progress checks and video activities.

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.

For Students with Disabilities and Special Needs:



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Please inform the instructor within the first week of classes in any assistance is required due to disabilities or special needs.

Tentative Course Outline (*Subject to Change*)

Topic	Readings
1	Chapters 1
2	Chapter 2,3
3	Chapter 4
4	Chapters 5
5	Chapter 6
6	Chapter 7,8
7	Chapter 9
8	Chapter 10
9	Chapter 11
10	Chapter 12,13
11	Chapter 14,15
12	Chapter 16,17
13	Chapter 18,19
14	Final Project

***Quizzes and discussions due Mondays at 5pm**