

ECED 131

Foundations of Development and Learning Lab



“Live as if you were to die tomorrow. Learn as if you were to live forever.”
~Mahatma Gandhi

Course Information

- A. Number: ECED 130
- B. Title: Foundations of Development and Learning
- C. Credits: Three
- D. This course is offered Spring 2013 (14)
- E. Schedule: Class Meets Face-to-Face Fridays 9:00 – 4:20 (April 4th, May 2nd, & June 6th) and On-line Weekly
- F. Location: Education Building Room 114
- G. Prerequisite: 230
- H. Co-requisite: 131

Personal Information

Instructor: Mary Rudolph

Office: New Education Building Room 119

Office Hours: Tuesdays, Wednesdays, and Thursdays (9:00 – 11:00)

I encourage you to call and make an appointment if these times are not convenient for you.

Telephone: 275-4771

E-mail: mary_rudolph@skc.edu

Required Materials

- A. Handouts available from the instructor
- B. Stassen Berger, K. (2003 or newer). *The developing person: Through childhood and adolescence*. (6th ed. or newer). New York, NY: Worth Publishers.

Description

Child Growth and Development Lab focuses on utilizing developmentally appropriate practices while working in an educational setting. Students are introduced to a variety of observation techniques and apply these methods when working with children.

Prereq: none

Coreq: ECED 130

Course Objectives

Upon completion of this course students will be able to:

- A. Identify environmental factors that support children at different stages of development.
- B. Conduct child observations to increase their knowledge of child development;
- C. Apply knowledge of developmentally appropriate practices with children.

Cultural Relevancy

Cultural relevancy will be addressed in this lab through the teaching methods and strategies modeled and utilized by the instructors such as the talking circle.

Student Objectives:

1. Students will examine the inter-relatedness of child development theories and practices with the cultures of the Salish and Kootenai Tribes;
2. Students will apply information from the course in their work with children from similar and diverse cultures in order to enhance children's development.

Critical Thinking

This course will encourage critical thinking skills by having students apply and critique information.

Student Objectives:

1. Students will apply information learned in class to improve their work with parents, children, and other professionals;
2. Students will participate in group activities and discussions that utilize critical thinking skills such as problem solving skills, self-evaluation techniques and comparing information to cultural issues;
3. Students will analyze their own skills and abilities in enhancing children's development;
4. Students will problem solve various factors pertaining to the application of material (e.g. How can teachers overcome barriers to obtaining objective data and observations of children?).

Citizenship

Salish Kootenai College defines citizenship as informed and committed participation in the life of one's community at the local, national, and global level. We believe citizens recognize and address community issues, respect the rights of others, and work toward community improvement.

Candidate Objectives:

1. The candidate shows sensitivity to cultural diversity and seeks to understand the perspectives of others.
2. The candidate has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

Communication

Candidates are expected to demonstrate effective oral communication skills when participating in classroom discussion. Candidates will demonstrate satisfactory writing skills through completion of course projects.

Candidate Objectives:

1. Demonstrate effective oral communication skills when participating in class assignments.
2. Use proper writing when completing class assignments.

NAEYC STANDARDS SUPPORTED IN THIS LAB

Standard	Critical Assignments: These assignments are completed at a satisfactory level by all students enrolled in ECED 131.
Standard 1. Promoting child development and learning: <i>Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for all children.</i>	
Standard 2. Building family and community relationships: <i>Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.</i>	
Standard 3. Observing, documenting, and assessing to support young children and families: <i>Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.</i>	
Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families: <i>Candidates understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families.</i>	Observation Assignment #6: Caregiver Observation and Positive Critique
Standard 5. Using Content Knowledge to Build Meaningful Curriculum: <i>Candidates use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child.</i>	
Standard 6. Becoming a Professional: <i>Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.</i>	

Lab Objectives

Upon completion of this course students will be able to:

- A. Recognize the factors that influence development and understand how they affect individual children, including children with disabilities;
- B. Observe, plan for, and interact with children in ways that encourage development in all domains: physical, social, emotional, cognitive, and aesthetic;
- C. Discuss the theories, research, and issues related to human development to colleagues, professionals and parents;
- D. Develop and utilize observation practices in a partnership with parents as one of the several strategies to monitor children's progress.

Lab Requirements: Purposeful and Meaningful Assignments and Assessments:

- A. Attendance and Participation in class activities and discussions (on-line and on-campus)
- B. On-line and face-to-face assignments (x7).
- C. Students will make arrangements for observation sites and complete background checks.
- D. *Complete 7 weekly observation assignments

Credit Hours

Following the SKC Credit Hour Policy, to meet the identified objectives of this lab, this one unit lab, delivered over a 10 week term will approximate:

One hour/week field work

One hour/week on-line.

In addition out-of-class student work will approximate a minimum of one hour each week.

Grading System

a. An Incomplete grade ("I") is NOT an option with the exemption of an exception of an extreme emergency or the death of a family member. In either case, the instructor must be notified within 48 hours.

b. The following is a breakdown of how grades are earned:

Students will make their own arrangements for observation sites and complete the background check. ECED 131 meets concurrently with ECED 130 class time.

Students will complete six on-site observations (not including #6)... (6 x 30).....	180 pts. (60%)
Students will complete Observation #6.....	36 pts (12%)
Attendance and Participation in class activities and discussions...(7 x 12).....	84 pts. (28%)
(on-line and on-campus)	

Total: 300 pts.

Tutors are available for students. Please contact the instructors if you have any questions or need a tutor.

All assignments are due on their due date. Failure to participate and present assignments on their due date will be considered late assignments. Late assignments will not receive full credit. 35% will be deducted on all late assignments.

No late assignments accepted after the last day of class.

Assignments marked with an () designate the assignments that should be saved for your portfolio.

270 - 300 = A
240 - 269 = B
210 - 239 = C
180 - 209 = D
Below 180 = F



ATTENDANCE POLICY

The weekly and/or on-line class meetings are highly interactive and learning occurs through participation in class discussions and activities that are impossible to be duplicated outside of class. It is expected that students attend and participate in all class sessions. Attendance and participation is awarded points for in-class and on-line participation. An opportunity for make-up work is provided on a limited and individual basis for emergency situations. Group assignments or reaction papers (in-class assignments) completed in class cannot be made up. Students are expected to be on time for class and stay until the designated time for dismissal. Arriving late for face-to-face class meetings or leaving before class is dismissed will result in a significant loss of points (after 30 minutes you will not receive any attendance points for that class). (0-10 minutes = minus 0 pts., 11-15 minutes = minus 2 pts., 16-20 minutes = minus 4 pts., 21-25 minutes = minus 6 pts., 26-30 minutes = minus 8 pts., 31 minutes or more = loss of all points). Students must be in class or on-line to complete and present assignments on the day they are due.

Reasonable Accommodation

Reasonable accommodations are provided for eligible students with identified disabilities. SKC complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College's Disability Office, Stanley Fleming (stanley_fleming@skc.edu), and (406) 275-4968 or consult the SKC web page for Students with Disabilities for more information.

It is important that students with disabilities inform their instructors of their disabilities at the beginning of the quarter, in order to facilitate the process of determining appropriate and reasonable accommodations for the individual student.

Faculty reserves the right to change the course syllabus or course content. Students will be provided advanced notice of changes in writing.

Academic Honor Code

All course work shall follow the guidelines of the Academic Honor Code as set forth by the SKC Student Handbook. Do your own work; allow other students to do their own work. **Plagiarism** involves the taking of someone else's words, ideas, or writings and presenting them as your own. Avoid plagiarism, and always acknowledge the ideas of others and cite your sources of information. Violation of the Academic Honor Code may result in failure of the assignment, the course, or possible expulsion from school.

Appropriate Behavior

As an enrolled student of Salish Kootenai College, you are expected to display professionalism and responsibility in attitude and behavior. Treat yourself and others with courtesy and respect.

Course Transferability

Transferability of any SKC course to any other academic institution is entirely dependent upon the program requirements of that other institution.

Course Responsibilities

Knowledge of the course content, class lectures, assignments, and syllabus content are the responsibility of the student regardless of absenteeism. Syllabus content and calendars are tentative; instructors will notify you of any changes.

Study Time Expectation

Students are expected to spend one (1) hour in class and a minimum of two (2) hours outside the class per week per every credit hour.