

DINÉ COLLEGE
CDTE MASTER COURSE SYLLABUS

COURSE NUMBER	ECE 111
COURSE TITLE & CREDITS	Introduction to Early Childhood Education, (3 credits)
SEMESTER	
CLASS MEETING TIME(S)	
LOCATION	
INSTRUCTOR	
OFFICE LOCATION	
OFFICE PHONE NUMBER	
E-MAIL	
OFFICE HOURS	
BEST CONTACT METHOD	
PREREQUISITE (if any)	ENG 101 or NAV 212

COURSE DESCRIPTION

This survey course covers major concepts across basic areas of study in early childhood education. It focuses on curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children from birth through eight years old. The course integrates curriculum across content areas, using home language, experiences, and cultural values, it is taught in Navajo. It can be applied toward all eight CDA Subject Areas. It also counts toward an Arizona ECE endorsement.

The language of instruction will be 50% Navajo.

COURSE OUTCOMES

The pre-service teacher...

Nitsáhákees:

- Understands theories about learning styles and preferences in Navajo and multicultural contexts
- Understands significance of time, space, relevance, and learners' attention in establishing effective learning environments
- Understands concepts and structures of the disciplines that she or he teaches
- Understands central role of assessment in effective instructional design (e.g., Backward Design)
- Understands families of instruction (e.g., direct, inquiry, social, personal, SIOP, and different kinds of units for lesson and unit development)
- Understands multiple strategies for having learners demonstrate their knowledge through a variety of products and performances
- Understands laws, professionalism, and community expectations as they pertain to the teaching profession
- Understands K'é as a system for building relationships with students, families, and colleagues

Nahat’á:

- Integrates K’é into curriculum and instructional practices

Iiná:

- Demonstrates mastery of instructional content by passing subject knowledge exams
- Applies K’é with student, families, and colleagues

Sih hasin:

- Believes that all children can learn
- Demonstrates self-direction based on concepts of t’áá hó ájít’éego as’ah oodáál dóó t’áá hó ájít’éego hózhóogo oonish
- Values k’é as a system for building relationships with students, families, and colleagues

InTASC STANDARDS

Learner and Learning
#2 <i>Learner Differences.</i> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. #3 <i>Learning Environments</i> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Content Knowledge
#4 <i>Content Knowledge.</i> The teacher understands the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
Instructional Practice
#6 <i>Assessment.</i> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. #7 <i>Planning for Instruction.</i> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. #8 <i>Instructional Strategies.</i> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Professional Responsibility
#9 <i>Professional Learning and Ethical Practice.</i> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. #10 <i>Leadership and Collaboration.</i> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

ESSENTIAL QUESTION

Why do you want to be an early childhood teacher?

SUGGESTED TEXTS AND RESOURCES

COURSE AND PROGRAM ASSESSMENTS

Create research summaries

GRADING POLICY

You will earn a course grade by compiling points-per-assignment. Each of the assignments is worth a certain number of points as indicated above. You will receive no points for late assignments. Grades will be calculated by dividing points earned by total possible points, which creates a percentage, which translates into a traditional letter grade as follows:

- 100-90% = A
- 89-80% = B
- 79-70% = C
- 69-60% = D
- 59% or less = F

SCHEDULE (Optional)

ATTENDANCE POLICY

As teacher candidates, attendance for every class period is important and expected. An absence from class or practicum teaching is granted only in the case of:

- A verifiable illness (a doctor's statement may be requested).
- Being a patient in a Navajo or other traditional/religious ceremony (again, a medicine-person's or equivalent's signed, notarized statement may be requested).
- A death in the immediate family.

All instructors must be contacted individually beforehand to request an absence. Instructors can be contacted in person, by phone, or by email. Do not leave a message with another faculty or staff person.

DISABILITY SUPPORT SERVICES

Diné College is committed to providing college-wide educational support and assistance for students with documented disabilities. Students who have learning disabilities, sensory impairments, psychological disabilities, or physical conditions are encouraged to meet with a Disability Coordinator to discuss resources and reasonable accommodations.

The following services are available: classroom accommodation, testing accommodations, educational coaching and referral for academic support services, career advising, and supportive counseling. Eligibility for services is dependent upon documentation of individual's specific disability.

The Disability Support Services are available at the Tsaille and Shiprock Campuses. Community Campus students seeking accommodations are encouraged to contact one of the two offices: Tsaille (928) 724-6856 or Shiprock (505) 368-3627.

ACADEMIC INTEGRITY

Students are responsible for the integrity of their academic work. Examples of academic dishonesty include but are not limited to, obtaining unauthorized assistance in any academic work: cheating on a test; plagiarism; quoting without proper credit; modifying any examination, paper, record, report or project without the instructor's approval for obtaining additional credit or an improved grade; and, representing the work of others as one's own. Some of the penalties that may be imposed include: warning (written or oral); reducing the grade for the assignment, test, or project; reducing the grade for the course; assigning a failing grade for the course; dismissing the student from the course and issuing a grade of "W"; academic probation or and recording the decision in the student's academic record.