

T&L 2900— Early Childhood: Program Planning

Course at a Glance

Instructor: Aumony Dahl

Length: Approximately 45 hours, complete in 4 months

Dates: Rolling admission

Number of Graduate Professional Development Credits: 3, from the University North Dakota

Introduction

Early Childhood: Program Planning is an interactive distance learning course designed to give you a new perspective on planning and implementing developmentally appropriate practices for young children from birth through age eight. In this course you will learn what is meant by curriculum, assessment, evaluation, and program planning as these terms apply to early childhood education. We will discuss several historical perspectives and theories on child development and examine best practice for early childhood education. We will also examine key concepts and specific activities for teaching various curricular content areas, including language and literacy, mathematics and science, and the expressive arts.

This course is designed for anyone planning programs for young children--child-care providers, early childhood educators, and health care or social services providers, to name a few.

This online, self-paced program can be started and completed at the student's own leisure **within four months from the UND assigned course start date after enrollment.**

CDA Related Information: This course is one part of a five part series on early childhood education. Upon completion of all five courses, you will have covered all of the CDA Competencies to prepare you to take the CDA exam (**applicable in certain states, not in North Dakota**). This course specifically covers CDA Competencies 1-9, 12, and 13 (**Check your individual state requirements**), which all relate to the establishment of well-run, purposeful programs for young children that are responsive to individual needs and advance the development of the whole child.

Other courses in this five part series includes:

- Early Childhood: Family Centered Services, 2 credits
- Early Childhood: Observation & Assessment, 3 credits
- Early Childhood: Typical & Atypical Development, 3 credits
- Early Childhood, Infant and Toddler Mental Health: Issues & Information for Educators, 2 credits

Learning Objectives

As a result of this course, participants will demonstrate their ability to:

- Identify the general guidelines for early childhood curriculum, assessment, and evaluation as presented by NAEYC.

- Explain the key components of a developmentally appropriate practice (DAP) for young children.
- Discuss numerous ways to make adaptations, accommodations, and modifications for students with special learning needs.
- Explain the *three principles for learning* presented by the National Research Council (1999) that directly apply to classroom teaching for children of all ages.
- Discuss research-based positions and standards for various curricular content areas.
- Identify and plan key components of an integrated early childhood curriculum that fosters curiosity and promotes the process of inquiry.
- Describe a variety of ways to integrate language and literacy, mathematics and science, and social studies and expressive arts activities in meaningful ways throughout the early childhood curriculum.

Session Topics

Program Planning has been divided into four chapters. While the first chapter of the course provides an overview of general considerations and approaches for early childhood curriculum, assessment, and evaluation, later chapters of the course will take a more in-depth look at appropriate curriculum for various age groups such as infants & toddlers, preschoolers, and primary school children. Curricular considerations for integrating specific content areas such as language and literacy, math and science, and social studies and expressive arts will also be discussed.

- Chapter 1: Developing Appropriate Programs for Young Children – A Look at Curriculum, Assessment & Evaluation
- Chapter 2: Developing Appropriate Programs for Young Children – A Look at Language & Literacy
- Chapter 3: Developing Appropriate Programs for Young Children – A Look at Mathematics & Science
- Chapter 4: Developing Appropriate Programs for Young Children – A Look at Social Studies & Expressive Art

Course Materials

This computer-based instruction course is a self-supporting program that provides instruction, structured practice, and evaluation all on your home or school computer. Technical support information can be found in the Help section of your course. There are NO required textbooks.

Assignments & Examinations

Assignments-

This course has two required writing components. **ALL ASSIGNMENTS ARE REVIEWED.**

1) **Essay Requirement: Critical Thinking Questions**

There are four Critical Thinking Questions that you must complete. You will do research on the questions and write brief essay responses relating it to the course content (and your personal experiences, when possible).

2) **Essay Requirement: Journal Articles**

This task requires you to write a review of three peer-reviewed or scholarly journal articles (blogs and news articles are not acceptable) of your choice on a topic related to this course.

Examinations-

At the end of each course chapter, you will be expected to complete an examination designed to assess your knowledge. There are a total of 4 exams in this course. You may take these exams a total of three times.

Grading

This online course uses **Letter Grading (A, B, C, or F)**.

- **Writing assignments for this course comprise 50%** of the final grade.
- **The remaining 50% of the grade will be the average from the four (4) course examinations.**

Course Grading Scale for Letter Grades:

A = 90 - 100% of total score

B = 80 - 89%

C = 70 - 79%

F= below 70%

Scholastic Dishonesty

Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the UND Code of Student Life; Appendix IIIa-3, at: <http://und.edu/student-affairs/code-of-student-life/>