Mayville State University

EC 210 Introduction to Early Childhood Education (27775)

August 25-October 19, 2025
3 Credit Hours

Course and Instructor Information

Instructor Name: Dr. Ann Willeson

Contact Information:

Office: 116 L

Email: ann.willeson@mayvillestate.ed

Work phone: 701-788-4796

Hours of Availability:

Monday- Friday: As Posted or by Appointment

Instructional Mode: On-campus face-to-face.

Course Dates: August 25-October 19, 2025

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Meeting Times and/or Location: Education 102, MWF 9-9:50

Course Materials and Technologies

Required

OER*: Introduction to Curriculum for Early Childhood Education*. This is a PDF on Blackboard under Course Introduction & Syllabus

MSU Technology Requirements
Blackboard

Use of Artificial Intelligence in this Course

You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it must be properly quoted and cited every time it is used. Failure to do so constitutes an academic integrity violation, is considered plagiarism and will have the same consequences as other violations of academic integrity.

Course Description

Teacher candidates will learn about the early childhood professional pathways and early childhood theoretical and social foundations. To be effective teachers with this age group (Birth to Eight), teacher candidates need specialized knowledge of the growth and development of a child's physical, motor, affective, social, cognitive, and language development. These developmental areas are studied through the lenses of Developmentally Appropriate Practices, Ethical Practices in Early Childhood, the impact of the learning environment, and Early Childhood Standards.

Co-requisites: EC 211

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Conceptual Framework

Teacher Education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document 'Conceptual Framework' provided in the course shell.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Early Childhood Education Program Approval Standards through North Dakota's Education Standards and Practices Board (ND ESPB):

1. Students will describe the theoretical and social foundations of Early Childhood Education. (InTasc 1, NDECS 3, NAEYC 1, CECEC 3, SLO 1)
2. Students will describe the physical, social, affective, language, and cognitive development stages of children ages birth to eight years of age. (InTasc 1, NDECS 3, NAEYC 1, CECEC 3, SLO 1).
3. Students will explain the value of play in developing young children's social, affective, physical, language, and cognitive growth. (InTasc 1, NDECS 3, NAEYC 1,4, CECEC 3, SLO 1).
4. Students will demonstrate the use of a developmentally appropriate classroom environment in developing physical, motor, affective, social, cognitive, and language skills. (InTasc 1, NDECS 3,9, NAEYC 1,4, CECEC 3, SLO 1).
5. Students will describe how the ethical code of conduct is used to work through daily interactions within the field of Early Childhood Education. (InTasc 9, NDECS 6, NAEYC 6, CECEC 6, SLO 4).
6. Students will define and implement developmentally appropriate practices (DAP) in Early Childhood Education. (InTasc 1, NDECS 3,9, NAEYC 1,4, CECEC 3, SLO 1).
7. Students will demonstrate an awareness of the profession of Early Childhood Education and begin making decisions about career choices. (InTasc 9, NDECS 6, NAEYC 6, CECEC 6, SLO 4).

Standards Alignment (Early Childhood Education Program Approval Standards-ND ESPB):

- 1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.
- 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.
- 1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.
- 1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.
- 4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.
- 4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.
- 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.
- 6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.
- 6b: Know about and uphold ethical and other early childhood professional guidelines.
- 6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.
- 6d: Engage in continuous, collaborative learning to inform practice.

- 6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

InTASC Principles:
- **Standard #1: Learner Development**. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #9: Professional Learning and Ethical Practice**. 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.

ND Early Childhood Teacher Education Standards:
- **Standard 3: Teaching:** The program uses a variety of developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the program's curriculum goals.
- **Standard 6: Staff Competencies, Preparation, and Support:** The program employs and supports a teaching and administrative staff that have the qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests.
- **Standard 9: Physical Environment**: The program has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment, and materials to facilitate child and staff learning and development.

NAEYC:
- **Standard 1: Child Development and Learning in Context:** Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.
- **Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices**: Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.
- **Standard 6: Professionalism as an Early Childhood Educator:** Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

CEC EC Standards:
- **Standard 3:** Curricular Content Knowledge
- **Standard 6:** Professional Learning and Ethical Practice

Program Student Learning Outcomes (SLOs) Addressed in This Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

- **Introduce/Reinforces SLO #1:** Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.
- **Introduce/Reinforces SLO #4:** Students will take responsibility for student learning, collaborative relationships, their own professional growth, and the advancement of the profession.

Instructional Strategies

Written Reflection	Academic Writing	Inquiry & Research	Modeling
Case Studies	Graphic Organizers	Videos	Presentations
Discussion	Critical Thinking	Direct Instruction	

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Course Expectations

- **APA Format (AMERICAN PSYCHOLOGICAL ASSOCIATION)** Any papers that include research references must include citing and references in APA format. The APA Formatting and Style Guide: http://owl.english.purdue.edu/owl/resource/560/01/
- Writing Expectations: Being able to express one's thoughts in a clear and well thought out manner is held in very high regard in this course. Early Childhood Education is a profession, and professionals must be able to write well. It is suggested that students have their work proofread by a reliable person or that they access The Writing Center for assistance with their writing.

Instructor/Student Communication

- Students are accountable for all academic communications sent to their Mayville State University email address.
- Email communication-allow at least 24 business hours for a response.
- Email will be checked daily M-F 8 am-5 pm. Emails received during weekends will be responded to by Monday.
- Ensure that you are responding professionally. Refrain from using texting language.
- I encourage you to contact me to discuss any questions, concerns, or suggestions. Student input is important to make this course a worthwhile experience

Assignments and Assessments

To enhance your learning experience in this course the following is expected:
- Always ask questions- I am here to provide support, so you are successful in this course.
- Complete all assigned reading.
- Submit all your assignments by due dates, there are drop boxes for each assignment.
- Give yourself an appropriate amount of time to complete assignments.
- Make sure you read all assignment directions thoroughly.

Evaluation and Grading

The goal of evaluation is to assess if students gained the knowledge, skills, and dispositions that will result in increased competence in early childhood education.

Grading Policies

- Late work is determined by the date in the Dropbox. Late assignments will receive partial credit.
- Please do not email your work, post your work in the dropbox in Blackboard.
- Please plan, do not wait until the last minute to post assignments. Each assignment is given sufficient time for completion; it is up to you to take advantage of this allotted time.
- It is the student's responsibility to monitor graded assignments. Checking the grade section of Blackboard is the best way to be sure that assignments have been submitted. You can expect to see your grade for each assignment within 10 days of the due date.

Attendance/Participation Policies

- Attend and Participate in all course meetings, unless excused for University events or illness.
- If a student is absent from class, it is the student's responsibility to access the information and assignments on Blackboard.
- Participate in discussions in a professional manner.

Grading Scale

94-100(250-234) =A   93-87(233-219) =B   86-80(218-199) =C   79-72(198-179) =D   71-0(178-0) =F

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Breakdown of Grades

Professional Pathways (40 points) Historical Figures and Early Childhood Philosophies (15 points) Early Childhood Research Paper (70 points) Journal Summary Assignment (10 points) Research Connections (10 points) Critical Thinking Activity (10 points) Ethical Scenario (25 points) Planning for Children's Learning (70 points) Total: 250 points

Enrollment Verification

Enrollment Verification: Introductions Activity Week 1

On-Campus Course Statement

The U.S. Department of Education requires instructors to conduct an activity which will validate student enrollment in this course. Class attendance will be used to verify enrolment in on campus courses. If you do not attend, your enrollment in this course will be at risk.

Proctor Notification

No proctors are required for this course.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:
- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Late Arrivals

The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized for missed assignments, but the student is still responsible for learning the course material that was covered during their initial absence.

Course Timeline/Schedule

The 8-week course is laid out in detail in Blackboard. The assignments and due dates are posted in each weekly folder on Bb. "Course Timeline and Schedule are subject to change as deemed necessary by the instructor."

Week 1 Professional Pathways in EC
Week 2 Early Childhood Education Today
Week 3 Code of Ethics
Week 4 Developmentally Appropriate Practice, Play

Week 5 Curriculum, Play
Week 6 Planning for Children's Learning, ND Standards
Week 7 Science, Language/Literacy, Creative Arts
Week 8 Physical Development, Mathematics, Brain Development

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References / Bibliography

Allen, K. & Cowdery, G. (2015). *The exceptional child* (8th). United States: Wadsworth Cengage Learning.

Paris, J., Beeve, K., & Springer, C. (2019). *Introduction to Curriculum for Early Childhood Education*. College of the Canyons

NAEYC. (2011). *Code of Ethical Conduct and Statement of Commitment*. NAEYC

Recchia, S. & Lee, Y. (2013). *Inclusion in the early childhood classroom: What makes a difference?,* New York: Teachers College

Press.

Turnbull, A., Turnbull, H. R., Erwin, E. J., Soodak, L. C., & Shogren, K. A. (2015). *Families, professionals, and exceptionality:*

Positive outcomes through partnerships and trust (7th ed.). Boston, MA: Pearson.

Turnbull, A., Turnbull, R., Wehmeyer, M. L., & Shogren, K. A. (2013). *Exceptional lives: Special education in today's*

schools (7th ed.). Boston, MA: Pearson.