

**New Course Proposal**  
Submit completed form electronically

**1. Course prefix and course number:** ECD 300

**2. Course title:** ECD Orientation

**3. Abbreviated title for class schedule** (30 characters or less): ECD Orientation

**4. Credit hours:** 1

*(note: if credits are variable, list range of credits (e.g. 1-8 credits))*

**5. Catalog description:**

Provides incoming ECD students with a comprehensive review of the online degree-completion program and major expectations, guidance on program plan development, useful tools for Moodle and Google Suite applications, and support in remedial writing and professionalism practices for the growing ECD professional.

**6. Prerequisites** *(to add each additional prerequisite, start a new line):* None

*(See attached Note for samples)*

A. (course prefix, (space) and number)      or      or      or

B. (course prefix, (space) and number)      or      or      or

C. (course prefix, (space) and number)      or      or      or

**7. Co-requisites (including labs, if any):** None

A. (course prefix, (space) and number)      or      or      or

**8. Major/Class restrictions: Please indicate any class or major restrictions:** Restricted to ECD majors.

**9. Is course repeatable?** No      **If Yes, list maximum credits:**

**10. Labs requirements: If course includes a lab: # of hours lecture:**      ; **# of hours lab:**  
No Lab

**11. Fees: List any course fees:** None

**12. Grade Mode:** Graded Only

**13. CIP Code: Six-digit CIP code** (check with your Division Director):

**14. Special qualifications; Is course proposed for (yes/no):**

A. **University Studies?** No      **If yes, list Strand(s)** NA

B. **Honors?** No

**15. Cross-listing: List any cross-listing:** None      and      and      and

**16. Strategic justification for proposed course:**

**A. Rationale: What is the overall strategic rationale for offering this course?**

This course prepares incoming Early Childhood Development program students with the necessary skills required to navigate SOU degree and ECD major requirements. It introduces students to SOU's online course platform, Moodle, by integrating various assignment types to build confidence and familiarity with successful platform operation. Finally, ECD Orientation sets the stage for meeting programmatic outcomes imbedded in coursework throughout the program.

**B. Alignment:**

**1. How does this course align with the unit's mission plan?**

Early childhood educators face barriers unlike any of their teacher peers in the K-12 realm. Beyond the lack infrastructural support and financial investments from state and government in the workplace, EC educators seeking higher education are typically representatives of non-traditional, underserved populations. The ECD Orientation is designed to act as a conduit for smooth transitioning from the community college to university level. Students are equipped with remedial skills in writing, professional communication, technical web and Google Cloud operations, time management, and more as needed. The orientation course sets the tone for the program's holistic approach to teaching along with appropriately rigorous coursework and high academic expectations.

**2. How does the course fit into the rest of the unit's curriculum?**

Students review NAEYC (National Association for the Education of Young Children) core standards and competencies and reflect on their work as EC professionals. Students identify their core traits as professionals and begin to draft their professional disposition and education philosophy statements that will be updated and fine-tuned throughout their time at SOU.

**C. Enrollment: What is the new course's estimated enrollment each time it is offered over a three-year period?**

**Year 1:** 20 students; **Year 2:** 20 students ; **Year 3:** 20 Students

**D. Resource evaluation: What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?**

**1. Faculty:**

- a. Who will teach the course?** Kayla Rapet
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations.** Adjunct Instructor

- c. **If additional faculty members are needed, how will that need be met?**  
No additional faculty members are needed. This instructor is highly qualified to teach the curriculum designated for this course.

**2. *Facilities:***

**Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met.** Access to Moodle, the online class management platform.

**3. *Other:***

- a. **Are Hannon Library resources sufficient to meet the needs of this course?** Yes

- b. **Are any other resources needed to support this course?** Active student accounts, Moodle access, and access to the internet.

**If so, please explain how they will be obtained.** All active admitted students should have access.

**E. External impact:**

- 1. What is the expected effect of this course on existing programs elsewhere in the university?** No impacts are anticipated.

**NOTE:** Please document your contact with other academic programs which may be affected by this new course and the response you received.

- 2. Will any of your prerequisites affect other academic programs?** No

**NOTE:** Please document your contact with other academic programs which may be affected by this new course and the response you received.

**17. Syllabus (condensed)**

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

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Signature of Division Director

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Date

4/29/16

# **ECE 300**

## **ECD Orientation (1 Cr.)**

### **Condensed Syllabus**

#### **Southern Oregon University**

#### **Course Description**

Provides incoming ECD students with a comprehensive review of the online degree-completion program and major expectations, guidance on program plan development, useful tools for Moodle and Google Suite applications, and support in remedial writing and professionalism practices for the growing ECD professional

#### **Course Goals or Outcomes**

Students completing the Orientation course will be able to:

- Outline the Bachelor of Science degree requirements at SOU
- Outline ECD major requirements
- Prepare a program plan of study and register for appropriate courses
- Demonstrate an understanding of how to use the discussion forum and complete assignments in Moodle
- Utilize Google Docs and other Google Suite applications to complete and compile program coursework
- Practice professionalism and communicate effectively to classmates and professors
- Highlight

#### **SOU ECD Program Student Outcomes (2018-19)**

- Communicate effectively in writing, speech, and technology.
- Access and evaluate information resources to become critical thinkers of developmentally effective practices in early childhood education.
- Engage in the community through service projects and fieldwork in early childhood, schools, and other community settings.
- Examine personal attitudes, values and beliefs, and develop advocacy and leadership skills and professionalism to apply in diverse settings.

#### **Texts and Materials:**

There are no required texts for this course. Recommended readings include:

*Reflecting in Communities of Practice: A Workbook for Early Childhood Educators*  
By Deb Curtis, Debbie Lebo, Wendy C.M. Cividanes, and Margie Carter (2013)

#### **Class Format**

This is an online course. No asynchronous meetings are required.

## Assignments:

| Criteria   | Points    |
|--|-----------|
| <b>Attendance and Participation (Daily)</b><br>Practice professionalism, check into Moodle daily, demonstrate college level writing, meet the due dates for assignments and discussion forums, & practice professional communication.  | 5 points  |
| <b>Forum</b><br>Introduce yourself and respond to three of your peers.   | 10 points |
| <b>Email Builder Assignment (first &amp; second drafts: 10 &amp; 5 points, respectively)</b><br>Review the guidelines for generating a clean, clear, and professional email. Practice building an exemplar of your own.  | 15 points |
| <b>Raider Registration Online Orientation Quiz</b><br>You may have already completed the online Raider Reg. before the beginning of the term. It is recommended you review the Raider Reg. orientation before (or during) your quiz. To access the course, visit the link provided in Moodle. If you haven't reviewed the Raider Reg. site, or if you need assistance gaining access, please email your instructor.  | 10 points |
| <b>Program of Study Knowledge Quiz (10 points)</b><br><b>Self-Designed Program Plan (first &amp; second drafts - 10 points each)</b><br>You will develop your own Program Plan for your bachelor's degree. This is based on your previous coursework, your daily schedule, and your individual work pace. Therefore, everyone's program plan will look different and unique. A sample template is available on Moodle.   | 30 points |
| <b>Professional Position Statement (500-600 words)</b><br>This position statement is about you as a reflective practitioner who is dedicated and passionate about the early childhood profession. In this paper, (1) define your quality, identity, and position as an early childhood professional, (2) refine your beliefs and values in child development and learning, and (3) explain how you will be a positive, compassionate, dedicated, intellectual educator in nurturing young children in their natural learning and development. This is a position statement of you as an early childhood professional--one who will make a difference in the lives of young children and their families. This position statement may be used for developing your philosophy statement, job employment, or professional career direction. Post the final position paper by the due date on Moodle. | 20 points |
| <b>Google Docs Exploration Assignment</b><br>Students will review a ten-minute tutorial on how to use Google Docs and submit a sample document.  | 10 Points |