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Virtual Campus

School of Education

**UNIVERSITY MISSION STATEMENT**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

**COURSE NUMBER & NAME:**

ECHD 3301-VC01 Principles of Caring for Preschool Children

**TERM:**

Winter 2018-19 (November 12, 2018 – February 16, 2019)

**INSTRUCTOR:**

Sharon Kern McCall, PhD

**CONTACT INFORMATION:**

WBU Email: mccalls@wbu.edu

Preferred Contact: Contact at any time through Blackboard Message the Instructor

**COURSE MEETING TIME & LOCATION:**

Class is scheduled online via Blackboard through the WBU Virtual Campus. Please review the syllabus and course outline immediately. Weekly access and participation is required. Assignments must be completed by the date indicated.

**CATALOG DESCRIPTION:**

# This course serves as overview of basic principles that represent best practices in early childhood education. Emphasis on appropriate learning environment with practical applications based on current research. Students will observe developmental levels, design appropriate activities, and support children in their learning.

**PREREQUISITE:**

None

**REQUIRED TEXTBOOK:**

Gestwicki, C. (2017). *Developmentally Appropriate Practice: Curriculum and Development in Early Education – 6th Ed.* Boston, MA: Cengage. [ISBN: 978-1-305-50102-7]

**TECHNOLOGY REQUIREMENTS:**

1) Communication with the professor: send messages through [Blackboard](mailto:phippss@wbu.edu) *Message the Instructor* at any time

2) **Accessing the internet on a weekly basis is a requirement for this course**; we will use Blackboard as the learning system. Please review all the documents found in “Course Materials” tab. This is where you will find instructions, rubrics, assignments, etc.

3) Familiarity with Microsoft Word, PowerPoint, and other software common to the practice of education is required for successful completion of the course.

4) Access to WBU Learning Resources [www.wbu.edu/lrc](http://www.wbu.edu/lrc)

**COURSE OUTCOMES AND COMPETENCIES:**

1. Students will use developmental knowledge to create healthy, respectful, supportive and challenging learning environments.
2. Students will know and understanding the multiple influences on development and learning.
3. Students develop a broad definition describing the roles children assume as individuals, as group members, as family members, and as members of cultural and linguistic communities.
4. Students will use their understanding of the characteristics and needs of young children to create environments that are healthy, respectful, supportive, and challenging for all children.
5. Students will use their understanding of pedagogy and practice to foster relationships with children and their families.
6. Students will use their understanding of relationships with children and families to promote positive development and learning content knowledge through developmentally effective approaches.
7. Students will use systematic observation to document the qualities, needs, and attributes of children.

**MEANS FOR ASSESSING STUDENT COMPETENCIES:**

1. Students will complete assignments that are practical and purposeful for learning the concepts defined in the course.
2. Discussion boards will be used for students to share ideas and develop concepts related to their personal practice of early childhood education.
3. Students will complete a variety of assignments and observations, practice assessment and analysis of information, consider philosophy and ethics in regard to early childhood education, and complete projects to demonstrate skills and knowledge acquired in this course.
4. Tests will be used to measure understanding and application of concepts of early childhood education and problem solving in scenarios related to educator dilemmas.

**ATTENDANCE REQUIREMENTS:**

As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

**STATEMENT ON PLAGIARISM & ACADEMIC DISHONESTY:**

Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**DISABILITY STATEMENT:**

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

**COURSE REQUIREMENTS and GRADING CRITERIA:**

Assignments and Points:

1. Weekly Assignments (10 @ 10 pts each)  **=** 100 points
2. Weekly Discussions (10 @ 10 pts each) = 100 points
3. Physical Environment Project = 50 points
4. Social Emotional Project = 50 points
5. Learning Environment Project = 50 points
6. Two Tests (25 points each) = 50 points
7. Final Exam = 100 points

**Total Points = 500**

450 – 500 = A 400 – 449= B 350 – 399 = C 300 – 349 = D < 300 = F

**Grade Appeal Statement**:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**IMPORTANT DATES:**

Course Begins:  November 12, 2018

Last day to drop or withdraw without record/Census Date: December 4, 2018

Last day to ofﬁcially drop or withdraw with “W”:  January 25, 2019

Last day to ofﬁcially drop or withdraw with “WP/WF”:  February 1, 2019

Winter Term Ends: February 16, 2019

# TENTATIVE SCHEDULE

The instructor reserves the right to amend the course outline as needed during the course.

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| **Session/Date** | **Content** | **Assignments Due** |
| **Module 1 – DEFINING DEVELOPMENTALLY APPROPRIATE PRACTICE** | | |
| **(1)**  **Week of**  **Nov 12-18** | Review Syllabus, Course Format, Assignments, and Assignment Rubrics; Philosophies of High-Quality Early Childhood Education | Due Sunday, November 18  Weekly Assignment #1  Discussion #1 |
| ***November 19 – 23 Thanksgiving Break*** | | |
| **(2)**  **Week of**  **Nov 26-Dec 2** | **Chapter 1** – Defining Developmentally Appropriate Practice | Due Sunday, December 2 Weekly Assignment #2  Discussion #2 |
| **(3)**  **Week of**  **Dec. 3-9** | **Chapter 2** – Understanding Play: Its Importance in Developmentally Appropriate Practice | Due Sunday, December 9  Weekly Assignment #3  Discussion #3 |
| **(4)**  **Week of**  **Dec. 10-16** | **Chapter 3** – Planning for Developmentally Appropriate Curriculum  **Chapter 4** – A Consideration of Various Curriculum Models | Due Sunday, December 16  Weekly Assignment #4  Discussion #4 |
| **Module 2 – DEVELOPMENTALLY APPROPRIATE PHYSICAL ENVIRONMENTS** | | |
| **(5-a)**  **Week of**  **Dec. 17-19** | **Chapter 5** – Developmentally Appropriate Physical Environments: For Infants | Due Wednesday, Dec. 19 |
| ***December 20 – January 2 Christmas Break*** | | |
| **(5-b)**  **Week of**  **Jan. 3-6** | **Chapter 6** – Developmentally Appropriate Physical Environments: For Toddlers | Due Sunday, January 6  Weekly Assignment #5  Discussion #5  **Mod. #1 Test (Chapters 1-4)** |
| **(6)**  **Week of**  **Jan. 7-13** | **Chapter 7** – Developmentally Appropriate Physical Environments: For Preschoolers  **Chapter 8** – Developmentally Appropriate Physical Environments: For Primary-Age Children | Due Sunday, January 13  Weekly Assignment #6  Discussion #6 |
| **Module 3 – DEVELOPMENTALLY APPROPRIATE SOCIAL/EMOTIONAL ENVIRONMENTS** | | |
| **(7)**  **Week of**  **Jan. 14-20** | **Chapter 9** – Developmentally Appropriate Social/Emotional Environments: For Infants  **Chapter 10** – Developmentally Appropriate Social/Emotional Environments: For Toddlers | Due Sunday, January 20  Weekly Assignment #7  Discussion #7  **Physical Environment Project** |
| **(8)**  **Week of**  **Jan. 21-27** | **Chapter 11** – Developmentally Appropriate Social/Emotional Environments: For Preschoolers  **Chapter 12** – Developmentally Appropriate Social/Emotional Environments: For Primary-Age Children | Due Sunday, January 27  Weekly Assignment #8  Discussion #8  **Mod. #2 Test (Chapters 5-8)** |
| **Module 4 – DEVELOPMENTALLY APPROPRIATE LEARNING ENVIRONMENTS** | | |
| **(9)**  **Week of**  **Jan 28 - Feb 3** | **Chapter 13** – Developmentally Appropriate Learning Environments: For Infants  **Chapter 14** – Developmentally Appropriate Learning Environments: For Toddlers | Due Sunday, February 3  Weekly Assignment #9  Discussion #9  **Social Emotional Project** |
| **(10)**  **Week of**  **Feb 4 - 10** | **Chapter 15** – Developmentally Appropriate Learning Environments: For Preschoolers  **Chapter 16** – Developmentally Appropriate Learning Environments: For Primary-Age Children | Due Sunday,  Weekly Assignment #10  Discussion #10  **Learning Environment Project** |
| **(11)**  **Feb. 11-16** | **Final Exam** | **Due Friday, February 15**  **Final Exam (Modules 3 &4)** |

Thank you in advance for your perseverance and commitment to course requirements.