



**SCHOOL OF EDUCATION  
VIRTUAL CAMPUS**

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

Course: ECHD 3301 VC01

Title: Principles of Caring for Preschool Children

Instructor: Suzanne Kimball

Email: [suzanne.kimball@wayland.wbu.edu](mailto:suzanne.kimball@wayland.wbu.edu)

Phone: (806)729-9259

Term and dates: Winter Term: November 11, 2019- February 15, 2020

Thanksgiving Holiday - November 25 -29, 2019

Christmas Holiday - December 23, 2019 - January 3, 2020

Martin Luther King Day – January 20, 2020

Online: <https://wbu.blackboard.com/>

Office hours: Email response within 24 hours, usually less. You may leave messages/texts on my cell phone from 8 am to 9 pm CST.

### **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

### **Course Outline**

Chapter 1 Defining Developmentally Appropriate Practice

Chapter 2 Understanding Play: Its Importance in Developmentally Appropriate Practice

Chapter 3 Planning for Developmentally Appropriate Curriculum

Chapter 4 A Consideration of Various Curriculum Models

Chapter 5 Developmentally Appropriate Physical Environment For Infants

Chapter 6 Developmentally Appropriate Physical Environment For Toddlers

Chapter 7 Developmentally Appropriate Physical Environment For Preschoolers

Chapter 8 Developmentally Appropriate Physical Environment For Primary Age Children

Chapter 9 Developmentally Appropriate Social Emotional Environment For Infants

Chapter 10 Developmentally Appropriate Social Emotional Environment For Toddlers

Chapter 11 Developmentally Appropriate Social Emotional Environment For Preschoolers

Chapter 12 Developmentally Appropriate Social Emotional Environment For Primary Age Children

Chapter 13 Developmentally Appropriate Learning Environments For Infants

Chapter 14 Developmentally Appropriate Learning Environments For Toddlers

Chapter 15 Developmentally Appropriate Learning Environments For Preschoolers

Chapter 16 Developmentally Appropriate Learning Environments For Primary Age Children

## Resources

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

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

## Course Competencies

- Students will use developmental knowledge to create healthy, respectful, supportive and challenging learning environments.
- Students will know and understanding the multiple influences on development and learning.
- 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.
- 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.
- Students will use their understanding of pedagogy and practice to foster relationships with children and their families.
- Students will use their understanding of relationships with children and families to promote positive development and learning content knowledge through developmentally effective approaches.
- Students will use systematic observation to document the qualities, needs, and attributes of children.

## Course Competencies Assessments

- Completion of chapter review questions. Due on Mondays, midnight CST.
- Completion of tests that will be administered on Blackboard. Tests will be open book and timed and not proctored.
- Design a project.
- Participation in Discussion Board topics posted in the discussion board. Students are expected to post significant, substantive responses that indicate research, reflective thinking and practical experiences on textbook content and related topics. Original response is due on Fridays, midnight; Responses to others due on Mondays, midnight, CST.

### EVALUATION: University Grading System (see Catalog)

A	90-100	Cr for Credit
B	80-89	NCR No Credit
C	70-70	I Incomplete*
D	60-69	W for withdrawal
F	below 60	
WP	Withdrawal	Passing
WF	Withdrawal	Failing
IP	In Progress	
X	No grade given	

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.  
\*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the **I** is converted to the grade of **F**. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

## **Evaluation**

Course grade will be determined by using the following point system:

Discussion Board (DB) (6)	120 points (20 points each)
Chapter Review Assignments (8)	160 points (20 points each)
Test 1	100 points
Test 2	100 points
Project	120 points

A = 550 -600 points

B = 500 -549 points

C = 450 -499 points

D= 400 - 449 points

F = 399 and below

## **Attendance Policy**

Online Students - Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner.

1. Student "attendance" in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor.
2. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements.
3. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation.
4. Any student who has not actively participated in an online class prior to the census date for any given term is considered a "no-show" and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus.
5. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university's attendance policy.

## **Instructor's Additional Policies**

All assigned work must be submitted when due. Late work may not be accepted unless previous arrangements/notification has been made. If accepted late, point value may be reduced. Discussion Boards are not accepted late.

Instructor's note: The advantage on online learning is the asynchronous environment. In other words, class time is at the student's convenience. Along with this convenience comes a tremendous responsibility. The student must be organized and self-motivated to stay current in all assignments. The management software on Blackboard allows tracking the times that the students log in and participate. All assignments have deadlines for submission.

## **Academic Honesty**

University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty; see catalog for more information about academic dishonesty.

## **Plagiarism**

The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. When a student submits oral or written work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through use of quotation marks as well. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness." - Source:

<http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

## **Disabled Persons**

It is University policy that no otherwise qualified person with disabilities be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. It is the responsibility of the student to disclose and to provide documentation pertaining to the disability so that appropriate modifications may be made.

## **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."

## Coursework at a Glance

<b>Week</b>	<b>Date</b>	<b>Assignments to do this Week</b>  <b>Discussion Board(DB)</b>  <b>Chapter Review Questions (RQ)</b>	<b>Textbook Reading for the Week</b>	<b>Assignments due this Week</b> Mondays, midnight CST Original post on Discussion Board are due on Fridays, midnight CST Responses to others due on Mondays midnight CST
1	11-11-19	Read the Syllabus, DB #1, RQ #1	Chapters 1,2	
2	11-18-19	DB #2, RQ #2	Chapters 3,4	DB#1 , RQ#1
	11-25-19			Thanksgiving Holiday
3	12-2-19	DB #3, RQ#3	Chapters 5,6	DB #2, RQ#2
4	12-9-19	RQ #4 Begin Project	Chapters 7,8	DB #3, RQ#3
5	12-16-19	DB #4, Test #1		RQ#4
	12-23-19			Christmas Holiday
6	1-6-20	RQ#5	Chapters 9,10	Test #1, DB#4
7	1-13-20	DB#5, RQ#6	Chapters 11,12	RQ #5
	1-20-20			MLK Holiday
8	1-21-20	DB #6, RQ#7	Chapters 13,14	DB #5, RQ#6
9	1-27-20	RQ#8	Chapters 15,16	DB # 6, RQ#7
10	2-3-20	Test #2		RQ#8, Project
11	2-10-20	Smile		Test #2