WAYLAND
BAPTIST UNIVERSITY

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
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Phone: (806)729-9259
Term and dates: Spring 2 Term: March 25, 2024 – May 18, 2024
Good Friday Holiday: March 29, 2024
Easter Monday Holiday**:** April 1, 2024
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 – 6th Ed.* Boston, MA: Cengage. ISBN: 9781305501027/e Textbook ISBN: 9780357698587

Access to WBU Learning Resources 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.
- Research 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.

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 Integrity: [Statement on Academic Integrity](#)
Generative AI tools permitted in specific context and with proper citations.
Students are allowed to use, reference, or incorporate generative AI tools into specific assignments for this course. When used, students must properly cite the generative AI tool in their submitted work. While there is no true substitute for direct help and instruction for your instructor, students may be allowed to use generative AI tools to provide further explanations of course content, readings, and other assignments. Any use of generative AI tools to help further explain or translate content must be properly referenced and cited.
Specific parameters for generative AI usage are provided by the instructor.
Any use of generative AI tools outside of the approved instructor parameters will be considered a form of plagiarism and academic dishonesty

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 Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests office (806) 291-1057. Documentation of a disability must accompany any request for accommodations

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

Discussion Board (DB) (5)	100 points (20 points each)
Chapter Review Assignments (8)	160 points (20 points each)
Test 1	100 points
Test 2	100 points Project
140 points	

A = 550 -600 points
B = 500 -549 points
C = 450 -499 points
D= 400 - 449 points
F = 399 and below

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 s 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 to the 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

Week	Date	Assignments to do this Week Discussion Board (DB) Chapter Review Questions (RQ)	Textbook Reading for the Week	Assignments due this Week Mondays, midnight CST Original post on Discussion Board due on Fridays, midnight CST Responses to others due on Mondays, midnight CST (Except Week 1)
1	3-25-24	Read the Syllabus DB #1 RQ #1	Chapters 1,2	Required First Assignment due Wednesday, 3-27-24 for attendance reporting
2	4-2-24	DB #2 RQ #2	Chapters 3,4	DB#1, RQ#1
	3-29-24 4-1-24	Good Friday Easter Monday		
3	4-8-24	RQ#3, RQ #4 Begin Project	Chapters 5,6,7,8	DB #2, RQ#2
4	4-15-24	Test #1 DB #3		RQ#3, RQ#4
5	4-22-24	DB#4 RQ#5, RQ#6	Chapters 9,10 11,12	Test #1 DB#3
6	4-29-24	RQ#7, RQ #8	Chapters 13,14,15,16	DB#4 RQ#5, RQ#6
7	5-6-24	DB#5 Test #2		RQ #7. RQ#8 Project
8	5-13-24	Smile		DB#5, Test#2