



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

Part 1:

Instructor Information

Name: Nicole Davis

Title: Adjunct Professor

Phone: 304-922-2121

Email: m.n.davis@k12.wv.us

Department Website: <http://www.concord.edu/education/>

Course Title: Education 304 – Developmentally Appropriate Practices

Course CRN #: 20572 **Section:** 01 **Credit Hours:** 3

Semester Taught: Spring 2019

Room Number: Admin 100 **Course Time:** 6:00-9:00

Course Management System: N/A

Hardware/Software Needed: Access to and use of a computer, Livetext

Prerequisites: EDUC 210

Text requirements: The Whole Child: Developmental Education for the Early Years. By Hendrick and Weissman, 10th Edition – Pearson. (AVAILABLE FROM PEARSONHIGHERED.COM in electronic copy)

Part 2: Course Description/Rationale:

An introduction to the physical, social, emotional, and intellectual development of elementary age children (K-6). Provides learning experiences related to developmentally, culturally, and linguistically appropriate instructional practices and strategies. A grade of C or better is required. .

Concord University Educational Goal(s):

In terms of the Conceptual Framework (CF) of the Professional Education Unit (PEU) at Concord University and the National Association for the Education of Young Children (NAEYC), this course should help you gain a better understanding of:

1. active, hands-on learning
2. conceptual learning that leads to understanding along with acquisition of basic skills
3. meaningful, relevant learning experiences
4. interactive teaching and cooperative learning
5. a broad range of relevant content, integrated across traditional subject matter divisions

National Standards:

Upon completion of this course the student will be able to:

		NAEYC	ACEI	ISTE	WVPTS	InTASC	Conceptual Framework	CEC
1.0	Pre-service candidates will review educational theorists and identify the contributions each have made to the field of early childhood education.	1b	1		2	1	Reflective	1
2.0	Pre-service candidates will analyze the three components of developmentally appropriate practice.	1a,b,c	3.2		2	1,2	Cultural responsive Intentional Responsive	2,3
3.0	Pre-service candidates will investigate current issues within the field of early childhood education and propose a plan of action for the profession.	2, 3	5.1	5			Responsive	9
4.0	Pre-service candidates will recognize typical development in the areas of physical, language, cognitive, social, and emotional domains for children ages 5-8.	5	3.2		1, 2, 3	1	Intentional Competent	1,2,3
5.0	Pre-service candidates will design and evaluate appropriate environments for children ages 5-8.	1c	4.0		2	3	Intentional Competent Responsive Reflective Culturally responsive	5
6.0	Pre-service candidates will explore the concept of intentionality and will articulate their	6	4.0		3	7	Intentional	4,7,8

	intentionality in decisions made for the early childhood classroom.							
7.0	Pre-service candidates will design developmentally appropriate project based learning activities for children in early childhood classrooms.	4,5	2.1, 2.5, 2.2, 2.3, 2.4, 2.6, 2.7, 3.3, 3.4, 3.5	2	1	4,5,6,7,8	<i>Intentional Competent Reflective Responsive</i>	4,7,8
8.0	Pre-services candidates will rationalize the importance of play within instructional practices of an early childhood educator.	1	3.1, 3.3, 3.4, 3.5		1	8	<i>Responsive Intentional Competent</i>	1,4
9.0	Given video documentation of problematic behaviors in young children, pre-service candidates will accurately apply principles of functional behavior assessments and behavior intervention.	5a, b, c			5	3	<i>Empathetic Competent Responsive Intentional</i>	2,3,4,5,7,8
10.0	Pre-service candidates will investigate the role a paraprofessional and plan for their involvement in the implementation of problem based classroom instruction.	6	5.2		4, 5	10		10
11.0	Pre-service candidates will investigate health and safety issues that may arise within an early childhood classroom. Students will formulate plans for prevention as well as plans for appropriate responses to such issues.	1c, 2a, 4a	2.6, 2.7	4	3, 5	3	<i>Responsive Intentional</i>	2,9

Course Requirements

Final due dates will be announced in class. Grading criterial will be provided in class prior to due dates.

In-class participation - Discussion of class topics, readings, and **punctual** attendance is expected.

Tests - Four tests will determine students' understanding of the information presented. Tests may be in the form of short answer, true/false, and multiple-choice.

Field Experience Documents – All field experience documents must be completed and turned in at the end of the course by the date assigned by the instructor in class. Failure to submit all documents in complete form on time will result in a grade of “F” being assigned for the course.

Floor Plan – Environment is a crucial part of a successful early childhood classroom. You are to draw (electronically) a detailed floor plan of an ideal kindergarten classroom. This assignment has four parts: A) Draw the floor plan using an electronic source such as word or excel, B) labeling the intentionality behind everything in the floor plan, C) describing how the floor plan addresses the developmental areas, and D) describing how the floor plan meets the 7 principals of universal design or could be improved to meet the 7 principals. Detailed instructions will be given in class.

Inquiry Based Unit – An inquiry based unit suitable for the Kindergarten level is to be developed. Format for the unit will be provided by the professor and will include behavioral objectives, WV CSO's, step by step procedures, assessment, and instructions for paraprofessionals in the classroom. Demonstrated mastery of developmentally appropriate practices must be evident in the final submission of the assignment.

Field Placements: 25 hours of Kindergarten observation. **Two** mini-lessons must be completed for this placement. Mini-lessons may be determined by the student/classroom teacher. Lessons will be evaluated and signed by the teacher. These lessons can be placed in a sealed envelope, showing the teacher's signature across the sealed area and returned to the course instructor. Log of field experience hours and placement evaluations should be completed on Livetext by your supervising teacher.

****ALL PAPERS** will be typed and double spaced, using 10 or 12 point Arial or Times Roman font and with APA format. All assignments and/or papers must document professional resources.

Field Experience: A 25-hour field experience is required of all students. Students are expected to act in a professional manner at all times during field experience visits. This means that students are to communicate with placement teachers regarding what the placement teacher's expectations are of you while visiting their classroom as well as for you to communicate course expectations. Students are expected to be punctual and active during the placement visits. If for some reason, you are not able to be present for the field experience visit as scheduled, you must contact the placement teacher and let them know. **Two** mini-lessons must be completed for this placement. Mini-lessons may be determined by the student/classroom teacher. Lessons will be evaluated and signed by the teacher. These lessons can be placed in a sealed envelope, showing the teacher's signature across the sealed area and returned to the course instructor. Log of field experience hours and placement evaluations should be completed on Livetext by your supervising teacher

If placement teachers report any unprofessional behavior to the course professor or director of teacher education, students will be removed from the course and final grade of F will be recorded.

Grading Scale

94 – 100 = A

87 – 93 = B

78 – 86 = C

15	Conferences
	Conferences Projects due/ Field Experience documents due

Part 3:

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and the instructor will provide you with a reasonable accommodation. You should register with CU’s Disability Services Office, located on the Athens campus Jean and Jerry Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one’s own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class Attendance Policy

Regular class attendance is part of a student’s academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.) Furthermore, regular and punctual attendance is a requirement of all teachers and is also a requirement for this course; thus, attendance will be taken regularly. The attendance policy for classes meeting twice a week is 2 absences. Students are advised to use these “forgiven absences” for emergencies only. Students are expected to notify the instructor before an absence occurs. Doctor’s excuses or any other documentation of an absence are not necessary. Students use their absences at their own discretion as professional educators do within school systems. Exceeding the 2 absence allowance will result in a letter grade deduction per absence. In addition excessive late arrivals to class (3 or more) will be counted as an absence.

The professor reserves the right to remove any student from the class whose absences exceed the above attendance policy. If a student exceeds the allowed absences listed above by the last drop date of “W”, s/he will be advised to drop the course. Again, each absence in excess of the above will result in a 10% reduction of the final grade. It is the student’s responsibility to check with the instructor about assignments, materials, and other information missed during any absences.

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further

assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the

Rahall Technology Center. For further emergency information go to: <http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure No students or employees are to report.

Classes Cancelled Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service. Announcements of campus closures and schedule delays are also posted on the CU webpage. Log on to <http://www.concord.edu>→Everyday Access→Emergency Alert System.*

Inclement Weather Schedule:

MWF Classes Regular	MWF Classes Inclement	TR Classes Regular	TR Classes Inclement
8:00-8:50	10:00-10:40	8:00-9:15	10:00-11:00
9:00-9:50	10:45-11:25	9:30-10:45	11:05-12:05
10:00-10:50	11:30-12:10	11:00-12:15	12:10-1:10
11:00-11:50	12:15-12:55	12:30-1:45	1:15-2:15
12:00-12:50	1:00-1:40	2:00-3:15	2:20-3:20
1:00-1:50	1:45-2:25	3:30-4:45	3:25-4:25
2:00-2:50	2:30-3:10		
3:00-3:50	3:15-3:55		

Student Conduct

As stated in the Concord University Catalogue, “students are expected to observe reasonable rules of conduct. Questions and discussions in class on the subject matter of a course will be accepted by any Concord instructor as a proper part of a university course, limited only by allotted time. Students also are encouraged to consult instructors individually when necessary, either about the subject matter of the course or about their work in the course. Disruptive behavior in the classroom will not be tolerated. If student conduct makes it difficult to continue the class satisfactorily, the instructor may warn the student of this fact. If objectionable conduct continues, the instructor may dismiss the student from the course with written notification of this action to the department or division chairperson and the Vice President /Academic Dean. Any appeal from such decision must be made to these, beginning with the

classroom instructor. The grade recorded in cases of dismissal for conduct is an F. A student suspended or expelled from the University for unacceptable conduct outside of the classroom shall have a grade of W recorded permanently for all course work during the semester of the suspension or expulsion.”

Furthermore, it is understandable that adult students may need to have their cell phones during class time. Out of respect for fellow students and course instructor, it is expected that all devices will be completely silenced during class time. In addition, it is important that all students are attentive during class time in order to obtain the most of the course. Therefore, any student who wishes to use devices for anything other than class content will be asked to leave class.

Communication with Instructor. Any and ALL communications with instructors MUST be **professional**. It is expected that students will use appropriate grammar and sentence structure in email communications. Students should also allow a **minimum** of 24 hours for an email response from the instructor. Students are advised to email instructors directly through CU email rather than other email accounts to avoid emails being received as spam. If the instructor does not respond within 24 hours, students are encouraged to send a POLITE follow up email. Please consider the instructor is working with many students and could inadvertently miss responding to one email out of many. Unprofessional communication with instructors will not be tolerated. Students may be dismissed from courses for inappropriate communication. See the University Catalog for possible consequences.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer "This syllabus is subject to change based on the needs of the class. Please check it regularly."

Live Text: An active LiveText account is a required resource for this course because two assignments *must* be submitted electronically using this online platform. LiveText is used by Concord University to maintain our accreditation and to demonstrate the quality of our academic programs and to improve teaching and learning. As a student, you have the option to use your account for secure online storage of your academic work, and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other audiences.

You can purchase your account online with a credit or debit card at www.livetext.com. LiveText will be a required resource in several different courses throughout your program, and you can use the same account for any course that requires it for up to five years, so you only need to purchase the account one time. If you already have an active LiveText account, you do not need to purchase another one. After five years you can extend your membership if you continue to need it for additional coursework or would like to maintain it for your personal use.