

**New Course Proposal**  
Submit completed form electronically

- 1. Course prefix and course number:** ECE 470
- 2. Course title:** Developmentally Appropriate Practice in Action
- 3. Abbreviated title for class schedule** (30 characters or less): Developmentally Appropriate Practice in Action
- 4. Credit hours:** 4  
*(note: if credits are variable, list range of credits (e.g. 1-8 credits))*

**Catalog description:**

Grounded in developmentally appropriate practices in early learning, this course provides students with the opportunity to envision and implement a caring community of learners. Students will develop deep understandings of the interrelated characteristics that make up an effective learning community. These characteristics include positive and nurturing relationships within the context of responsive, joyful and safe environments; a developmentally appropriate curriculum framework based on whole-child development, child-centered, hands-on, and play-based learning, support for healthy development of the children in the group and positive guidance practices. Teachers will use reflective practice to better understand themselves and to look in-depth at the diverse ways of knowing by children.

- 5. Prerequisites** *(to add each additional prerequisite, start a new line)*: None  
*(See attached Note for samples)*

**A. (course prefix, (space) and number)** ECE 350 or                      or                      or

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

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

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

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

- 7. Major/Class restrictions: Please indicate any class or major restrictions:** Restricted to ECD majors and minors.

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

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

- 10. Fees: List any course fees:** None

**11. Grade Mode:** Graded Only

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

**13. 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                      and

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

**A. Rationale: What is the overall strategic rationale for offering this course?** This course is designed for Early Childhood Development students to develop a vision of creating developmentally appropriate practices in the context of a caring community of learners and an in-depth understanding of the components that make up a community of learning. A community of learners is defined as “A group or classroom in which children and adults engage in warm, positive relationships; treat each other with respect; and learn from and with each other.” Sue Bredecamp (2014). Students will examine the positive relationships that are essential in a community of learners. They will develop an understanding of developmentally appropriate practice as an approach to teaching grounded in the research on how young children develop and learn and what is known about effective early education. This course will provide a positive relationship-based approach to guidance that reflects brain science. Through active learning experiences students will learn the skills involved in creating a caring community of learners and see the role of the early childhood teacher as a curious researcher of children’s behavior and development.

**B. Alignment:**

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

This course is grounded in NAEYC’s (National Association for the Education of Young Children) Developmentally Appropriate Practice (DAP), a framework into high-quality learning experiences for children. It reinforces student’s knowledge of developmentally appropriate practice which will connect and reinforce early childhood development courses and in future teaching. This course specifically addresses the implementation of developmentally appropriate practices in early childhood settings. Students will gain a foundation in guidelines for effective teaching which include; creating a caring community of learners, teaching to enhance development and learning, planning to achieve important goals, assessing children’s development and learning; and establishing reciprocal relationships with families. This content aligns with the School of Education’s vision to facilitate a community of learners committed to preparing teachers for educational challenges of a changing and increasingly diverse society.

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

This course aligns with SOU's new Strategic Directions in that it seeks to provide intentional opportunities for students in the Early Childhood Development program to develop their roles as early childhood professionals as agents of change. An EC professional who has a mindset of the teacher as a curious researcher of children, who respects and values every child, and who makes positive changes, is a problem solver in changing times, and possesses the ability to establish positive collaborative relationships with families and colleagues. Students will gain skills in reflection, assessment and planning and to the ability to articulate and actualize best practices in ECE to families and other professionals.

### **A. 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

### **B. 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?** Sue Hamilton
- 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.** Moodle and online support from IT Helpdesk and Moodle support team as needed.

#### **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 an internet connection.

**If so, please explain how they will be obtained.**

**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

**Southern Oregon University  
School of Education  
Early Childhood Development Program**

**A Community of Learners:  
Developmentally Appropriate Practice in Action  
ECE 470 CRN XXX  
Term/Year**

<b>Instructor</b>	Susan Hamilton
<b>Contact Information</b>	541-899-1758, Cell 541-941-9726
<b>E-Mail</b>	<a href="mailto:hamiltos@sou.edu">hamiltos@sou.edu</a>
<b>Office Hours</b>	Will be determined Phone conferences by appointment, e-mail
<b>Credits</b>	4 Credits
<b>Class Meetings</b>	Online conference calls as needed, and Zoom Meetings

**Course Description**

A community of learners is defined as “A group or classroom in which children and adults engage in warm, positive relationships; treat each other with respect; and learn from and with each other.” Sue Bredecamp (2014). This course provides students with the opportunity to envision and implement teaching practices associated with a caring community of learners. Students will develop deep understandings of the interrelated characteristics that make up an effective learning community. These characteristics include positive and nurturing relationships within the context of responsive, joyful and safe environments; a developmentally appropriate curriculum framework based on child development, individual learning, and the cultures of the children in the group. In a Community of Learners guidance is viewed as a way to of teaching that supports children’s social and emotional development and is an integral part of the early childhood curriculum. Students will use reflective practice to better understand themselves and to look in-depth at children.

**NAEYC Standards for Early Childhood Professionals Preparation Programs**

1. Promoting Child Development and Learning
2. Building Family and Community Relationships
3. Observing, Documenting, and Assessing to Support Young Children and Families
4. Using Developmentally Effective Approaches to Connect with Children and Families
5. Using content Knowledge to Build Meaningful Curriculum
6. Becoming a Professional

## **SOU Early Childhood Development Course Outcomes for Becoming a Professional**

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

### **Relation to the Undergraduate Conceptual Framework and Program Goals**

ECD 470 A Community of Learners provides opportunities for Early Childhood Development students to refine their knowledge of developmentally appropriate practices and acquire the skills and dispositions to implement a caring community of learners in high quality early childhood education settings.

### **Course Expectations**

In this course, students will demonstrate their ability to envision and implement the complex and inter-related teaching practices that support a caring community of learners in early childhood programs. Students will demonstrate their understanding of developmentally appropriate practices including guidance as a way to of teaching that supports children's social and emotional development and is an integral part of the early childhood curriculum.

### **Course Outcomes**

Students will:

- Identify and apply the interrelated characteristics that make up a community of learners.
- Demonstrate an in-depth understanding of developmentally appropriate practices for children birth through age eight.
- Discuss the implications of brain science and the influence of trauma in the lives of young children.
- Recognize the importance of positive teacher child and peer relationships in early childhood settings.
- Apply trauma informed practices and skills to support children with behaviors that challenge adults and children.
- Apply and analyze effective teaching strategies to serve all learners within a classroom setting through observation, reflection, and evaluation.
- Use reflective practice as a tool for self-awareness and teaching.

### **Required Course Materials**

Copple, C. and Bredekamp, S. (2009). *Developmentally Appropriate Practice in Early Childhood Programs*. Washington, DC: NAEYC

Gartrell, D. (2017). *Guidance for Every Child: Teaching Young Children How to Manage Conflict*. St. Paul Minnesota: Redleaf Press

Articles and on-line resources are posted in the Weekly Article & Resource File posted on the Moodle Course.

### **Recommended Texts and Readings**

Additional reading will be provided by the instructor as needed during the term.

### **Attendance Policy**

This is an online course using SOU Moodle as a platform for weekly class attendance, participation, and discussion. Students are expected fully participate in course activities. All course activities and assignments are to be turned in on time, however the instructor understands life events sometimes arise. Contact the instructor if your work will be late. Late work may result in a deduction of points. I encourage students to contact me if you do not understand an assignment or are experiencing technical difficulties.

### **Assignments**

Assignments are designed to support your full understanding of the concepts covered in this course. You will be using a variety of resources, the textbook, articles, credible internet sites, videos, participation and interaction in discussion forums, self-reflection, and first-hand experiences interacting with young children. Complete instructions for all **assignments, due dates, rubrics', and opportunities to ask questions will be available in the Assignment Page located on the Moodle Course.**

#### **1. Active Participation and Attendance; Completion of Weekly Study Guides and Discussions**

Weekly study guides serve as a map to the course activities and assignments. They contain learning objectives, teaching notes, links to videos, readings, resources and information on all assignments. Weekly assignments include reading the text and articles, viewing videos and PowerPoint presentations, and fully participating in discussion forums. Discussions provide the opportunity for students to have conversations with one another to discuss course related topics. There will be five discussion forums throughout the term. To provide opportunities for high quality posts and responses each discussion will last for two weeks. Students will be expected to respond to a post from other students or a prompt from the instructor in a timely way that supports the discussion. Zoom meetings will be available during the term.

#### **2. Interactive Learning Journals**

This assignment involves demonstrating your understanding of course related concepts, your ability to reflect on new information and to analyze how this information fits into your existing knowledge base and beliefs. Journal prompts, and/or specific instructions will be available in the weekly study guides. The instructor to provide both feedback and coaching in response to journal entries.

### **3. Applying What You Have Learned – Four Teaching Practice Assignments**

Practice is a way to become proficient in a new skill or behavior. In this course you will be learning and/or building on ways to interact with young children in intentional and meaningful ways. To successfully participate in practice assignments students will need to have access to children birth to 8 years of age. Preferably, application assignments will be implemented in an early childhood setting that you work or volunteer at. If that option is not available to you, you can plan to practice with your own children, a neighbor or a friend's children (with prior permission). If none of the above options are available, you will need to identify an early childhood program that will allow you to interact with children. Contact the instructor if you need help finding an early childhood program.

This assignment involves selecting and implementing four teaching practices that support a community of learners and implement these practices with children. In addition, students will critically reflect on their experience and write detailed description of the experience and any modifications you would make in the future interactions with children.

The strategies you will be asked to implement include:

1. Powerful Interactions - Ways to connect with children as described by Dombra, Jabulon and Stetson. Resources on Powerful Interactions will be available in the Weekly Study Guides.
2. One Developmentally Appropriate Teaching Strategy. A link to this website will be available in the weekly study guide. Strategies include: acknowledge, encourage, give specific feedback, model, demonstrate, create or add challenge, ask questions, give assistance, provide information, give directions.
3. One guidance strategy from the text *Guidance for Every Child*. These might include implementing a meaningful and intentional ritual with a group of children, conducting a class meeting, identifying and supporting one of the levels of a child's mistaken behavior, holding a contact talk with a child, etc. This assignment will involve selecting and implementing three practice interactions with children, reflecting on their experience, writing a detailed description of the experience including what was learned from the experience, identify possible modifications to the interaction and possible next steps.
4. Planning a developmentally appropriate learning experience – select one age group described in the text *Developmentally Appropriate Practice* and plan a learning experience for a child of that age/stage. Possible curriculum areas are art, movement, STEM, dramatic play, etc.

### **4. Documentation of Student Learning**

The goal of this assignment is to clarify and document your learning in this course. "Documentation is a way to make visible both what and how students learn." D. Wilson. In this course you will be learning about developmentally appropriate practices. One of the guidelines for DAPs effective teaching is creating a caring community of learners. This requires students to have a vision and understanding of the interrelated concepts that

support a caring community of learners. You will document your learning of these concepts through:

- reflections on key readings, videos, and course discussions
- practicing teaching strategies and reflecting on these experiences
- collecting images that inspire you or reflect your ideas
- photos of practice experiences (with program or parental permission)
- describing the next steps in your knowledge about a Community of Learners

Your documentation will be organized into a PowerPoint which you will present to the class.

### **Class Outline**

<u>Sessions</u>	Topics, Activities & Assignments
<u>Week 1</u>	<p>Topics: Student and Course Introductions and a Review of Reflective Teaching Practices in ECE</p> <p>Activities &amp; Assignments:</p> <ul style="list-style-type: none"> <li>• Review the weekly study guide</li> <li>• Readings: Course Syllabus and review course assignments; Rice, M. <i>Can Reflective Practice Guide Me in Making Better Decisions for My Early Childhood Classroom?</i></li> <li>• Participate in the Introduction Forum</li> <li>• Complete Learning Journal Entry</li> </ul>
<u>Week 2</u>	<p>Topics: Introduction to A Community of Learners and Documentation of Learning</p> <p>Activities &amp; Assignments:</p> <ul style="list-style-type: none"> <li>• Review the weekly study guide</li> <li>• Readings: DAP in ECE Programs pages viii – 24</li> <li>• View: PowerPoint <i>Meaningful Documentation in the Early Childhood Classroom</i></li> <li>• Complete Learning Journal Entry</li> <li>• Participate in Discussion 1</li> </ul>
<u>Week 3</u>	<p>Topics: To Be an Excellent Teacher &amp; Powerful Interactions</p> <p>Activities &amp; Assignments:</p> <ul style="list-style-type: none"> <li>• Review the weekly study guide</li> <li>• Readings: DAP in ECE Programs, chapter 1, and <i>Powerful Interactions (article)</i></li> <li>• Complete Learning Journal Entry</li> <li>• Discussion 1 Continues</li> </ul>
<u>Week 4</u>	<p>Topics: DAP in the Infant and Toddler Years</p> <ul style="list-style-type: none"> <li>• Review the weekly study guide</li> <li>• Readings: DAP in ECE Programs, chapters 2, 3; <i>Rituals and Routines: Supporting Infants and Toddlers and Their Families</i></li> <li>• Complete Learning Journal Entry</li> </ul>

	<ul style="list-style-type: none"> <li>• Discussion 2 Begins</li> <li>• <i>Applying What You Have Learned - Practice Assignment Implementation of a Powerful Interactions Due</i></li> </ul>
<u>Week 5</u>	<p>Topics: DAP in the Preschool Years &amp; Guiding Preschoolers</p> <ul style="list-style-type: none"> <li>• Review the weekly study guide</li> <li>• Readings: DAP in ECE Programs, chapter 4, 5; <i>Creating a Caring Community of Learners</i></li> <li>• View: Teaching Strategies Webinar – <i>Building Community in Preschool: Helping Children Belong and Get Along</i></li> <li>• Complete Learning Journal Entry</li> <li>• Discussion 2 Continues</li> </ul>
<u>Week 6</u>	<p>Topics: DAP in The Kindergarten and Primary Years</p> <ul style="list-style-type: none"> <li>• Review the weekly study guide</li> <li>• Readings: DAP in ECE Programs, chapter 6, 8; <i>Creating a Caring Community</i></li> <li>• View:</li> <li>• Complete Learning Journal Entry</li> <li>• Discussion 3 Begins</li> </ul>
<u>Week 7</u>	<p>Topics: Challenging Behaviors Mean Challenged Children &amp; Guidance Principles</p> <ul style="list-style-type: none"> <li>• Review the weekly study guide</li> <li>• Readings: Guidance for Every Child, Introduction and chapters 1, 2</li> <li>• View: Reflecting on our Reactions and Responses to Children's Behavior</li> <li>• Complete Learning Journal Entry</li> <li>• Discussion 3 Continues</li> <li>• <i>Applying What You Have Learned – Teaching Practice Assignment Due</i></li> </ul>
<u>Week 8</u>	<p>Topics: An Encouraging Learning Community for Every Child &amp; Working with Families on Behalf of the Child</p> <ul style="list-style-type: none"> <li>• Review the weekly study guide</li> <li>• Readings: Guidance for Every Child, Chapters 3, 4</li> <li>• View:</li> <li>• Complete Learning Journal Entry</li> <li>• Post Documentation Presentations</li> </ul>
<u>Week 9</u>	<p>Topics: Group Meetings: Teaching Children to Manage Conflicts Through Guidance Talks</p> <ul style="list-style-type: none"> <li>• Review the weekly study guide</li> <li>• Readings: Guidance for Every Child, chapters 5, 6, 7</li> <li>• View:</li> <li>• Complete Learning Journal Entry</li> </ul>

	<ul style="list-style-type: none"> <li>• Discussion 4 Continues</li> <li>• <i>Applying What You Have Learned – Teaching Practice Assignment Due</i></li> </ul>
<u>Week 10</u>	<p>Topics: Teaching Young Children to Manage Conflicts through Guidance Mediation and Comprehensive Guidance: The Practice of Liberation Teaching</p> <ul style="list-style-type: none"> <li>• Review the weekly study guide</li> <li>• Readings: Guidance for Every Child, Chapters 8, 9</li> <li>• View:</li> <li>• Complete Learning Journal Entry</li> <li>• Discussion 5</li> <li>• <i>Applying What You Have Learned – Teaching Practice Assignment Due</i></li> </ul>

### **Grading Policy**

Class attendance/completion of weekly study guide assignments, participation in Moodle forum discussions	25 points
Weekly interactive learning journal entries (10 assignments x 3 points)	30 points
Applying What You Have Learned – Practice Assignments (5 assignments x 4 points)	20 points
Documentation & Presentation of student learning - A Community of Learners	25 points

### **Grade Scale:**

A: 96-100    A-: 90-95    B+: 87-89    B: 84-86    B-: 80-83  
 C+: 77-79    C: 74-76    C-: 70-73    D+: 67-69    D: 64-66    D-: 60-63  
 F: <60

### **Disclaimer**

This schedule may be amended from time to time depending on the pace of the class. If there are any changes, the instructor will communicate to all students in advance as soon as possible.

### **Course References**

Gartrell, D. (2104) *A Guidance Approach for the Encouraging Classroom (6<sup>th</sup> Edition)*. Belmont, California: Wadsworth Cengage Learning

Baily, Becky A. (2015) *Conscious Discipline: Building Resilient Classrooms*. Oviedo, Florida: Conscious Discipline

Riley, D., San Juan, Robert R., Klinkner, J., Ramminger, A. (2008). *Social and Emotional Development: Connecting Science and Practice in Early Childhood Settings*. Washington, D.C.: NAEYC

Howell, J., Reinhard, K. (2015) *Rituals and Traditions: Fostering a Sense of Community in Preschool*. Washington, D.C.; NAEYC

## **Syllabus Statements**

### **SOU Cares**

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at <http://www.sou.edu/ssi>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

### **Academic Honesty Statement and Code of Student Conduct**

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited".

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct:

[http://arcweb.sos.state.or.us/pages/rules/oars\\_500/oar\\_573/573\\_076.html](http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_573/573_076.html)

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

### **Statement on Title IX and Mandatory Reporting**

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim

or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, *or* when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure, please use the confidential advising available at

<http://www.sou.edu/ssi/confidential-advisors.html>, or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form [https://jfe.qualtrics.com/form/SV\\_7R7CCBciGNL473L](https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L)

### **SOU Academic Support/Disability Resources:**

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include a statement on Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies are in compliance with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. Call Academic Support Programs at **(541) 552-6213** to schedule an appointment with Disability Resources. The Academic Support Programs office is located in the Stevenson Union, lower level. See the Disability Resources webpage at [www.sou.edu/dr](http://www.sou.edu/dr) for more information. If you are already working with Disability Resources, make sure to request your accommodations through them for this course as quickly as possible to ensure that you have the best possible access.