

New Course Proposal
Submit completed form electronically

- 1. Course prefix and course number:** ECE 390
- 2. Course title:** The Art of Holistic Education in Early Childhood
- 3. Abbreviated title for class schedule** (30 characters or less): Art of Holistic ECE
- 4. Credit hours:** 4
(note: if credits are variable, list range of credits (e.g. 1-8 credits))
- 5. Catalog description:**
This course examines and explores the art of cultivating the moral, emotional, social, physical, intellectual, creative, aesthetic, and spiritual dimensions of the early learning teacher and developing child. Holistic education nurtures a sense of wonder, curiosity, reverence for life and love of learning through interactive class structures, and contemplative practices to uncover the unique gifts and potential within each individual.
- 6. Prerequisites** *(to add each additional prerequisite, start a new line)*: None
(See attached Note for samples)

A. (course prefix, (space) and number)	or	or	or
B. (course prefix, (space) and number)	or	or	or
C. (course prefix, (space) and number)	or	or	or
- 7. Co-requisites** *(including labs, if any)*: None

A. (course prefix, (space) and number)	or	or	or
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- 8. Major/Class restrictions:** Please indicate any class or major restrictions: Junior status or above, restricted to ECD majors and minors.
- 9. Is course repeatable?** No **If Yes, list maximum credits:**
- 10. Labs requirements:** If course includes a lab: # of hours lecture: ; # of hours lab:
No Lab
- 11. Fees:** List any course fees: None
- 12. Grade Mode:** Graded Only
- 13. CIP Code:** Six-digit CIP code (check with your Division Director):
- 14. Special qualifications; Is course proposed for (yes/no):**

A. University Studies? No	If yes, list Strand(s) NA
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B. Honors? No

15. Cross-listing: List any cross-listing: None 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 (ECD) students to develop a strong working understanding of the principles and practices of holistic early childhood education, and ways to implement these practices in the early childhood environment. Students will develop deeper understandings of the importance of nature connection for children and adults, the foundational senses, and qualities of a nourishing learning environment. Early Childhood Development students will examine the importance of protecting childhood innocence, methods of holistic child observation, assessment, and child study as tools for deeper understanding of children and families. Students will work creatively, crafting, doing handwork, making useful items, and developing a holistic curriculum by connecting with their own curiosity, strengths, and interests. This course will provide a platform for students to explore human potential, and the value of teacher inner-development in fostering personal renewal, strength, inspiration and continued interest in their work. Through various individual and collaborative types of learning experiences, students will expand their perspectives with regards to holistic instructional approaches and understandings of meaningful human learning.

B. Alignment:

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

This course seeks to add to the multifaceted dimensions of learning experiences for ECD students. A central mission of degree programs in the School of Education is to provide the students with a strong course of study related to schools and society by fostering scholarship, instructional excellence, and professional leadership. Key to our undergraduate ECD programs is their emphasis on solid understanding of human potential, and responsibility to set up meaningful learning contexts and experiences for their students. This course strives to prepare students to build strong intellectual, affective, and experiential connections to teaching through developmentally appropriate practices and philosophies. This course seeks to nurture the confidence required for graduates to enact and advocate for creative pedagogical practices in early childhood settings, preparing teachers for educational challenges of a changing and increasingly diverse society. We believe this perspective is an important component of a liberal arts education.

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

This course provides an opportunity for students in the Early Childhood Development program to develop their professional roles as innovative leaders and sensitive advocates for young children, families, and developmentally appropriate practices. The ECD program strongly emphasizes the critical examination of theoretical models

and current issues and practices facing the early childhood field. We embrace the view of the teacher as an inquisitive apprentice and lifelong learner. This course aligns with and fits into the unit's whole teacher development framework. Another cornerstone of the program's mission is to support positive change and instructional excellence in early childhood settings. This course connects the program's knowledge base with the fundamental nature of human learning through whole-child centered play and is designed to sustain a commitment to meaningful, lifelong learning.

C. 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

D. 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?** Paula Lynam
- 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 and Moodle access.

If so, please explain how they will be obtained. Students will need internet access to support the needs of this course.

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:

Signature of Division Director

Date

4/29/16

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

**The Art of Holistic Early Childhood Education
ECE 390: CRN XXXX
Term/Year**

Instructor: Paula Lynam, M.Ed.
Contact: 541-482-5543, lynamp@sou.edu
Office Hours: Will be determined
Phone conference, email, or by appointment
Credits: 4 Credits
Class Meetings: Online with conference calls as needed and two Zoom meetings required

Course Description

This course examines and explores the art of cultivating the moral, emotional, social, physical, intellectual, creative, aesthetic, and spiritual dimensions of the teacher and developing child. Holistic education nurtures a sense of wonder, curiosity, reverence for life and love of learning, through interactive class structures, and contemplative practices to uncover the unique gifts and potential within each individual.

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

1. Communicate effectively in writing, speech, and technology.
2. Access and evaluate information resources to become critical thinkers of developmentally effective practices in early childhood education.
3. Engage in the community through service projects and fieldwork in early childhood, schools, and other community settings.
4. 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

This course provides an opportunity for students in the Early Childhood Development/Elementary Education programs to develop their professional roles as innovative leaders and sensitive advocates for young children, families, and developmentally appropriate practices. The ECD/EE programs strongly emphasize the critical examination of theoretical models and current issues and practices facing the early childhood/elementary field. We embrace the view of the teacher as an inquisitive apprentice and lifelong learner. This course aligns with and fits into the unit's social critical curriculum framework. Another cornerstone of the program's mission is to support positive change and instructional excellence in early childhood/elementary settings. This course connects the program's knowledge base with the fundamental nature of human learning through play and to sustain a commitment to provide meaningful lifelong learning. This links the course to the unit's curriculum and also to the broader mission of SOU.

Course Expectations

In ECD 390, The Art of Holistic Early Childhood Education course, Early Childhood Development/Elementary Education Degree students will develop a strong working understanding of the principles and practices of holistic early childhood education, and ways to implement these practices in the early childhood environment. Students will demonstrate deeper understandings of the importance of nature connection for children and adults, the foundational senses, and the qualities that render a learning environment nourishing to all the senses. Students will examine the importance of protecting childhood innocence, methods of holistic child observation, assessment, and child study as tools for deeper understanding of the children and families. Students will work creatively, crafting, doing handwork, making useful items, and developing a holistic curriculum by connecting with their own curiosity, strengths, and interests. This course will provide a platform for students to explore human potential, and the value of teacher inner-development in fostering personal renewal, strength, inspiration and continued interest in their work. Through various individual and collaborative types of learning experiences, students will expand their perspectives with regards to instructional approaches and understandings of meaningful human learning.

Course Outcomes

Students will have a working understanding of:

- The principles and practices of holistic early childhood education, and ways to implement these practices in the early childhood environment. [SEP]
- The importance of teacher reflection, and inner-development in fostering personal renewal and strength.
- The qualities of an environment to nourish the senses, and practices to maintain inspiration and interest in teaching.
- The essential connection to nature for children and adults, and how to cultivate this.
- Building a holistic curriculum, by tapping into their personal curiosity, strengths, and interests.
- The importance of protecting childhood innocence, and how to do so.
- Methods of holistic child observation, assessment, and child study as a tool for deeper understanding of the children.
- How vital it is to work with the hands, crafting, and making useful items, and for the

- children to experience their teachers and selves as creative, capable human beings.
- Students will demonstrate personal commitment, professional conduct and ethics, and leadership at all times in completing the required course assignments, online discussion participation, and portfolio development that are aligned with the NAEYC Professional Preparation Standards and ECD Program Outcomes.

Required Course Materials:

Louv, R. (2005). *Last Child in the Woods: Saving our children from nature-deficit disorder*. New York, NY: Algonquin Books

Patterson, B. (2000). *Beyond the Rainbow Bridge: Nurturing our children from birth to seven*. Amesbury, MA: Michaelmas Press

Recommended Texts and Readings:

Cooper, S. (1997). *The Children's Year*. Stroud, Gloucestershire, United Kingdom: Hawthorn Press.

Hart, T. (2014). *The four virtues: Presence, heart, wisdom, creation*. Hillsboro, OR: Beyond Words.

*Additional readings 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 discussions. Students are expected to actively participate regularly and practice professional communication and leadership skills in all Moodle forums and complete each week's assignments following the guidelines included in the syllabus.

Assignments and Expectations

1. Active Participation and Attendance; Weekly Check-in *Weekly Online Forum Discussions/Weekly Submission/Journaling*

Students are expected to participate in each "Discussion Forum" by reflecting assigned readings. Keep in mind how the readings apply to your learning and connections to holistic approaches to personal development. Cooperative learning will be practiced in online discussions. Whenever possible, students will respond to a prompt from the instructor by Sunday at midnight. In addition, Students will also visit at least one Holistic Early Childhood program, and write a reflective paper on their experience. Students are required to attend one mid-term phone conference and two Zoom meetings during the term.

2. Nature Journal

Students will spend about 2 hours a week in nature for personal, professional, spiritual, and inner work through solitary contemplation, walk, physical activity/exercise, and other

creative means. Students will keep a journal to record their experiences each week and will write a synthesis paper (2 pages/600 words) on their overall experiences, or create an informative tri-fold pamphlet at the end of the term.

3. Handwork/Crafting Projects Log/Journal/Paper

Students will work on handwork projects throughout the term, keeping a journal log of activities and submitting a reflective paper.

“The creative impulse, which is deeply personal, is a critical element at the core of all learning. It requires that information be gathered, ideas explored and tested, and decisions made so that progress can be made toward a personally valued goal. It is only through creative activity that any individual can define his own understanding of the world and his place in it, and anyone who wants to do that can do it.” The Hand, (Wilson F. R., 1999)

Please use natural materials, such as wool, cotton, silk, wood whenever possible. Instructions for activities will be provided.

4. Holistic Early Childhood Site Visit/Reflective Paper

Students will visit at least one Holistic Early Childhood Site, write a reflective paper (2 pages/600 words) and share their experience with classmates.

5. Holistic Early Childhood Curriculum Development/Outline/Statement/Reflection

Paper and Power Point Slides

Upload your Holistic Curriculum Project, Statement Paper (2 pages/600 words) and Power Point slides on Moodle.

Class Zoom Presentation

Students will present their Holistic Curriculum online via Moodle as well as in-person via Zoom during the week Nine.

Review the Rubric Used for Scoring Reflective Journal Entries

Journal entries will be read only by instructor and please share only what you are comfortable sharing.

- Write at least couple of paragraphs, (paragraphs are typically 100 to 200 words).
- Write about any thoughts related to the course topics and materials.
- Do a spell check.
- Times New Roman 12pt. font, double-spaced, heading with name, class, date, instructor's name.

	Reflective Journal Rubric	
Proficiency	Criteria	Points

Highest Level	<ul style="list-style-type: none"> Journal entry reflects personal and professional experience and insights Journal entry reflects materials and topics covered in the course Journal entry turned in on time Meets length and formatting expectations outlined above No spelling errors People first language, nonjudgmental 	4.5-5
Medium Level	<ul style="list-style-type: none"> Journal entry reflects personal experience and thoughts but does not go in depth beyond more than a sentence or two of reflection Journal entry ignores materials/topics covered in course, goes way off-topic Journal entry completed on time Barely meets length and formatting expectations outlined above Some spelling errors Inconsistent use of people first language, some judgmental language 	3.5-4
Lowest Level	<ul style="list-style-type: none"> Journal entry is brief and overly simple Disorganized, difficult to follow Journal entry is late or not turned in, no communication with instructor beforehand Length way off, formatting difficult to follow Multiple spelling errors Openly judgmental language against people/groups 	0-3

Review the Rubric Used for Scoring Reflective Essays/Papers

Each reflective essay or paper should be at least 300 words in length, and contain the following:

Introduction:

Explain what aspect of your experience you will cover in this paper.

Body:

Discuss how you may have changed or what you have learned, and include what brought this change or learning about for you, giving examples.

Conclusion:

Sum up the effect the changes or learning have on you. Share how your experience may have changed you or how you may see differently now.

Holistic Curriculum Presentation (class Zoom meeting conference + work/field)

Students will first present their curriculum project to class mates online/Zoom in class. After feedback, they will present their final curriculum to a mentor at work or their supervisor. This professional in-person presentation will consist of 25 – 30 minutes with an early childhood professional (supervisor, colleague, or teacher) including the following:

- Introduction: What you will be presenting and why it is important (5 min)
- Presentation of the contents: You will need to be selective sharing several selections of your curriculum components. (10 min)
- Questions: The supervisor/audience should be given time to ask questions (5-10 min)
- Conclusion: A meaningful closure - where to go from here and what this process

- means to you and the early childhood profession (5 min)
- e. Discussion Forum to share your presentation experience- Reflection online
- f. Submit the **Verification of Curriculum Presentation Form** on Moodle

Class Outline

WEEK & TOPIC	ASSIGNMENTS
Week 1 <i>Teachers pursuing a path of inner development</i>	<ul style="list-style-type: none"> • Read: 1) Last Child in the Woods, section I: The New -Relationship Between Children & Nature 2) Teaching & Learning From Within, Chapters 1 & 2 3) Supplemental material. • Explore: Avenues for inner development and self-education. • Nature Time: Spend at least 15 minutes per day in nature, being quiet, no phone, just you and nature, watching, listening and being present. • Reflect: Upon the reading, exploration, and nature time, and consider how you could use your insights to enhance your life. • Projects: Imagine your early childhood holistic curriculum, and begin thinking about your holistic curriculum project. Your Curriculum Outline (due in week 5) will need to include: seasonal story, movement, artistic experiences, songs, poems and rhymes, personal enrichment for teacher, environment, rhythm of the day. • Create: Make one handwork item from the list. • Share: With classmates in discussion. • Check in: With instructor.
Week 2 <i>The child at the center. Love and Warmth. Well-being. Holistic Development & Learning. Observation.</i> Attend first Zoom meeting.	<ul style="list-style-type: none"> • Read: 1) Lost Child in the Woods, Section II: When the Young (and the Rest of Us) Need Nature 2) Supplemental material on observation, well-being, holistic development and learning, love and warmth. • Explore: What does it mean to observe? Explore methods of observation, how others observe, how you tend to observe. Notice how you feel about what you see. What needs to be present in the observer, to see clearly? • Arrange Holistic Early Childhood Program visit by week 5 • Nature Time: Spend at least 15 minutes per day in nature, being quiet, by your self, no phone, just you and nature, watching, listening and being present. • Reflect: Upon the reading, exploration, and nature time, and consider how you could use your insights to enhance your life. • Create: Make one handwork item from the list. • Share: With classmates in discussion. • Check In: With instructor.
Week 3 <i>Protection of the forces of childhood/childhood</i>	<ul style="list-style-type: none"> • Read...1) Lost Child in the Woods, Section III: The Best of Intentions: When Johnnie & Jeanie Don't Play Outside Anymore • 2) Supplemental material on media, imitation, childhood innocence. • Explore: Screen time and young children, the responsibility of teachers to the young children.

<i>innocence</i>	<ul style="list-style-type: none"> • Projects: Gather resources for your curriculum project. • Nature Time: Spend at least 15 minutes per day in nature, being quiet, no phone, just you and nature, watching, listening and being present. • Reflect: Upon the reading, exploration, and nature time, and consider how you could use your insights to enhance your life. • Create: Make one handwork item from the list. • Share: With classmates in discussion. • Check In: With instructor.
Week 4 <i>Care for the environment and nourishment of the senses</i>	<ul style="list-style-type: none"> • Read: 1) Lost Child in the Woods, Section IV: The Nature-Child Reunion • 2) Supplemental material on the senses, the early childhood sensory-rich environment. • Explore: Sensory integration and nature as support for learning and behavior difficulties. • Projects: Curriculum outline is due next week. • Nature Time: Spend at least 15 minutes per day in nature, being quiet, no phone, just you and nature, watching, listening and being present. • Reflect: Upon the reading, exploration, and nature time, and consider how you could use your insights to enhance your life. Examine your own sensory experiences, and sensory-rich environments for children. • Create: Make one handwork item from the list. • Share: Your thoughts with your classmates. • Check In: With instructor.
Week 5 <i>Creative and artistic experiences</i>	<ul style="list-style-type: none"> • Read: 1) Lost Child in the Woods, Section V: The Jungle Blackboard • 2) Supplemental material on creativity, and artistic experiences. • Explore: Natural Schools, Forest Kindergarten, Nature based early childhood programs. • Projects: <u>Mid-Term</u> • Nature Time: Spend at least 15 minutes per day in nature, being quiet, no phone, just you and nature, watching, listening and being present. • Reflect: Upon the reading, exploration, and nature time, and consider how you could use your insights to enhance your life. Look at your own creativity. What do you do? What sort of handwork or crafting do you do or want to know how to do? What do you do every day that lights you up? • Create: Make one handwork item from the list. • Share: With classmates in discussion. • Holistic Early Childhood Program Visit: Reflective paper due week 6 • Check In: With instructor.
Week 6 <i>Child initiated free play</i> Mid-term	<ul style="list-style-type: none"> • Read: 1) Lost Child in the Woods, Section VI: Wonder Land: Opening the Fourth Frontier • 2) Supplemental materials relevant to child initiated free play. • Explore: Cities Gone Wild, Back-to-the Land Movement, what is going on around the globe? • Nature Time: Spend at least 15 minutes per day in nature, being quiet,

conference call	<p>by yourself, no phone, just you and nature, watching, listening and being present.</p> <ul style="list-style-type: none"> • Reflect: Upon the reading, exploration, and nature time, and consider how you could use your insights to enhance your life. • Submit Reflective Paper: Following your Holistic EC visit. • Projects: Continue developing your holistic curriculum. • Create: Make one item from the list. • Share: Findings from Holistic EC visit with classmates in discussion and conference call. • Check In: With instructor.
Week 7 <i>Meaningful adult activity to be imitated</i>	<ul style="list-style-type: none"> • Read: Lost Child in the Woods, Section VII: To Be Amazed • Explore: The Spiritual Necessity of Nature for the Young, and older. • Nature Time: Spend at least 15 minutes per day in nature, being quiet, no phone, just you and nature, watching, listening and being present. • Reflect: Upon the reading, exploration, and nature time, and consider how you could use your insights to enhance your life. • Projects: Continue developing your holistic curriculum. • Create: Make one handwork item from the list. • Share: Handwork/Crafting Journal with classmates on Moodle. • Check In: With instructor.
Week 8 <i>Holistic assessment</i>	<ul style="list-style-type: none"> • Read: Material on Holistic Assessment and Child Study • Explore: Additional pieces for your curriculum and personal development. • Nature Time: Spend at least 15 minutes per day in nature, being quiet, by yourself, no phone, just you and nature, watching, listening and being present. • Reflect: Upon the reading, exploration, and nature time, and consider how you could use your insights to enhance your life. • Projects: Put the finishing touches on your holistic curriculum. • Create: Make one item from the list. • Share: Nature Journal with classmates. • Check In: With instructor.
Week 9 <i>Nature, nature, nature.</i> Attend 2nd Zoom meeting	<ul style="list-style-type: none"> • Read...1) Supplemental material relevant to our study of holistic early childhood education, nature and well-being. • Explore... hope, organizations or movements you could be part of, encourage or support. • Nature Time... spend at least 15 minutes per day in nature, being quiet, by yourself, no phone, just you and nature, watching, listening and being present. • Reflect... upon the reading, exploration, and nature time, and consider how you could use your insights to enhance your life. • Projects... your holistic curriculum project is due! • Create... make one handwork item from the list. • Share... your curriculum projects with classmates in Zoom meeting. • Check In... with instructor.

Week 10	<ul style="list-style-type: none"> • Read...classmates curriculum projects • Explore..."how can we make things better than they ever were?" R. Louv • Nature Time...spend at least 15 minutes per day in nature, being quiet, by yourself, no phone, just you and nature, watching, listening and being present. • Nature Time...synthesis paper/pamphlet due. • Reflect... upon your classmates' curriculum projects, exploration, and nature time, and consider how you could use your insights to enhance your life. • Projects: Give feedback to your classmates. • Create: Make one handwork item from the list. • Share: Curriculum Project with mentor/advisor/supervisor • Check In: With instructor.
Week 11	<ul style="list-style-type: none"> • Read: Something inspiring to you. • Nature Time: Spend at least 15 minutes per day in nature, being quiet, no phone, just you and nature, watching, listening and being present. • Reflect: Upon this course and any shift in your way of being in the world. • Share: Summer plans and wishes on Moodle. • Final Check In... with instructor. • ECD Program Evaluation • Commencement Day – Saturday, June XX, 9-12:00pm <i>at SOU Football Stadium in Ashland</i>

Grading Policy

Criteria for Evaluating Achievement of Students (%=Points)

Class Attendance/Active Reading Forum Participation/Moodle Forum Discussions/Professionalism/Journaling/One-site visit/Weekly check-in	25 points
One Phone/Two Zoom conference meetings required for class (2+4+4 pts.)	10 points
Handwork/Crafting Projects	10 points
Holistic EC Curriculum Development, Presentation to Class & Supervisor/Mentor at work + Reflection	35 points
Curriculum Statement (5), Handwork/Crafting Journal Paper (5), and Curriculum Outline (5), Holistic Program Visit Reflection Paper (5)	20 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

Cooper, S. (1997). *The Children's Year*. Stroud, Gloucestershire, United Kingdom: Hawthorn Press.

Cross, A. (2012). *Nature Sparks: Connecting children's learning to the natural world*. St. Paul, MN, USA: Reedleaf Press.

Curtis, D. (2017). *Really Seeing Children: A collection of teaching and learning stories to inspire an everyday practice of reflection, observation, and joyful presence with children*. Lincoln, NE, USA: Exchange Press.

Hart, T. (2014). *The four virtues: Presence, heart, wisdom, creation*. Hillsboro, OR: Beyond Words.

Johnson, K. (2017). *Wings, Worms, and Wonder: A guide for creatively integrating gardening and outdoor learning into children's lives*. Neptune Beach, Florida, USA: Wings, Worms, and Wonder.

Johnson, K. (2018). *Wonder and Wander: An early childhood nature connection guide*. Neptune Beach, Florida, USA: Wings, Worms, and Wonder.

Jones, B. (2014). *A Child's Seasonal Treasury*. Berkley, California, USA: Tricycle Press.

Louv, R. (2009). *Last Child in the Woods: Saving our children from nature-deficit disorder*. Chapel Hill, North Carolina, USA: Algonquin Books.

Nabhan, G. P. (1994). *The Geography of Childhood: Why children need wild places*. Boston, Massachusetts: Beacon Press.

Nicol, J. (2016). *Bringing the Steiner Waldorf Approach to your Early Years Practice*. New York, New York, USA: Routledge.

Nicol, J. (2018). *Understanding the Steiner Waldorf Approach: Early years education in practice*. New York, New York, USA: Routledge.

O'Connell, M. (2018). *Observing Young Children: A tool for meaningful assessment, ages birth to five*. lifewaysnorthamerica.

Oppenheimer, S. (2015). *What is a Waldorf Kindergarten?* Great Barrington, Massachusetts, USA: Lindisfarne Books.

- Patterson, B. (2000). *Beyond the Rainbow Bridge: Nurturing our children from birth to seven*. Amesbury, MA, USA: Michaelmas Press.
- Payne, K. J. (2010). *Simplicity Parenting: Using the extraordinary power of less to raise calmer, happier, and more secure kids*. New York, New York, USA: Ballentine Books.
- Pelo, A. (2018). *The Goodness of Rain: Developing an ecological identity in young children*. Lincoln, Nebraska, USA: Exchange Press.
- Rosenow, N. (2012). *Heart-Centered Teaching Inspired by Nature: Using nature's wisdom to bring more joy and effectiveness to our work with children*. Lincoln, Nebraska, USA: Dimensions Educational Research Foundation.
- Stock Kranowitz, C. (2005). *The Out-of-Sync Child: Recognizing and coping with sensory processing disorder*. New York, New York, USA: Penguin Group.
- Wilson, F. R. (1999). *The Hand: How its use shapes the brain, language, and human culture*. New York, New York, USA: Pantheon Books.
- Wilson, R. (2018). *Nature and Young Children: Encouraging creative play and learning in natural environments*. New York, New York, USA: Routledge.

Syllabus Statement

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

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

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 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.