

Syllabus for
ECE 212—Foundations of Early Childhood Education and Physical Development
3.0 Credit Hours
Fall 2005

The Mission of the Oral Roberts University School of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The School of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I. COURSE DESCRIPTION

Addresses all aspects of physical growth and development for children from birth through age 8 as well as methods for supporting this development. Covers *developmentally appropriate practice, advocacy, health, safety, nutrition, playground design, and physical education.*

II. COURSE GOALS

This course is designed to give students a basic understanding of developmentally appropriate practice, advocacy, and physical development of young children. Upon completing the course, teacher candidates will be able to apply these principles to develop developmentally appropriate activities, serve as an advocate for young children, and apply motor skills, health, safety, and nutritional principles to create a sound environment in the early childhood classroom.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

As a result of successfully completing this course, the teacher candidate will be able to do the following:

1. Relate the principles of developmentally appropriate practice with the child development, research, and Biblical tenets on which it is based. (EC 1, 3; IS 1, 3; NAEYC 1-5)
2. Identify and apply a variety of ways in which they can serve as advocates for the young child. (NAEYC 5)
3. Evaluate and choose lesson plans and activities to support the development of health, safety, nutrition, and motor skills. (EC 1, 3, 6; IS 7, 12, 16; NAEYC 4b, 4c, and 4d)
4. Write and present a list of safety rules for the classroom and the playground. (EC 7, IS 1, NAEYC 4c)
5. Observe and document physical development and understanding of health and safety topics in young children. (EC 1; IS 1, 6; NAEYC 1, 5)
6. Outline the stages and milestones of physical development in the children from birth through eight years. (EC 3; IS 1, 7; NAEYC 1)
7. Describe principles of health, safety, nutrition, and motor skills as they relate to young children. (EC 3; IS 1, 3, 7, 13)
8. Discuss principles for developing indoor and outdoor large motor play areas that optimize physical development and are safe. (EC 1, 3, 7; IS 1)

9. Relate physical development principles to their Christian worldview. (IS 3)

B. Objectives for Students in Teacher Preparation Programs

The teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies: Institutional Standards (IS) 1, 3, 6, 7, 12, 13, 16; Early Childhood Competencies (EC) 1, 3, 6, and 7; and NAEYC Standards (NAEYC) 1-5.

IV. TEXTBOOK

Required Textbooks

Bredekamp, S., & Copple, C. (Eds.). (1987). *Developmentally appropriate practice in early childhood programs* (Revised ed.) Washington, D.C.: NAEYC.

Marotz, L. R., Cross, M. Z., & Rush, J. M. (2005). *Health, safety, and nutrition for the young child* (6th ed.) Albany: Delmar.

V. POLICIES AND PROCESURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
2. Double cuts will be assessed for absences immediately preceding or following holidays.
3. Excessive absences can reduce a student's grade or deny credit for the course.
4. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
5. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software.
6. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.

B. School of Education Policies and Procedures

1. Tardies—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, if the student comes into the class after attendance has been taken, the student is considered tardy. It is the student's responsibility to inform the professor that he/she was tardy immediately following that class. Failure to do so will result in an absence for that class and it will not be adjusted other than at the end of that class. Three tardies will equal one absence. It is the student's responsibility to get the information presented in class from a classmate.
2. Late Work—The student is responsible for obtaining class assignments and material covered during an absence. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Ten percent (10%) of the final assignment grade will be deducted for every business day that the School of Education office is opened. Office hours are Monday through Friday, 8:00 a.m. to 4:30 p.m., with the exception of Labor Day and the Thursday and Friday the week of Thanksgiving. The student is responsible for making sure that the date is stamped on the late assignment by an official representative in the School of Education at the time the assignment is

turned in. An assignment without a date stamped on it by an official representative in the School of Education will be considered “received” on the date the professor receives it. Students who have excused absences (administrative excuse, medical report—doctor or campus nurse, or verification of the death of a family member) are responsible for meeting with the professor to mutually agree on a due date for the missing assignment(s). If the assignment(s) is (are) not turned in by the date agreed upon, the above policy will apply.

3. Attendance Policy—Students are expected to attend all classes. Because unavoidable circumstances can prevent perfect attendance the following policy will apply:

Number of days the class meets per week	Number of absences not resulting in a penalty	5% final grade reduction will be applied beginning with absence number
3	3	4
2	2	3
1	1	2

Five percent (5%) of the final grade will be deducted for each additional day the student incurs an unexcused absence.

4. Administrative Excused Absence—Students who must miss class for University-sponsored activities must follow these procedures:
 - a. Inform the professor before the event.
 - b. The student should not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Make-up work will not be permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
 - c. The student needs to present an administrative excuse form with appropriate signatures prior to the day of his/her absence when possible, or on the first day he/she returns to class.
5. Senior Cohort Attendance—Students who have one unexcused absence will receive a one letter grade deduction for the final grade in the course. Students missing more than one day will receive a grade of “F” for the final grade. Tardies will be handled as mentioned previously.
6. Leaving Early—Students are not permitted to leave class prior to the dismissal by the professor. If a student has to leave class early on occasion, it is his/her responsibility to talk with the professor prior to the beginning of class to secure permission from the professor. Weekly or monthly meetings are not considered an approved reason for leaving class early. If the student leaves a class 15 minutes or **less** before the end of class without prior approval from the professor, it will be considered a tardy and the tardy policy will apply. If the student leaves a class **more** than 15 minutes before the end of the class without prior approval from the professor, it will be an unexcused absence and the attendance policy will apply.
7. Cellular Phones—Students are not to have cellular phones on during class, nor are they to be visible during class. In the rare case of an emergency when it is unavoidable and a student is expecting a call during class, or needs to have his/her cellular phone on during class, the student is asked to notify the professor

- in advance. The professor may request that the student leave the cellular phone on the professor's desk during class.
8. Late Exams—Students taking tests other than the time they are given is an inconvenience to the professor. To assist the student in his/her professional growth, any test taken late as a result of an unexcused absence will incur a \$15.00 late-test fee (see the attendance policy). The student should pay the late fee (cash only) in the School of Education where he/she will receive a receipt. The student is responsible for making arrangements with the professor to take the late exam and for presenting the receipt at the time he/she takes the late exam. Late exams, whether they are a result of an excused or an unexcused absence, must be taken within a week from the originally scheduled date. If the student refuses to make up the late exam within the allotted time, a grade of zero percent (0%) will be entered in as the test grade, which will be factored into the final course grade.
 9. Incompletes—As stated in the University catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness or a death in the family. Students must petition for an incomplete using the form available in the School of Education. Documentation for the reason the student is requesting an incomplete is required. Very few incompletes will be granted.
 10. Extra Credit—Students should not expect extra credit to help raise a grade.

C. Course Policies and Procedures

1. Evaluation Procedures

- a. Assignments will be evaluated on the following basis:

Philosophy of early childhood education	15%
Classroom participation, materials creation	10%
Playground Safety Evaluation	15%
Reference Manual	20%
Midterm	20%
Final Exam	20%
- b. Grading Scale

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%
- c. One letter grade will be deducted from an assignment for each day it is late.
- d. Other Policies and Procedures
- e. Course Assignments
- f. Classroom Participation—Points will be earned through attendance, involvement in discussions, and general preparation of materials.
- f. Philosophy—A two or three page philosophy of early childhood education will be written for this course. It must include the student's view of the children, the teacher, and parents; the influence of the community; the influence of your faith; and practices that support sound development of the young child.
- g. Reference Manual—Collect or create a minimum of fifteen activities for each of the following areas:
 - (1) Health
 - (2) Safety
 - (3) Nutrition

- (4) Fine Motor Skills
- (5) Gross Motor Skills
- h. Playground Safety Evaluation—The Evaluation will be documented through a description and reflections paper, inclusive of drawings or pictures and presented through a PowerPoint presentation.

Specific directions for each assignment will be given to you in class.

VI. COURSE CALENDAR

Session	Topic	Assignment
1–5	Developmentally Appropriate Practice	DAP
	Test	
6	Philosophy Paper Due	
7	Physical Development	
8–9	Activities That Promote Physical Development	
10	Making Equipment for Physical Education	
11	Midterm	
12	Interrelationship of Health, Safety, and Nutrition	Chapter 1
13	Promoting Good Health	Chapter 2
14	Health Appraisals and Health Assessment	Chapters 3–4
15	Conditions Affecting Children’s Health	Chapter 5
	The Infectious Process and Control	Chapter 6
16	Communicable and Acute Illnesses	Chapter 7
17	Creating and Managing Safe Environments	Chapters 8–9
		Notebook Due
18	Managing Accidents	Chapter 10
19–20	Teaching Health and Safety	Chapter 12
21	Nutritional Guidelines	Chapter 13
22	Nutrients for Specific Purposes	Chapters 14–16
23	Planning Meals and Assuring Food Safety	Chapters 19–20
24	Nutritional Education	Chapter 21
25	Reference Manual Sharing	
26–27	Playground Design and Safety	Playground
	Applying Playground Design	Evaluations Due
28	FINAL	

Course Inventory for ORU's Student Learning Outcomes
ECE 212—Foundations of Early Childhood and Physical Development
(Fall 2005)

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability				X
1D	Ethical behavior			X	

2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy		X		
2C	Global & historical perspectives				X
2D	Aesthetic appreciation			X	
2E	Intellectual creativity	X			

3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X

4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills		X		
4C	Appreciation of cultural & linguistic differences			X	
4D	Responsible citizenship		X		
4E	Leadership capacity	X			