

Syllabus for
ECE 313—Psychosocial Development and Guidance of the Young Child
3 Credit Hours
Spring 2014

The Mission of the Oral Roberts University College 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 College 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

Examines the social, emotional, and moral development of the young child from birth through age 8. Investigates the research base and practical application of early childhood history, ethics, techniques for supporting psychosocial development, organizing and managing the early childhood classroom, and behavior problems ranging from normal to psychopathological. Both parent and community collaboration are considered. Includes ten hours of practicum. (This is a writing-intensive course.)

Prerequisites: None.

This course will be taught with an emphasis on writing. Writing will be used in both pedagogy and assessment of student learning.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Develop an understanding of early childhood social, emotional, and moral development.
- B. Prepare to work with families, school professionals, and the community to support children's psychosocial development.
- C. Learn to organize facilities and the classroom social system so that development of children in all areas is optimized.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Objectives

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

- 1. Relate ways in which psychosocial development interacts with other areas of development. (IS 3,4,18; EC 1; NAEYC 1a,1b)
- 2. List methods for supporting psychosocial development in young children. (EC 2; NAEYC 1a, 1b, 4a, 4d)
- 3. Describe principles for guiding children in the classroom setting. (IS 8, 18; EC 7; NAEYC 1c, 4a)
- 4. Discuss means for collaborating with families and agencies within the community to support children's learning and development. (IS 1, 2, 11; EC 9; NAEYC (2a, 2b, 2c, 3d)

5. Describe how culture influences the needs, expectations, and coping styles of the families served in the school setting. (IS 18; EC 10; NAEYC 2a, 2b)
6. Make ethical decisions related to young children and their parents (NAEYC 6b)

B. Objectives for Students in Teacher Preparation Programs

The objectives for the Teacher Preparation Program meet the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies: Institutional Standards 1, 2, 4, 5, 8, 11, 18; Early Childhood Competencies 1, 2, 7, 9, and 10; CDA Subject Areas 3, 4, 7, and 8; and NAEYC Standards 1, 2, 3, 4, and 6.

1. Institutional Standards:

- IS 1: The candidate is a reflective transformed educator who continually evaluates his/her practice, particularly the effects of his/her choices, dispositions, and actions on others (students, families, and other professionals in the learning community) from a Christian worldview.
- IS 2: The candidate is a reflective, transformed educator who actively seeks opportunities to grow professionally and understands the evaluation process of relative constituencies.
- IS 4: The candidate makes educational decisions (i.e. plans instruction and/or administrative duties) based on the principles of the whole person lifestyle, including the spiritual, physical, intellectual, social, and emotional aspect.
- IS 8: The candidate is a reflective, transformed educator who uses research, research findings, contextual information, and other evidence to adapt his/her practices to meet the needs of each learner.
- IS 11: The candidate demonstrates the dispositions of a transformed educator who seeks outreach opportunities to diverse populations, both locally and worldwide.
- IS 18: The candidate demonstrates an understanding of individual differences and diverse communities by creating inclusive learning environments and educational opportunities that allow each learner to reach his/her full potential.

Early Childhood Competencies:

- EC 1: The teacher understands factors that influence the development of young children, the sequence in interdependency of all areas (i.e., physical, social, emotional, cognitive, and language) and uses that knowledge to meet the needs of the group and individual children (birth to eight years of age) while respecting their unique rates of development.
- EC 2: Uses positive child guidance strategies which help children learn to make responsible decisions regarding their own behavior and contributes to the development of self-control, self-motivation, and self-respect.
- EC 7: Provides a learning environment (indoors and outdoors) which is physically and psychologically safe for young children through the use of a balanced schedule, learning centers, and appropriate transitions and routine.
- EC 9: Collaborates regularly with families and other agencies in the community to enhance and support children's learning and development.
- EC 10: Recognizes and respects diversity and how it influences learning, and builds connections among children's families, communities, and student activities.

2. CDA Subject Areas:

- 3: Positive ways to support children's social and emotional development

- 4: Strategies to establish productive relationships with families
- 7: Observing and recording children's behavior
- 8: Principles of child growth and development
- 3. NAEYC Initial Licensure Standards
 - 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
 - 5: Becoming a professional

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
 - 1. Textbooks
 - Marion, M. (2011). *Guidance of young children* (8th ed.). Pearson, NJ: Prentice-Hall.
 - 2. Other
 - None
- B. Optional Materials
 - 1. Textbooks
 - None
 - 2. Other
 - None

V. POLICIES AND PROCEDURES

- A. University Policies and Procedures
 - 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
 - 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
 - 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat to plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;

- d. Creating results for experiments, observations, interviews, or projects that were not done;
- e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

- 4. 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.
- 5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. College and/or Departmental Policies and Procedures

- 1. Oral Roberts University outcomes and College of Education Institutional Standards along with state and national accreditation standards are collected and assessed through the College of Education ePortfolio processes.
- 2. Assessment Requirements—Course specific artifacts are submitted into ePortfolio. A College of Education approved ePortfolio is a requirement for all College of Education candidates.
- 3. 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.
- 4. 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 College 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 College of Education at the time the assignment is turned in. An assignment without a date stamped on it by an official representative in the College 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.

5. 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.

6. 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.
7. Senior Cohort Attendance—Students who have one unexcused absence will receive 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.
8. 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.
9. 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.
10. 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 College 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.

11. 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 College of Education. Documentation for the reason the student is requesting an incomplete is required. Very few incompletes will be granted.
12. Extra Credit—Students should not expect extra credit to help raise a grade.
13. Plagiarism—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments. Students must document all sources and ideas that are not their own original information by following correct APA (American Psychological Association) documentation procedures. Failure to do this produces a plagiarized paper, which will result in an F for the paper. Flagrant cheating will result in an F for the course.

C. Course Policies and Procedures

1. Evaluation Procedures

a. Assignments will be evaluated on the following basis:

(1)	Tests	50 points
(2)	Parent/Community Involvement Assignment	64 points
(3)	Journal Summaries and Reflections	50 points
(4)	Case Study	100 points
(5)	Final Exam	100 points

Grading scale:

A=90-100%

B=80-90%

C=70-80%

D=60-70%

F=below 60%

2. ePortfolio Requirements

The Parent/Community Involvement Assignment may be useful in fulfilling artifact requirements for the intermediate level of your ePortfolio.

VI. COURSE CALENDAR

Week	Topic	Assignment
1	Parent Involvement	Journal Article
2	Community Involvement and Ethics	Journal Article
3	Developmentally Appropriate Practice	Chapter 1 Journal Article
4	Knowledge of Child Development	Chapter 2 Parent/Community Involvement Assignment
5	Observing Behavior	Chapter 3
6	Direct Guidance	Chapter 4 Journal Article
7	Indirect Guidance	Chapter 5 Journal Article
8	Self-Esteem, Moral Identity, Stress, and Resilience	Test Chapters 6-7
9	Emotional Intelligence, Anger Management, Violent Behavior, and Aggression	Chapters 8-9 Journal Article
10	Guiding the Development of Prosocial Behavior	Chapter 10 Case Study
11	Minimizing Challenging Behavior	Chapter 11

Week	Topic	Assignment
12	Theories	Chapter 12 Journal Article
13	Application	Chapter 13
14	Review	
15	Final Exam	

Course Inventory for ORU's Student Learning Outcomes
ECE 313—Psychosocial Development and Guidance of the Young Child
Spring 2014

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 the outcomes and each of the proficiencies/capacities.

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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			