University of North Texas at Dallas
Spring 2015
SYLLABUS

EDEC 4243D/090 Environmental Processes and Assessment/3 hrs

Department of	Teacher Education and Administration	Division of	EDEC/Early Childhood Education

Instructor Name:	Nancy H. Beaver, M. Ed.
Office Location:	
Office Phone:	*972-860-7685*
Email Address:	nancy.beaver@untdallas.edu

Office Hours:	One hour before class time in classroom – Room 1-248 on Mondays or by appt
Virtual Office Hours:	*NA*
Classroom Location:	**DAL 1, 244**
Class Meeting Days & Times:	Monday 5:30-8:20 PM

Course Catalog Description:	This course considers early childhood learning processes as well as implications for individual, group, and program assessment. Areas of emphasis include development of skills in selection, use and interpretation of developmentally appropriate practices. Focus areas include formal, informal and holistic assessment instruments as well as learning environment materials and resources. Implications for technology in assessment and management are discussed. Laboratory experiences required.
Prerequisites:	EDEC 3613D as a prerequisite.
Co-requisites:	

Required Text:	Jackman, H.L., N.H. Beaver, S.S. Wyatt, (2015) Early Education Curriculum: A Child's Connection to the World (6th Edition), Cengage Learning, Stamford, CT, ISBN-13: 978-1-285-44325-6

Recommended Text and References:	Copple, C., S. Bredekamp. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8 (3rd ed),* NAEYC (2009), ISBN:9781928896647 Optional

Access to Learning Resources:	UNT Dallas Library:
	    phone: (972) 780-3625;
	    web: http://www.unt.edu/unt-dallas/library.htm
	UNT Dallas Bookstore:
	    phone: (972) 780-3652;
	    e-mail: 1012mgr@fheg.follett.com

Course Goals or Overview:
The goal of this course is to…explore developmentally appropriate early childhood learning and assessment processes.

Student Learning Outcomes:	At the end of this course, the student will
1	Formulate teaching techniques and guidance strategies which support and encourage the social, emotional, physical, language and cognitive development of children ages three through five, including those from diverse cultures and with special needs.
2	Plan, implement and evaluate integrated learning experiences for Preschool children (three total) that are based on the Pre K Guidelines and Developmentally Appropriate Practice and present 2 of them in class
3	Participate in class, through group presentations and discussion of required reading and current topics under consideration, and learn effective ways to communicate and present information to others in a professional manner while working as part of an instructional team.

4	Collect and critique information on resources useful in planning curriculum activities for developmentally and culturally diverse children, ages three through five.
5	Pass a midterm based on readings and class discussions, indicating an ability to utilize course content.
6	Collect a variety of data on one particular child, a group of children, the environments and schedules for assessment, evaluation and planning purposes, as well as making observations of at least 2 different learning environments approved by the instructor.
7	Create a portfolio of information learned during the class and reflect on that learning.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by e-mail, in the announcements section of Blackboard or in class.

TOPICS	InTASC	TIMELINE
Orientation -Starting the Process	Standards 1 & 2	1/26
DAP/Play – *Play Styles Observation - SLO 6	Standards 1 & 2	2/2
Creating Curriculum - *Activity Plan Quiz – SLO 1 & 2	Standards 1, 2 & 7	2/9
Environment – *Schedule Evaluation - SLO 6	Standard 3	2/16
Language & Literacy SLO 3	Standard 3, 4, 5 & 8	2/23
*Art SLO 3	Standards 3,4, 5 & 8	3/2
Music &*Environmental Checklist 1 SLO 6	Standards 3,4, 5 & 8	3/9
*Group Workshop Presentations SLO 3 & *Activity Plan #1 -SLO 2	Standards 4, 5, 7, 8 & 10	2/23- 5/4
Spring Break		3/16
*Midterm online SLO 5	Standards 3,4, 5 & 8	3/9
Dramatic Play & * Prop Box - SLO 1 & * Activity Plan #2 SLO 2	Standards 4, 5, & 8	3/30
Sensory Play &* Environmental Checklist 2 SLO 6	Standards 3, 4, 5 & 8	4/6
Science SLO 3	Standards 4, 5, 6 & 8	4/13
Math & *Child Assessment SLO 3 & 6	Standards 4, 5 & 8	4/20
Fine Motor & Large Motor & *Playground Assessment- SLO 3 & 6	Standards 4, 5 & 8	4/27
Construction & *Activity Plan #3 SLO 2 & 3	Standards 4,5,& 8	5/4
*Final – Portfolio SLO 7	Standards1,2,3,4,5,6,7,8 & 10	5/11

*Indicates dates that graded work is due

Course Evaluation Methods: This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Exam – *written test designed to measure knowledge of presented course material*
Observation Assignments – *assignments designed to measure ability to apply presented course material*
Group Presentation – *assignment designed to measure ability to research material, work collaboratively to develop a presentation and articulate knowledge learned in a cohesive manner*
Child Assessment– *written assignment designed to measure ability to assess a child's strengths and needs, and to plan and evaluate appropriate learning activities*
Activity Plans– *assignment designed to measure ability to apply presented course material*
Environment Checklists-*assignments designed to measure ability to apply presented course material*
Portfolio – *assignment designed to measure ability to synthesize and evaluate lessons learned in course*

Grading Matrix:

Instrument	Value (points or percentages)	SLO	Total
Play styles Observation		SLO 6	50
Activity Plans	3 activity plans @ 50 pts.	SLO 2	150
Environment Checklists	2 checklist packets @ 50 pts.	SLO 6	100
Group Presentation (Workshop)		SLO 3 & 4	150
Midterm Exam		SLO 5	100
Portfolio/observation log		SLO 6	100

Activity Plan Quiz		SLO 2	35
Playground Assessment		SLO 6	75
Child Assessment		SLO 6	100
Schedule Evaluation		SLO 6	40
Prop Box		SLO 1	100
Total:			**1000**

Grade Determination:
A = 1000 – 900 pts; i.e. 90% or better
B = 899 – 800 pts; i.e. 80 – 89 %
C = 799 – 700 pts; i.e. 70 – 79 %
D = 699 – 600 pts; i.e. 60 – 69 %
F = 599 pts or below; i.e. less than 60%

University Policies and Procedures

Students with Disabilities (ADA Compliance):
The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:
The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy:
All assignments are due on the date indicated. The only exceptions for not turning in assignments on time are for medical or immediate family emergencies.

Exam Policy:
Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:
On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:
The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Policy on Releasing Grades:
Grades will be released when assignments, projects and exams are completed. No grades will be released via email on an individual basis. A file for each student will be maintained to ensure that accurate data and record of grades is maintained. Students will have the opportunity to check with the instructor on a one-on-one basis and blackboard their grades.

Policy for the Grade of "Incomplete":
I-Incomplete; a non-punitive grade given only during the last one-fourth of a term/semester and only if a student (1) is passing the course and (2) has justifiable and documented reason, beyond the control of the student (such as serious illness or military service), for not completing the work on schedule. The student must arrange with the instructor to finish the course at a later date by completing specific requirements. These requirements must be listed on a Request for Grade of Incomplete form signed by the instructor, student and department chair and must be entered on the grade roster by the instructor.

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InTASC Standards
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Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.