# **Syllabus/Course Outline**

# ***RCC Early Childhood and Elementary Education Department***

# ***ECE175- Developmentally Appropriate Practices, 3 credits***

# ***2023/2024***

**Instructor:** *Your name*

**Email:** *Your email*

**Phone:** *Your phone number*

**High School:** *Your high school name*

**Length of RCC Course:** *A required State minimum of (30) and a standard RCC delivery of*

*(33)* ***lecture*** *hours*

**Length of HS Course:** *Length of your course (is. Semesters, trimesters, etc. If it takes 1 or 2*

*semesters to earn the RCC credit, please explain that here*

**Prerequisites:** *RD90 and WR90 or WR91 or designated placement scores; ECE125, ECE161,*

*ECE163, or ED225 or permission of instructor*

# **Course Description**

Explores developmentally appropriate practices (DAP) for children from birth through age eight, and the role of play in DAP. Examines appropriate physical environments, as well as practices and environments that promote positive development in all developmental domains.

# **Required texts**

*Enter text info here*

# **Other materials/supplies**

*Enter materials/supplies needed here*

# **Institutional Learning Outcomes**

Institutional Learning Outcomes (ILOs) are skills that will contribute to your success in life beyond RCC. Rogue’s ILOs are: Communication, Critical Thinking, Equity, Diversity, Inclusion, and Global Consciousness, Information Literacy, and Quantitative Literacy and Reasoning. Why are they important? Employers call these soft skills or employability skills. They may help you get and keep a job. These are skills that will help you complete a 4-year degree. They are skills for success in your life as a family member, worker, citizen, life-long learner, and more.

|  |  |
| --- | --- |
| **Communication (COM)** | Students will engage in effective communication using active reading and listening skills and expressing ideas appropriately in oral, written, and visual work. |
| **Critical Thinking (CT)** | Students will explore, reach, and support appropriate conclusions through the analysis, synthesis, and evaluation of information and varying opinions. |
| **Equity, Diversity, Inclusion and Global Consciousness (EDI & GC)** | Students will recognize and identify equity, diversity, inclusion and global consciousness as it applies to people and the world today. |
| **Information Literacy (IL)** | Students will identify an information need and locate, evaluate, and use information effectively and ethically. |
| **Quantitative Literacy and Reasoning (QL & R)** | Students will reason through and solve quantitative problems by collecting and interpreting data, and applying mathematical/statistical techniques |

# **Course Learning Outcomes**

|  |  |
| --- | --- |
| **Course Learning Outcomes** | **ILO Key Indicators** |
| 1. Define developmentally appropriate practices. |  |
| 2. Identify the essential components of developmentally appropriate practice for infants, toddlers, preschool age children, and school-age children. | Critical Thinking |
| 3. Describe characteristics of play that make it developmentally appropriate curriculum for the various age groups. |  |
| 4. Recognize components of developmentally appropriate environments for each age group. |  |

# **Learning Experiences**

Enter any learning experiences your students will have

# **Grading Information**

Add school district and classroom grading information

# **RCC Grading:**

Classes are graded A, B, C, D, F.

No tests can be retaken for the RCC grade that you receive for this class.

Courses taken for college credit will appear on a student’s permanent college transcript and will show the grade earned.

# **EXPECTATIONS FOR STUDENTS**

Expectations for students in your class

# **Attendance**

Attendance guidance and expectations

* **Withdrawal from class:** A student may withdraw from a College Now class according to the schedule found on the College Now website:  <https://www.roguecc.edu/collegeNow/dualCredit_AcaCalendar.asp>. A grade of W will be assigned.  Students should be aware that withdrawing from a course may impact financial aid when they attend college after high school. To read about the impact withdrawing may have, please visit: <https://www.roguecc.edu/enrollmentServices/sap.asp>

# **Academic Integrity**

Academic Integrity is expected for all students at RCC. Learning is built on the qualities of honesty, fairness, respect, and trust. At RCC, academic integrity is a shared endeavor characterized by truth, personal responsibility, and high academic standards. An important aspect of academic integrity is academic honesty. Violations of academic honesty include, but are not limited to: plagiarism, collusion, inappropriate assistance, cheating, fabrication, falsification, alteration, unauthorized multiple submission, sabotage, tampering*, and sharing classroom documents, including test items, with other students or with online platforms*. All acts of academic dishonesty are regarded as serious offenses. Students who violate academic honesty or academic integrity will be subject to disciplinary action. Instructors have the right to act on any suspected acts of academic dishonesty. Depending on the nature of the offense, serious penalties may be imposed, ranging for loss of points to expulsion from the class or college.

# **Classroom Behavior**

Expectations for classroom behavior are outlined in the Standards of Student Conduct, available in the catalog, and online. Students may not engage in any activity which the instructor deems disruptive or counterproductive to the goals of the class. Instructors have the right to remove students from class for not following the Standards of Student Conduct or other specified classroom rules. Expectations for behavior in online classes are similar to what is required in the classroom.

**Student Evaluations of this Course**  
Students enrolled in College Now courses will receive a course evaluation to complete towards the end of the term for the courses they are enrolled in. The course evaluations are anonymous and will provide valuable feedback to RCC about your experiences in, and your impressions of, the course.

# **Access and Disability Resources**

High schools and colleges operate under different guidelines for students with disabilities. Students enrolled in RCC’s various dual credit programs must meet the college requirements to be eligible for the college credit. Reasonable adjustments in teaching methods and/or assessment delivery that do not alter the essential content of a course may be possible, but all students must meet the student learning outcomes and the assessment rigor of the course to be eligible for college credit.

Services for students who experience disabilities:

* High school students taking College Now classes taught by high school teachers at the high school are to work with their high school for accommodations or adjustments.
* High school students who also take RCC courses at an RCC campus should contact RCC’s Access Office.

Redwood Campus

Phone: 541-956-7337; Oregon Relay Service: 7-1-1

Riverside and Table Rock Campuses

Phone: 541-956-7337; Oregon Relay Service: 7-1-1

For more information, go to Access and Disability Resources: <https://web.roguecc.edu/disability-services> or email [AccessOffice@roguecc.edu](mailto:AccessOffice@roguecc.edu).

# **Discrimination, Harassment and Sexual Violence Policies**

Rogue Community College does not discriminate in any programs, activities, or employment practices on the basis of race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender identity, marital status, veteran status, disability, age, pregnancy, or any other status protected under applicable federal, state, or local laws.

RCC is committed to providing an academic and work environment free from all forms of discrimination and harassment. In accordance with federal and state law, RCC prohibits illegal discrimination and harassment, works to inform individuals of their right to be free from such behaviors, and promotes the safety of all at College sites and activities. RCC’s prohibition includes all forms of sex discrimination--including instances of sexual harassment such as sexual assault, domestic violence, gender-based stalking, and sexual violence--which are also prohibited by Title IX of the Education Amendments of 1972.

For further policy information and for a full list of regulatory specific contact persons visit the following webpage: <http://www.roguecc.edu/nondiscrimination>

For further information regarding Title IX at RCC, go to <https://www.roguecc.edu/titleIX>/

# **Student Handbook**

Students should read and understand the Dual Credit Handbook for Students. There is important information covering many topics and most questions will be answered by reviewing this handbook. <https://www.roguecc.edu/HS/Handbooks/StudentHandbook.pdf>

# **Important RCC COLLEGE NOW Dates and Times**

The deadline to add a class, withdraw from a class, term end/start dates, and the dates grades are available are listed at <https://www.roguecc.edu/collegeNow/dualCredit_AcaCalendar.asp>

|  |
| --- |
| **Tutoring Center** Tutoring Centers provide free tutoring service if you are registered in credit courses at Rogue Community College. The primary areas of tutoring are math, writing and science; however, tutors are prepared to cover most subjects. There is also online tutoring available. Please visit the tutoring center webpage for more details: <https://www.roguecc.edu/dept/academicSuccess/tutor.asp> |

# **COURSE OUTLINE:**

|  |  |  |
| --- | --- | --- |
| **Week** | **Chapter(s)** | **Assignment/ Due date** |
| Week 1 |  |  |
| Week 2 |  |  |
| Week 3 |  |  |
| Week 4 |  |  |
| Week 5 |  |  |
| Week 6 |  |  |
| Week 7 |  |  |
| Week 8 |  |  |
| Week 9 |  |  |
| Week 10 |  |  |
| Week 11 |  |  |
| Week 12 |  |  |
| Week 13 |  |  |
| Week 14 |  |  |
| Week 15 |  |  |
| Week 16 |  |  |
| Week 17 |  |  |
| Week 18 |  |  |

**\*\*Additionally, all students must complete a Rogue Community College evaluation for the class\*\***

# **TYPICAL COLLEGE COURSE OUTLINE:**

1. Understanding the Emotional Development of Young Children
2. Promoting Children’s Sense of Self
3. Helping Children Develop Self-Esteem
4. Helping Each Child Flourish
5. Understanding the Social Development of Young Children
6. Promoting Social Development
7. Helping Children Learn Caring Behaviors and Relate Positively to Others
8. Supporting Children’s Play
9. Fostering Prosocial Behavior
10. Guiding Children’s Behavior
11. Creating an Environment that Supports Self-Discipline
12. Using Words to Provide Positive Guidance and Setting Rules and Limits
13. Responding to Challenging Behaviors