



Graduate Course Syllabus

DEV 536: Developmentally Appropriate Practice

Center: Online

Course Prerequisites

None

Course Description

This course focuses on the development of pre-academic skills in young children, highlighting the critical role play has in a child's life. Play is a rich resource for developing self-regulation, promoting language, cognition, and social competence, a method of assessment, and a tool for intervention. In this course, students explore how to apply developmental theory to foster cognitive, social, emotional, and language development in young children.

Course Outcomes

- Identify important developmental milestones that support academic development
- Develop observational skills of both children and classrooms, using both to develop activities grounded in developmentally appropriate practice
- Describe and apply research of play and its role in child learning and development
- Identify significant factors that have influenced curriculum development in early childhood education
- Select short- and long-term curriculum goals for both typically and atypically developing childhood education
- Select activities, games, and thematic units to help children develop concepts and acquire skills that are grounded in developmentally appropriate practice (DAP) and public school curriculum expectations
- Demonstrate the use of positive guidance and behavior management techniques
- Describe methods designed to encourage creativity through exploration and experimentation
- Describe environments that foster self-esteem and enhance favorable attitudes toward school and learning

Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through the [SNHU Online Bookstore](#) rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the Help Desk, your advisor, and the instructor can provide you with support if you have problems.

Play and Child Development

Joe L. Frost, Sue C. Wortham, and Stuart Reifel

Pearson

Fourth Edition

Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours.

Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	10	20	200
Blogs	7	35	245
Milestone One	1	60	60
Milestone Two	1	65	65
Milestone Three	1	80	80
Critical Task	1	350	350
			Total Course Points: 1,000

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

University Grading System: Graduate

Grade	Numerical Equivalent	Points
A	93–100	4.00
A-	90–92	3.67
B+	87–89	3.33
B	83–86	3.00
B-	80–82	2.67
C+	77–79	2.33
C	73–76	2.00
F	0–72	0.00
I	Incomplete	
IF	Incomplete/Failure *	
W	Withdrawn	

* Please refer to the [policy page](#) for information on the incomplete grade process.

Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

Module	Topics and Assignments
1	Theories on Play <i>Play and Child Development</i> , Chapter 2 1-1 Discussion: Beliefs About Play 1-2 Blog: Overview of Play 1-3 Review: Critical Task
2	Application and Importance of Play 2-1 Discussion: Impact of Home and Parents 2-2 Critical Task Milestone One: Measuring Learning and Development
3	Play of Infants and Toddlers <i>Play and Child Development</i> , Chapter 4 3-1 Discussion: Social Games 3-2 Critical Task Milestone Two: Foundational Capacity
4	Play in the Preschool Years <i>Play and Child Development</i> , Chapter 5 4-1 Discussion: Play and Social Skills 4-2 Blog: Classroom Ideas
5	School-Age Play <i>Play and Child Development</i> , Chapter 6 5-1 Discussion: School-Age Play 5-2 Blog: Games and Rules
6	Diversity in Play <i>Play and Child Development</i> , Chapter 7 6-1 Discussion: Play and Culture 6-2 Blog: Cultural Differences in Play
7	Play Environments <i>Play and Child Development</i> , Chapter 9 7-1 Discussion: The Value of Recess 7-2 Blog: Play Environments 7-3 Critical Task Milestone Three: Environment

Module	Topics and Assignments
8	Play-Based Learning in Education <i>Play and Child Development</i> , Chapter 8 8-1 Discussion: Three Approaches
9	Play and Children With Disabilities <i>Play and Child Development</i> , Chapter 10 9-1 Discussion: Play and Disabilities 9-2 Blog: Designing Play for Ability 9-3 Critical Task: Final Submission
10	Imaginative Play 10-1 Discussion: Dramatic Play 10-2 Blog: Play and Literacy

Attendance Policy

Online students are required to submit a graded assignment/discussion during the first week of class. If a student does not submit a graded assignment/discussion during the first week of class, the student is automatically dropped from the course for non-participation. Review the [full attendance policy](#).

Late Assignments Policy

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

SNHU Student Handbook

Review the [student handbook](#).

ADA/504 Compliance Statement

In accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008, Southern New Hampshire University does not discriminate on the basis of disability, including intellectual disability, in admission, treatment, or access to its programs or activities, nor does it discriminate in employment in its programs or activities.

The university prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. A disability is a condition or impairment that impacts a “major life activity” or “major bodily function.”

- **Major life activities** include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.
- **Major bodily functions** include, but are not limited to, functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and

reproductive functions. Disabilities include physical, medical (including pregnancy), mental health, and learning needs.

At the beginning of each term, or as soon as you become aware of a disability or accessibility concern, we encourage you to contact the Online Accessibility Center (OAC) to discuss accommodations for which you may be qualified. Reasonable accommodations are established through an interactive process between the student and the OAC.

Note that accommodations are not retroactive and that disability accommodations are not provided until acceptable documentation of a disability and its impact is received and an accommodation letter has been processed. If you are unsure whether your condition qualifies as a disability or accessibility concern, please contact the OAC for determination.

Contact Information:

Online Accessibility Center

Phone: 866-305-9430

Email: oac@snhu.edu

For questions concerning support services, documentation guidelines, or general disability issues, please visit the [Online Accessibility Center](#) website.

If you feel you have been denied appropriate disability-related accommodations, including appropriate auxiliary aids and services, you may file a grievance as described in the ADA/504 Grievance Policy found on the [Disability and Accessibility Services](#) website.

Academic Honesty Policy

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic honesty policy](#).

Copyright Policy

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

SNHU Withdrawal Policy

Review the [full withdrawal policy](#).

Southern New Hampshire University Policies

More information about SNHU policies can be found on the [policy page](#).

Student Work Samples

For the purpose of continuous improvement of our educational training, Southern New Hampshire University may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you would like to withdraw permission for use of your work, please complete the [Student Work Sample Survey](#).