

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE  
MASTER SYLLABUS

**FOUNDATIONS OF EARLY CHILDHOOD DEVELOPMENT**  
**ECEd 1020**

**Class Hours: 3.0**

**Credit Hours: 3.0**

**Laboratory Hours: 0.0**

**Date Revised: Fall 00**

**Catalog Course Description:**

Provides a survey of the theoretical models and services available to parents and children. Includes a study of developmentally appropriate practices and the teacher's role in supporting development in the early childhood setting.

**Entry Level Standards:**

Must be able to read and write at the college level.

**Prerequisites:**

None

**Textbook(s) and Other Reference Materials Basic to the Course:**

Required:

*Beginnings and Beyond*, 5th Ed., 2000, (Gordon & Williams-Browne), Delmar Publishers, ISBN: 0-8273-8420-3.

OR

*The Whole Child: Developmental Education for the Early Years*, 6th Ed., 1996, (Hendrick), Merrill Education/Prentice Hall, ISBN: 0-02-353164-9.

Supplemental:

*Essentials for Child Development Associates Working with Young Children*, 1991, The Council for Early Childhood Professional Recognition, ISBN: 1-879891-00-X

Environmental Rating Scales - Infant-Toddler, Early Childhood, School-Age, & Family Day Care  
Tennessee Licensing Standards

Lending Library of Resource Books and Professional Journal Articles

**I. Week/Unit/Topic Basis:**

<b>Week</b>	<b>Topic</b>
1	Professionalism in Issues of Child Development: NAEYC's Code of Ethical Conduct
2	Developmentally Appropriate Practice: Mental Models for Development, Learning & Guidelines for Practice, and Partnership (Circle, Triangle & Star)
3	Licensing Standards
4	Related Children's Literature

- 5 Types of Early Childhood Programs
- 6 Supporting Motor/Physical Development
- 7 Supporting Social, Emotional, and Creative Growth
- 8 Supporting Cognitive & Language Development
- 9 Active Learning/Play
- 10 Observing and Recording Development
- 11 Observing and Recording Development
- 12 Individualizing the Program/Inclusion
- 13 Planning Curriculum Based on Children's Abilities, Interests, and Family and Cultural Context
- 14 Planning Curriculum Based on Children's Abilities, Interests, and Family and Cultural Context
- 15 Positive Guidance
- 16 Final Exam Period

**II. Course Objectives\*:**

- A. Maintain a commitment to professionalism. I, III, IV
- B. Understand the ways to manage an effective program operation. I, III
- C. Understand steps to advance children's social and emotional development. I, III
- D. Understand steps to advance children's physical and intellectual development. I, III
- E. Understand fundamentals of observing and recording children's behavior. I, III
- F. Understand principles of child growth and development. I, III
- G. Understand ways to support social and emotional development and provide positive guidance. I, III

\*Roman numerals after course objectives reference goals of the ECEd program.

**III. Instructional Processes\*:**

Students will:

- 1. Observe classroom dynamics in various educational settings. *Cultural Diversity and Social Adaptation Outcome, Active Learning Strategy, Transitional Strategy*
- 2. Utilize reflective inquiry thinking processes to integrate text and classroom observation. *Communication Outcome, Problem Solving and Decision Making Outcome*
- 3. Use journaling as a technique to facilitate classroom observations and discussions. *Communication Outcome, Information Literacy Outcome, Transitional Strategy*

4. Internalize work ethic by demonstrating regular attendance, punctuality, dependability, cooperation with teachers and peers, and professionalism. *Personal Development Outcome*
5. Use Internet for communication with instructor and other class members. *Communication Outcome, Technological Literacy Outcome*

\*Strategies and outcomes listed after instructional processes reference Pellissippi State's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

#### **IV. Expectations for Student Performance\*:**

Upon successful completion of this course, the student should be able to:

1. Submit written reflections & reviews on selected readings. C, D, F
2. Design teacher-made materials related to developmental domains. C, D, F, G
3. Develop a portfolio on one child. C, D, E, F
4. Create a documentation board. B, G
5. Develop an annotated bibliography of children's books related to developmental issues. C, D, F
6. Create a resource file on creative activities. C, D, F, G
7. Participate in field work in work sites related to class. A, B, G
8. Construct child observation activities. C, D, F, G
9. Observe programs using environmental rating scales. A, B, G
10. Plan and facilitate activities based on children's interests, abilities, and family and cultural content. A, B, C, D, E, F, G
11. Construct a plan for literacy development. C, D, F, G
12. Complete a journal regarding observed practices. A, B, C, D, E, F, G
13. Resolve ethical dilemmas using NAEYC's Code of Ethics. A, B, G
14. Complete a self-evaluation/assessment. A, B, G

\*Letters after performance expectations reference the course objectives listed above.

#### **V. Evaluation:**

##### **A. Testing Procedures:**

Students will complete a pre and post inventory on their knowledge of early childhood development through an entry exam and a comprehensive final exam.

##### **B. Laboratory Expectations:**

Students will keep a journal, reflecting on each class topic. They will share in writing the knowledge they have learned and how they will use this knowledge in the classroom.

C. Field Work:

Students will observe and assess different early childhood education programs at various sites.

**VI. Policies:**

A. Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course.

B. Academic Dishonesty:

Plagiarism, cheating and other forms of academic dishonesty are prohibited. A student guilty of academic misconduct, either directly or indirectly through participation or assistance, is immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions that may be imposed through the regular Pellissippi State procedures as a result of academic misconduct, the instructor has the authority to assign an F for the exercise or examination or to assign an F in the course.