### Catalog Course Description:

A study of developmentally appropriate practices and the teacher’s role in supporting the development of young children age birth to nine. Emphasis is on curriculum planning including goals, environment, roles of teachers and parents, materials and settings. Field experience required.

### Entry Level Standards:

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

### Prerequisites:

None

### Textbook(s) and Other Course Materials:

- **Required:**

- **Supplemental:**
  - 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:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Developmentally Appropriate Practice: Mental Models for Development, Learning &amp; Guidelines for Practice, and Partnership (Circle, Triangle &amp; Star)</td>
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<td>2</td>
<td>Licensing Standards</td>
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<td>3</td>
<td>Related Children's Literature</td>
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<td>4</td>
<td>Types of Early Childhood Programs</td>
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<tr>
<td>5</td>
<td>Supporting Motor/Physical Development</td>
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<tr>
<td>6</td>
<td>Supporting Social, Emotional, and Creative Growth</td>
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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. *Active Learning Strategy, Transitional Strategy*
2. Utilize reflective inquiry thinking processes to integrate text and classroom observation. *Communication Outcome, Technological Literacy Outcome*
3. Use journaling as a technique to facilitate classroom observations and discussions. *Communication Outcome, Transitional Strategy*
4. Internalize work ethic by demonstrating regular attendance, punctuality, dependability, cooperation with teachers and peers, and professionalism. *Transitional Strategy*
5. Use Internet for communication with instructor and other class members. *Communication Outcome, Technological Literacy Outcome*
Strategies and outcomes listed after instructional processes reference TBR’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

*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:

Please refer to current Pellissippi catalog.

C. Accommodations for disabilities:

If you need accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please inform the instructor immediately. Please see the instructor privately after class or in his/her office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127 or 131 or by phone: 694-6751(Voice/TTY) or 539-7153.

Posted: September 21, 2006