

PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS

**EARLY CHILDHOOD CURRICULUM
ECEd 2015**

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

Revised: Fall 2012

NOTE: This course is not designed for transfer credit.

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: Bredekamp, S. (2011) *Effective Practices in Early Childhood Education*. Pearson: Upper Saddle River, NJ. ISBN: 978-0-205-51532-5
Copple, S & Bredekamp, S. 3rd Ed. (2009). *Developmentally Appropriate Practice*. Washington , DC, NAEYC.

Supplemental:

Essentials for Child Development Associates Working with Young Children, 1991, The Council for Early Childhood Professional Recognition.
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:

| Week | Topic |
|-------------|--|
| 1 | Developmentally Appropriate Practice: Mental Models for Development, Learning & Guidelines for Practice, and Partnership (Circle, Triangle & Star) |
| 2 | Licensing Standards |
| 3 | Related Children's Literature |
| 4 | Types of Early Childhood Programs |
| 5 | Supporting Motor/Physical Development |
| 6 | Supporting Social, Emotional, and Creative Growth |

| | |
|----|---|
| 7 | Supporting Cognitive & Language Development |
| 8 | Active Learning/Play |
| 9 | Observing and Recording Development |
| 10 | Observing and Recording Development |
| 11 | Individualizing the Program/Inclusion |
| 12 | Planning Curriculum Based on Children's Abilities, Interests, and Family and Cultural Context |
| 13 | Planning Curriculum Based on Children's Abilities, Interests, and Family and Cultural Context |
| 14 | Positive Guidance |
| 15 | Final Exam Period |

II. Course Goals*:

The course will:

- 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

III. Expected Student Learning Outcomes*:

The student will 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

* Capital letters after Expected Student Learning Outcomes reference the course goals listed above.

IV. 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.

V. Policies:

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of Academic Affairs, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of Academic Affairs.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.

- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one's own work.
- Taking an exam for another student.
- Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
- Any of the above occurring within the Web or distance learning environment.

C. Accommodations for disabilities:

Students who need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his 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, 132, 134, 135, 131 or by phone: 539-7153 or TTY 694-6429. More information is available at <http://www.pstcc.edu/sswd/>.