

PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS

ADVANCED LEARNING ENVIRONMENTS
ECEd 2110

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

Date Revised: Fall 2012

Catalog Course Description:

This course focuses on the skills, knowledge, and materials development which are necessary in the provision of a developmentally appropriate environment for young children. Laboratory observation and interaction.

Entry Level Standards:

College level reading and writing. This class is designed to be an elective in the ECEd program and provide students with materials and experiences to enable them to apply positive behavior supports in an early childhood setting.

Prerequisites:

ECEd 2010 and 2015

Textbook(s) and Other Course Materials:

Suggested Texts and Resources:

Epstein A. S. (2009). *Me, You, Us: Social-Emotional Learning in Preschool*. High Scope Educational Research Foundation, Ypsilanti, MI. ISBN 978-1-57379-425-1

Tennessee Early Learning Standards: <http://www.tennessee.gov/education/ci/earlychildhood/index.shtml>

Center on the Social and Emotional Foundations for Early Learning: www.vanderbilt.edu/csefel

Teacher Kit: http://www.challengingbehavior.org/do/resources/teaching_tools/ttyc_toc.htm

I. Week/Unit/Topic Basis:

Week	Topic
1	The Pyramid Model
2	Building Positive Relationships
3	Supportive Environments
4	Routines and Schedules
5	Incidental and Direct teaching Models

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| 6 | Developing Friendship Skills |
| 7 | Using children's Literature |
| 8 | Emotional Literacy |
| 9 | Positive Behavior Support |
| 10 | Emotional Literacy |
| 11 | Problem Solving/building community |
| 12 | Individualized Intensive interventions |
| 13 | Developing Behavior Support Plans |
| 14 | Family Connections |
| 15. | Strategies for Program-Wide Implementation
Final Exam Period |

II. Course Goals*:

The course will:

- A. Student will develop plans for the early childhood environment. I, II, IV
- B. Student will develop schedules and routines for appropriate early learning programs. I,
- C. Student will compile materials to assist in developing Positive behavior Supports plans for classrooms and individual children. I, II, IV
- D. Student will develop Behavior Management Plans for an Early Childhood Environment. I, III
- E. Student will learn use of children's literature for positive social emotional behaviors in early childhood settings. I, III.

*Roman numerals after course goals reference goals of the ECED (career/technical program) program.

III. Expected Student Learning Outcomes*:

The student will be able to:

- 1. Analyze and apply information gained from class work and field-work observations of children to design appropriate experiences that meet the diverse needs of children within the group and program standards. II,A; II,D
- 2. Demonstrate the ability to support quality environments through play and learning through positive interactions and relationships. II,B; II,C;
- 3. Develop a positive behavior support plan to show understanding and appropriate and supportive guidance strategies which promote social and emotional development. II,A; II,C; II,D
- 4. Develop a program wide plan for implementing positive behavior support and creation of developmentally appropriate environments for your children. II,A

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

IV. Evaluation:

A. Testing Procedures:

Students will reflect on readings, lectures and field testing of materials in written reflections.

B. Laboratory Expectations:

Students will keep an inventory of practice 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 complete field experience in a site approved by the instructor. Students will use class materials to create appropriate interactions and environments for positive behavior supports.

D. Other Evaluation Methods: 50% of grade

Students will participate in various group and individual projects and activities to demonstrate knowledge of course content and create a teacher kit of materials.

E. Grading Scale:

There are 100 possible points for this course. Students will lose points for absences and for being unprepared in class. 90-100 A, 89-80 B, 79-70 C, 69-60 D, 0-60 F

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/>.