PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS
EARLY CHILDHOOD CURRICULUM
ECED 2315

Class Hours: 3.0  Credit Hours: 3.0
Laboratory Hours: 0.0  Revised: Fall 2014

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 development of children from birth through age 8. Also included is an emphasis on curriculum planning, including goals, environment, and roles of teachers and families, materials, and settings. Field experience is required.

Entry Level Standards:

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

Prerequisites:

None

Textbook(s) and Other Course Materials:


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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<td>5</td>
<td>Supporting Motor/Physical Development</td>
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II. Course Goals*:

A. Demonstration of knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all young (1a, 1b, 1c)

B. Demonstration of knowledge of and ability to implement meaningful, integrated learning experiences for young children in content areas of language and literacy, mathematical thinking, nature and science, and artistic expression for early education. (4b, 4c, 5a, 5b, 5c)

C. Identification specific positive guidance strategies for use in the early childhood setting. (4a, 4b, 4c)

D. Demonstration knowledge of child observation and documentation techniques.

E. Demonstration understanding of teaching strategies to identify outcomes in content areas of language and literacy, mathematical thinking, nature and science, and artistic expression for early education. (4b, 4d, 5a, 5b, 5c)

F. Discussion of the importance of family involvement and communication. (2c)

*Numerals after course goals reference goals of the ECED program which are based on NAEYC Associate Degree Standards

NAEYC Associate Degree Standards:
The following standards are addressed in this course:

Standard 1: Promoting Child Development and Learning
1a. Know and understand children’s characteristics and needs
1b. Know and understand the multiple influences on development and learning
1c. Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Standard 2: Building Family and Community Relationships
2c. Involve families and communities through respectful, reciprocal relationships

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
3b. Know about and use observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.

**Standard 4: Using Developmentally Effective Approaches**

4a. Understand positive relationships and supportive interactions as the foundation of work with young children.
4b. Know, understand, and use effective approaches, strategies, and tools for early education, including appropriate uses of technology.
4c. Use a broad repertoire of developmentally appropriate teaching/learning techniques.
4d. Reflect on own practice to promote positive outcomes for each child.

**Standard 5: Using Content Knowledge to Build Meaningful Curriculum**

5a. Understand content knowledge and resources in academic disciplines.
5b. Know and use the central concepts, inquiry tools, and structures of content areas or academic disciplines.
5c. Use own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

**III. Expectations for Student Performance**: 
Upon successful completion of this course, the student should be able to:

1. Demonstrate knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all young (1a, 1b, 1c).

2. Demonstrate knowledge of and ability to implement meaningful, integrated learning experiences for young children in content areas of language and literacy, mathematical thinking, nature and science, and artistic expression for early education. (4b, 4c, 5a, 5b, 5c).

3. Identify specific positive guidance strategies for use in the early childhood setting. (4a, 4b, 4c).

4. Demonstrate knowledge of child observation and documentation techniques.

5. Demonstrate understanding of teaching strategies to identify outcomes in content areas of language and literacy, mathematical thinking, nature and science, and artistic expression for early education. (4b, 4d, 5a, 5b, 5c).

6. Discuss the importance of family involvement and communication. (2c).

*Numerals after Student Learning Outcomes reference NAEYC Associate Degree Standards.

**IV. Evaluation:**

**A. Testing Procedures:**

Students will complete regular assessments (projects, exams, papers, journals, research, presentations) to test their knowledge of early childhood practices and theories.

**B. Field Work:**

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

**C. Other Evaluation Methods:**
As determined by the instructor

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.

Please see the Pellissippi State Policies and Procedures Manual, Policy 04:02:00 Academic/Classroom Conduct and Disciplinary Sanctions for the complete policy.

C. Accommodations for disabilities:

Students that 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 Disability Services (DS) in order to receive accommodations in this course. Disability Services may be contacted by sending email to disabilityservices@pstcc.edu, or by visiting Alexander 130. More information is available at http://www.pstcc.edu/sswd/.