

**Nashville State Community College
Social and Behavioral Sciences
Early Childhood Education**

**2023 Master Course Syllabus
ECED 2375 Social and Emotional Development**

The purpose of the syllabus is to inform you how this course is organized, what the expectations are, and how you will be graded. In addition, there is important information about how the college will operate during severe weather and how the college will communicate with you. The syllabus is not a contract. Instead, it is meant to help you succeed in this course. If any of the content changes during the course term, you will be notified.

Course information:

Course Title: ECED 2375 Social and Emotional Development

Credits: 3

Class Hours: 3

Course Description:

This course addresses promotion, prevention and intervention strategies related to young children's social-emotional development and challenging behavior. The course is built around the Teaching Pyramid (Fox, Dunlap, Hemmeter, Joseph & Strain, 2003) which is a framework for understanding effective practices related to supporting young children's social-emotional development and addressing challenging behavior. The model includes a focus on building relationships with children, families, and colleagues, designing environments that support young children's social-emotional competence, strategies for teaching social skills and promoting emotional development. Includes a systematic approach for addressing challenging behavior when it is persistent and not responsive to developmentally appropriate guidance procedures.

Instructor Information:

Name:

Email:

Office Phone:

Office Location:

Office Hours: See How to Contact Instructor in Getting Started Module

Instructor Zoom Room link:

Course Delivery Method

Online: Course is fully online (**asynchronous**) and has no scheduled on-campus meeting requirements.

Required Textbook(s) & Other Materials:

Textbook(s): No Required Textbook, all materials provided in course content

Reference Materials:

[Tennessee Early Learning Developmental Standards \(TNELDS\)](#)

[National Center for Pyramid Model Innovations](#)

[Tennessee K-12 Social and Personal Competencies](#)

Honors Option: Honors credit is available in some classes. If you are interested in participating in the Honors Program, please see your instructor within the first four weeks of class.

Course Outcomes: At the end of the term, this is what you should know and/or be able to do:

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

- Describe the major milestones related to social-emotional development. **(INTASC 1; NAEYC 1a)**
- Design environments that support children's social-emotional development and prevent challenging behavior. **(INTASC 3; NAEYC 1c, 4a)**
- Define emotional literacy and identify activities that build "feeling vocabularies". **(INTASC 1, 2; NAEYC 4b, 4c)**
- Describe the relationship between challenging behavior, engagement, and social-emotional development. **(INTASC 1, 3; NAEYC 1b)**
- Identify the function of children's challenging behaviors. **(INTASC 2; NAEYC 1b)**
- Understand the steps in developing Positive Behavior Support Plans for students with persistent challenging behavior. **(INTASC 2; NAEYC 4b)**
- Identify strategies for **(INTASC 1, 2, 3; NAEYC 2b, 4a, 4b, 4c)**

1. Building relationships with children, families, and colleagues.
2. Teaching social skills and problem-solving skills and promoting emotional development, such as the development of friendship skills.
3. Designing environments, schedules and routines and structuring transitions.
4. Helping children learn rules and routines through activities that promote engagement.
5. Identifying methods that may be used to determine the function of challenging behavior.
6. Preventing challenging behavior and teaching replacement skills for challenging behavior.

- Participate in personal reflection that: **(INTASC 1,3; NAEYC 4d)**

1. Focuses on the teacher's understanding the importance of providing opportunities for children to begin to understand their own as well as other's emotions and teaching problem solving skills.
2. Evaluate the structure and design of children's environment and ability to build relationships.
3. Generates strategies for addressing areas where children need to make changes and improvements.

Both elementary teaching (INTASC) and early childhood standards (NAEYC) will be the basis for the course:

INTASC (Interstate New Teacher Assessment and Support Consortium) Teacher Standards:

The following standards are addressed in this course:

Standard #1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

NAEYC (National Association for the Education of Young Children) Initial Standards:

The following standards are addressed in this course:

Standard 1: Promoting Child Development and Learning

1a. Knowing and understanding young children's characteristics and needs, from birth through age 8.

1b. Knowing and understanding the multiple influences on early development and learning.

1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

Standard 2: Building Family and Community Relationships

2b. Supporting and engaging families and communities through respectful, reciprocal relationships

Course Competencies:

- **Objective 3:** Learning to *apply* course material (to improve thinking, problem-solving, and decisions)
- **Objective 4:** Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- **Objective 9:** Learning how to find and use resources for answering questions or solving problems

Topics to Be Covered:

- Building responsive relationships
- Creating supportive environments
- Executive function and executive function skills

- Social-emotional strategies
- Individualized Intensive Interventions
- Identifying Form & Function of Challenging Behavior and the Positive Behavior Support System

Course Assessments: We will use the following assessments to demonstrate your understanding, knowledge, and skills:

The following performance assessments will be used to demonstrate students' understanding, knowledge, and skills:

- Weekly Journals, Resource Collection, and Discussions (sharing circles)
- Visual Routine Project
- Book Review Project
- Midterm Executive Function Project
- Final Exam Tool Kit
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The course is designed in Module format accessible on the Content page. The Module activities include a set of experiences and assignments to support your active learning and engagement with the content. You are expected to work through and complete each item in each module. The modules are presented in an asynchronous format, meaning that you can work on your class readings and assignments at your own time and place. You do not have to be online at any time during the week. However, there are important weekly deadlines you must meet! You must adhere to the schedule in terms of completing and turning in assignments. There is one Getting Started Module to complete the first few days. After that, you will have one Content Module to complete each week. View the Module Guide in the Getting Started Module under Content for a detailed description of what each module includes and expectations for success.

You will complete module assignments consisting of activities and discussion with classmates (Sharing Circle). Your module assignments may not be graded until you have fully participated in the module content, under Course Content.

Use the Calendar and the Course Schedule and Due Dates (located in the Getting Started Module under Content) for due dates.

Please plan your schedule so that last-minute technical difficulties will not prevent you from meeting those dates.

Criteria	Number & Points Per Item	Total Points	Approximate Percentage
Sharing Circle	13 at 5 points each	65 points	10%
Early Educator Social Emotional Resource Collection	11 at 10 points each	110 points	16%
Journals Module Activities	12 at 20 points each	240 points	36%
Visual for a Routine Project	Create a Visual for Routine	30 points	4%
Book Review Project	Social and Emotion Book Review	30 points	4%
Midterm Project	1 midterm project	100 points	15%
Final Project	1 final project	100 points	15%
TOTAL POINTS		675 points	

Grading Policy:

All ECED majors are required to receive a C or above in all ECED classes.

The Midterm and Final Project are required assignments in this course. These projects demonstrate course competencies and must be submitted to pass the course.

Grading Scale:

Percentage	Class Points	Grade
90- 100% = A	608-675	A
80 – 89% = B	540-607	B
70 – 79% = C	473-539	C
60 – 69% = D	405-472	D

Below 60% = F	Below 404	F
*	See below	FA
*	See below	FN

FA

If you stop attending class or if you are in an online class and stop submitting assignments, but do not turn in a withdrawal form by the deadline, you are still enrolled in class. You will be given a grade of FA, which means you have failed due to not attending class and not completing your assignments. Please refer to the current academic calendar available on the Nashville State web site, looking for the date that indicates it is the “Last Day to Earn F for Attendance (FA).” If you stop attending your course after this date, you will receive an F.

FN

An FN is awarded if you have never attended your course or done any of the work in an online course.

Late Work Policy & Make-up Procedures for Missed Assignments and Work:

See the Course Schedule and Due Dates to see the due dates for each Module assignment and exams. To receive full credit, assignments must be submitted on time. Late assignments (those submitted beyond the due date and time) will have points deducted. Students are encouraged to turn in all assignments on time. If you miss a due date, you may turn in the assignment late, up to one week beyond the due date, but no later. Ten percent (10%) of the points for an assignment will be deducted on late work. No assignments will be accepted more than one week late, and no assignment will be accepted beyond the last class meeting. It is the student’s responsibility to make sure the instructor receives the assignment if it is turned in late. See example below:

EXAMPLE: An assignment worth 100 points is due Feb. 10th. The next class meeting

is Feb. 17th, a week later. If not turned in on Feb. 10th, then it is considered late and will have 10% (10 points) deducted from total score. You have up until Feb. 17th to turn in the assignment, but no later. As for grading, if you turned in late and earned 90, 10 points will be deducted, and your final score will be 80.

You should deliver assignments in Central Standard Time or Central Daylight Savings time (whichever is applicable). Discussions cannot be submitted late.

Students must submit assignments in Microsoft Word format or Rich Text Format (RTF) format using 12-point font. Spelling, punctuation, grammar, and sentence structure will be taken into consideration in grading all assignments. Assignments should reflect college-level work.

For all assignments, you are expected to follow instructions carefully, study the grading criteria, and ask questions if you do not understand an assignment. For some assignments, you may be required to complete the grading rubric as a self-grading component of the assignment. The purpose of this self-grading is to focus your attention on the expectations for the assignment and enhance your own self-evaluation and critical thinking skills. Even though you may submit a self-scored rubric, the instructor will make the final determination on all grades and scores.

Attendance Policy

General Policy

- *Absences in a course may affect your final grade.*

Instructor's Policy

The attendance policy for this course is:

Campus closures do not affect attendance and assignment completion in online courses.

- Students are expected to participate in the course at least 3 times each week. Participation is defined as: reading email, posting discussion, reading content pages, and/or uploading assignments, etc. The instructor will be monitoring this participation.
- Students are expected to respond to the instructor's e-mails within 24-48 hours
- Students are expected to keep the instructor informed of any changes in schedule.

- Students are expected to participate in module discussions. Each student must post an original answer to the discussion topic listed for each module and reply to at least two of the other students' postings weekly.
- Any student who has not participated in the course for more than 3 weeks or who has not submitted assignments for two weeks is at risk to receive an "FA" for the term.
- Assignments submitted without completion of module learning resources (videos, readings, web exploration, etc.), may not be grade.

For financial aid purposes, **attendance** is measured by participation in the course. Instructors can determine your level of participation in several ways. Some of those ways are:

- continued attendance
- participation in on-ground or virtual class sessions
- participating in D2L as prompted
- responding to an instructor's email
- posting to a discussion board
- completing and submitting assignments

Technology Statement

- All classes at the College are web enhanced. "Web enhanced" means that components of the course, such as assignments and online discussions, may be located online in the class D2L/NS Online course shell and used in the course, even if the course meets in a classroom on ground.
- You must have access to a computer and an internet connection to complete assignments, engage in online discussions, and access various course materials through D2L/NS Online course shells.
- Certain publisher materials, such as textbook figures, may not work on cellphones and may require a laptop or a tablet.
- If you have questions or concerns regarding access to a computer or internet resources, please contact your instructor. Additional information is available on the [access to internet and technology website](#).

Computer Labs

Computers are available for all Nashville State students to use at each campus during open hours. Open computer lab availability may vary from campus to campus.

You should check the NSCC website for current hours of operation.

D2L/NS Online and myNSCC

It is your responsibility to check your email in **both** D2L/NS Online course shells and your @my.nsc.edu (student email) on a regular basis. These are the official communication channels between the college and you. You are responsible for the information communicated through these email channels. D2L/NS Online emails contain specific course information and @my.nsc.edu emails contain important information from college offices, such as Financial Aid.

ADA Compliance Statement

If you need accommodations due to a disability, please do not hesitate to reach out to our Access Center. Disabilities for which you can receive accommodations include documented physical, emotional, and/or learning conditions. Nashville State is committed to supporting your success, and we encourage you to get assistance if needed. If you require accommodations for any courses in which you are enrolled, contact the Access Center at 615-353-3363, or e-mail accesscenter@nsc.edu.

Classroom Misconduct

Disruptive conduct is not allowed in the classroom. Disruptive conduct is any behavior that prevents students from learning and interferes with the ability of the instructor to teach. This may change from course to course; therefore, your individual instructors will give you guidance on what qualifies as “disruptive conduct” in their courses. Please review the [Nashville State Student Code of Conduct policy](#). Please be aware that children are not allowed in class or to be left unattended on campus.

Academic Misconduct

You have started this academic journey to prepare for a future career. Because of this, it is important that you learn the materials being presented in your courses.

For this reason, cheating, in any form, robs you of your opportunity to learn and master the material that will enable you to succeed in that future career.

Nashville State has a clear [Academic Misconduct Policy](#) that you are expected to follow. In addition, your instructors will clarify what Academic Misconduct looks like and the consequences for violations in each course that you take. The instructor has the authority to assign an “F” or a “zero” for such violations or for the term grade.

Academic Early Alert System

If you are not doing well in your course, your instructor may send you an Early Alert through your @my.nsc.edu email. This email will go to your academic advisor and Student Success advisor, as well. If you get an Early Alert, contact your instructor immediately. Instructors send these when they want to help you figure out how to get extra support to pass the course. An Early Alert does not mean that you have already failed the course. Rather, it means you are in danger of failing the course if you do not change your learning strategy. Please use an Early Alert to your advantage and as an opportunity to improve your grade.

RAVE Emergency Alert System

You can log in to this free alert system to receive text messages about emergencies related to NSCC campuses through the [RAVE app](#) (<https://www.getrave.com/login/nsc>). The instructions for this are listed below.

- Your RAVE Username is your NSCC email address.
- If you've never received an email from RAVE with your password, or if you need to reset your password, select “Forgot your password?” and a new password will be emailed to you.
- Should the RAVE system indicate “user not found”, select Register and create your own RAVE account.

Student Wellness

Your well-being is important to us. With this in mind, the college has several resources available to provide support when needed:

- [Free tutoring](#) can assist you beyond the classroom to help you make the most of your college education.

- [These resources](#) include NSCC email, scheduling, online courses, textbooks, tech check out and support, computer labs on campuses, academic advising, financial advising, COVID-19 information and procedures on campuses.
- [Services](#) that help with bus passes, food, childcare, textbooks, housing, financial counseling, personal counseling, suicide prevention, health insurance.

Equity Statement

Nashville State Community College strives to ensure that each student receives what that student needs to be successful, with goals of success beyond the classroom. We understand and practice ideals of equity and inclusion for our students by embracing a full spectrum of experiences, viewpoints, and intellectual approaches in order to overcome barriers to success.

Inclement Weather & Campus Closings

You get notices about campus closings in these places: text messages from RAVE and [the Nashville State website](#).

Even when campuses are closed, you are still responsible for completing all assigned work. Check D2L/NS Online for a message from your instructor so you do not miss important assignments and due dates, which may change due to the campus closure.

Class Cancellation Policy

Our instructors post messages about cancelling classes in the [D2L/NS Online](#) course shells and/or on the classroom door on campus. These messages can be found in the News and Content section or the Email tab in the online shell. Please check these to be sure that you take advantage of opportunities for learning and points toward your grade.

My signature below indicates that I have read the entire syllabus and understand its contents. I agree to abide by the class policies set forth for the course and will be held accountable to such policies. I am aware of the Attendance/Participation and Late Assignment policies. I also give permission to use my work for use by my instructor or by other instructors in the Early Childhood

department for the purpose of instructing others in appropriate early childhood practices.

Student _____ Date _____

This syllabus is a master syllabus. Specific course requirements are subject to revision at the discretion of the ECED department faculty. A course syllabus will be provided the first day of class.