Course Syllabus
ECED/EDUC 2375 Soc and Emotional Development
Nashville State Community College
Semester:     Section Number:

Class Hours: 3
Credit Hours: 3
Instructor:
Office:
Office Phone:
E-mail:

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.

Required Texts:
Refer to website: http://csefel.vanderbilt.edu/

Student Learning Outcomes:
Upon successful completion of the course the student will be able to:
1. Describe the major milestones related to social-emotional development. (INTASC 1; NAEYC 1a)
2. Design environments that support children’s social-emotional development and prevent challenging behavior. (INTASC 3; NAEYC 1c, 4a)
3. Define emotional literacy and identify activities that build “feeling vocabularies”. (INTASC 1, 2; NAEYC 4b, 4c)
4. Describe the relationship between challenging behavior, engagement, and social-emotional development. (INTASC 1, 3; NAEYC 1b)
5. Identify the function of children’s challenging behaviors. (INTASC 2; NAEYC 1b)
6. Understand the steps in developing Positive Behavior Support Plans for students with persistent challenging behavior. (INTASC 2; NAEYC 4b)
7. Identify strategies for (INTASC 1, 2, 3; NAEYC 2b, 4a, 4b, 4c)
   a. Building relationships with children, families and colleagues.
   b. Teaching social skills and problem solving skills and promoting emotional development, such as the development of friendship skills.
   c. Designing environments, schedules and routines and structuring transitions.
   d. Helping children learn rules and routines through activities that promote engagement.
   e. Identifying methods that may be used to determine the function of challenging behavior.
   f. Preventing challenging behavior and teaching replacement skills for challenging behavior.

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8. Participate in personal reflection that: *(INTASC 1.3; NAEYC 4d)*
   a. 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.
   b. Evaluate the structure and design of children’s environment and ability to build relationships.
   c. 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

Standard 4: Using Developmentally Effective Approaches
   4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.
   4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.
   4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.
   4d. Reflecting on own practice to promote positive outcomes for each child.

**IDEA Course Evaluation Objectives:**
These objectives will be evaluated through student feedback on Course Evaluations.

- **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

**Major Content Areas:**

- Building relationships
- Creating supportive environments
- Social-emotional strategies
- Individualized Intensive Interventions
- Identifying Function of Challenging Behavior and the Positive Behavior Support System

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Assessment:
Student learning will be assessed through the following:
1. Scavenger Hunt
2. Journals
3. Class Sharing/Homework
4. Final Project
5. Final Scavenger Hunt

Grading Criteria:

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>Scavenger Hunt and Pre-Journal</td>
</tr>
<tr>
<td>100</td>
<td>Daily Journals</td>
</tr>
<tr>
<td>50</td>
<td>Final Scavenger Hunt</td>
</tr>
<tr>
<td>100</td>
<td>Final Project</td>
</tr>
<tr>
<td>50</td>
<td>Class Sharing/Homework</td>
</tr>
<tr>
<td>350</td>
<td>TOTAL</td>
</tr>
</tbody>
</table>

**Additional items will be graded on a pass/fail basis.**

NOTE:
Reflections and homework assignments are due at the beginning of each class period. Late point deductions will apply. The self-graded rubric is required to be attached to the front of each assignment submitted. The final reflection, final exam, and final project are due by date specified on course outline.

Grading Scale:
Grades reflect student progress in course content. Grading scale is as follows:

<table>
<thead>
<tr>
<th>%</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%-100%</td>
<td>A (Superior)</td>
<td>315-350</td>
</tr>
<tr>
<td>80%-89%</td>
<td>B (Excellent)</td>
<td>280-314</td>
</tr>
<tr>
<td>70%-79%</td>
<td>C (Average)</td>
<td>245-279</td>
</tr>
<tr>
<td>60%-69%</td>
<td>D (Passing, but below average)</td>
<td>210-244</td>
</tr>
<tr>
<td>Below 60</td>
<td>F (Failure)</td>
<td>Below 210</td>
</tr>
</tbody>
</table>

NOTE:
All ECED majors in the AAS degree and Technical Certificate programs are required to receive a C or above in all ECED classes.

*It is the student’s responsibility to check D2L and MyNSCC email on a regular basis. These are the official communication channels between the college and students. Students are responsible for the information communicated through those channels. D2L contains specific course information and MyNSCC contains information important for other purposes.*

*Nashville State Community College has implemented an Early Warning System to notify students via e-mail about academic problems such as poor classroom attendance, poor performance on assignments/tests, poor communication skills, late/missing assignments, and/or lack of classroom participation. Please note that Early Warning Alerts do not affect a student’s academic standing.*

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ECED/EDUC COURSE POLICIES

These are course policies required for this course. Read these carefully. Following these policies will assist you in completing this course successfully. Please ask questions if you do not understand any expectation in this course. The ECED/EDUC faculty want you to do well!

Attendance/Participation Policy:
1. Each student is expected to be on time, attend all scheduled classes, and stay for the entire class session.
2. An absence is defined as non-attendance for any reason, including illness or emergency.
3. Absences Allowed:
   - Regular Fall & Spring Semester: No more than 3 absences.
   - Summer 10 week term or Clinical Practicum Courses: No more than 2 absences
   - Special one-week classes: No more than a half day; 3.5 hours total
4. Any student who has more than allowed absences above will receive a grade of “FA” for the term. An “FA” computes as a F grade in your grade point average. Coming to class late (after the instructor has taken attendance) and/or leaving early (before the instructor dismisses the class) counts as a tardy. For the special one-week class the total times student is tardy/leaves early will be added up and if more than 3.5 hours the student will receive a “FA”
5. Any student who is absent is responsible for the content of the class missed and any assignments given. The student is encouraged to get notes and information missed from another student in the class or contact the instructor.
6. In-class assignments and quizzes cannot be made up.
7. The instructor’s grade book serves as the official record for grades and attendance.

Cheating and Plagiarism:
Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic dishonesty, either directly or indirectly through participation or assistance are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions that may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an “F” or "zero" for the exercise or examination or to assign an “F” for the course.

Student Conduct:
Nashville State has a zero tolerance policy for disruptive conduct in the classroom. The instructor has primary responsibility for control over classroom behavior and maintenance of academic integrity. He/she can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct which violates the general rules and regulations of the College. Disruptive behavior in the classroom may be defined as, but is not limited to, behavior that obstructs or disrupts the learning environment (e.g., offensive language, harassment of students and professors, repeated outbursts from a student which disrupt the flow of instruction or prevent concentration on the subject taught, failure to cooperate in maintaining classroom decorum, etc.), the continued use of any electronic or other noise or light emitting device which disturbs others (e.g., disturbing noises from beepers, cell phones, palm pilots, lap-top computers, games, etc.). Each student should refer to the Nashville State Student Handbook 2009-2010 for guidelines for student conduct.

Accommodations:
Nashville State complies with the Americans with Disabilities Act. Consult with the office of Student Disability Services. If you need any accommodation(s) for this class, notify the instructor by the second class meeting.

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Class Procedures:
The class will be a mixture of lecture, discussion, in-class activities and class participation. The instructor will make every effort to work with students, but each student is expected to read assignments before class, pay attention, participate in class, and put effort into assignments.

Late Assignments:
Students are encouraged to turn in all assignments on time. In the event that 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.

Assignment Format:
All assignments are to be typed (using 12 pt. font) unless otherwise instructed. Assignments of more than one page should be handed in stapled in the upper left corner. Spelling, punctuation, grammar, and legibility will be taken into consideration in grading all assignments. Assignments should reflect college-level work. Misspelled words, incorrect grammar, and messy assignments will be penalized. Always re-read and proof your work prior to turning it in to the instructor.

Any assignment turned in that is not typed or has numerous grammatical and/or spelling errors will be returned to the student ungraded. The student will need to resubmit the assignment, but will receive a reduction in points (see policy for assignments not turned in on the assigned due date).

Exams:
Exam dates are listed on the course outline. Each student is expected to submit the exam on the exam due date or prior to it in the specified format. It is the responsibility of the student to confirm that the instructor received the exam by the due date. Exams cannot be submitted late.

Grading Rubrics:
Grading forms (scoring rubrics) will be provided for major assignments. These must be attached to each assignment when turned in for grading. It is important that you read over the expectations for each assignment as described on the scoring rubric. You may be asked to complete the scoring on a rubric as a self-grading exercise. The instructor’s scoring will be your final grade on any assignment. These rubrics will help guide you to success!

Questions about Graded Assignments:
If a student would like to discuss a grade on an assignment or exam, the student must see the instructor after class to discuss the assignment briefly or make an appointment. Class time will not be used to discuss or review individual grades.

Grading Policy for Early Childhood and Education Majors:
A grade of C or above must be earned in all early childhood courses prior to graduating with an AAS or Technical Certificate in ECED. If you are majoring in the AAS and/or Technical Certificate programs must receive a C or above in this class in order to meet prerequisite requirements for subsequent classes.

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Appointments for Assistance:
Any student who is attending class regularly, taking notes, and reading the text but still not performing well on exams, projects, or assignments should make an appointment with the instructor.

Cellular Telephone/Pager Policy:
The use of cellular telephones and pagers in the classroom is prohibited at Nashville State Community College.

Children in Class:
It is the policy of Nashville State Community College that students may **not** bring children into instructional settings such as classrooms, labs, or the Learning Center.

Breaks/Food in Class:
Students are asked to be respectful of classmates when eating in class and to return from breaks by the specified time.

Email Communication Policy:
It is the student’s responsibility to check D2L (NS Online) and MyNSCC email on a regular basis. These are the official communication channels between the college and students. Students are responsible for the information communicated through those channels. D2L (NS Online) contains specific course information and MyNSCC contains information important for other purposes. It is strongly recommended that course related communication to your instructor be sent through D2L (NS Online) course email. The email is located inside your course website. Contact the Help Desk at 615-353-3678 for support.

Early Warning Alerts:
Nashville State Community College has implemented an Early Warning System to notify students via e-mail about academic problems such as poor classroom attendance, poor performance on assignments/tests, poor communication skills, late/missing assignments, and/or lack of classroom participation. Please note that Early Warning Alerts do not affect a student’s academic standing.

**NOTE:**
*This syllabus is a master syllabus. Specific course requirements are subject to revision at the discretion of the individual instructor. A course syllabus will be provided the first day of class.*