Course Information:

Course Title: ECED 2375 Social and Emotional Development  
Credits: 3 hours  
Class Hours: 3 hours

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:

Required Textbook(s) & Other Materials:

Textbook(s): Not required  
Reference Materials:  
Center on the Social and Emotional Foundations for Early Learning  
http://csefel.vanderbilt.edu/

Once enrolled, all students should verify that they have the correct textbook and materials information by consulting the D2L/NS Online shell for the course. If you are registered with the Access Center and require an alternate format for the textbook and other course materials, please contact the Access Center at 615-353-3721, 615-353-3741, or accesscenter@nscc.edu.
Course Outcomes:
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)*
- Build relationships with children, families and colleagues.
- Teach social skills and problem solving skills and promoting emotional development, such as the development of friendship skills.
- Design environments, schedules and routines and structure transitions.
- Help children learn rules and routines through activities that promote engagement.
- Identify methods that may be used to determine the function of challenging behavior.
- Prevent challenging behavior and teaching replacement skills for challenging behavior.
- Participate in personal reflection that: *(INTASC 1,3; NAEYC 4d)*
- Focus 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.
- Evaluate the structure and design of children's environment and ability to build relationships.
- Generate strategies for addressing areas where children need to make changes and improvements.

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. Use a broad repertoire of developmentally appropriate teaching/learning approaches.
4d. Reflecting on own practice to promote positive outcomes for each child.

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:
1. Scavenger Hunts
2. Reflective Journals
3. Class Sharing/Homework Contract
4. Midterm Project
5. Final Project

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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number &amp; Points Per Item</th>
<th>Total Points</th>
<th>Approximate Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>29 classes (2 points each class)</td>
<td>58 points</td>
<td>11%</td>
</tr>
<tr>
<td>Scavenger Hunts</td>
<td>4 scavenger hunts (25 points each)</td>
<td>100 points</td>
<td>20%</td>
</tr>
<tr>
<td>Journals</td>
<td>5 journals (4 - 15 points, 1 – 30 points)</td>
<td>90 points</td>
<td>18%</td>
</tr>
</tbody>
</table>
Homework Contract  1 contract  60 points  12%
Midterm Project  1 exam  100 points  20%
Final Project  1 exam  100 points  20%
TOTAL POINTS  *  508 points  100%

**Grading Policy:**
*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.*

**Late Work Policy & Make-up Procedures for Missed Assignments and Work:**
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. **To be considered ON TIME, assignments must be turned in at the beginning of the class period.** 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.

**Attendance Policy**
Students are expected to attend all scheduled classes and laboratories. Absences in a course may affect a student’s final grade. The student is responsible for all assigned work in the course regardless of excused or unexcused absences. Tardiness may also affect a student’s final grade. In online courses, attendance is signaled by logging on to the D2L/NS Online shell, participating as prompted (e.g., responding to an instructor’s email, posting to a discussion board) and/or completing and submitting assignments. Campus closures do not affect attendance and assignment completion in online courses.

- Each student is expected to be on time, attend all scheduled classes, and stay for the entire class session.
- An absence is defined as non-attendance for any reason, including illness or emergency.
- Absences Allowed: No More than 5 absences
- Any student who has more than allowed absences above will receive a grade of “FA” for the term. An “FA” computes as an 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.
- 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.
- In-class assignments and quizzes cannot be made up.
- The instructor’s grade book serves as the official record for grades and attendance.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Range</th>
<th>Point Spread</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
<td>457-508</td>
</tr>
<tr>
<td>B</td>
<td>80%-89%</td>
<td>406-456</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>355-405</td>
</tr>
<tr>
<td>D</td>
<td>60%-69%</td>
<td>304-354</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
<td>Below 304</td>
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FA
According to NSCC policy, if a student fails a course, but has not officially withdrawn from the course, and her/his last date of attendance is before the last date to withdraw (*use date appropriate to your section*), the student will receive a grade of FA (i.e., “Failure for Attendance Reasons”).

FN
An FN is awarded to students who never attended class.

**Technology Statement**
Nashville State's classes are considered to be web-enhanced. Faculty have an expectation that students will use a computer and the Internet to complete assignments, engage in online discussions, and access various course materials through D2L/NS Online course shells. Computers are available for student use at each campus during campus open hours.

**D2L/NS Online and myNSCC**
It is students’ responsibility to check D2L/NS Online course shells for all enrolled courses and myNSCC, including student email, on a regular basis. These are the official communication channels between the college and students, who are responsible for the information communicated through those channels. D2L/NS Online contains specific course information and myNSCC contains information important for other purposes.

**ADA Compliance Statement**
Nashville State complies with the Americans with Disabilities Act (ADA). If you require accommodations for any courses in which you are enrolled, contact the Access Center at 615.353.3741 or 615.353.3721, or e-mail accesscenter@nscc.edu. If you are registered with the Access Center and require an alternate format for the textbook and other course materials, please contact the Access Center.

**Classroom Misconduct**
Nashville State Community College has a zero-tolerance policy for disruptive conduct in the classroom. Students whose behavior disrupts the classroom will be subject to disciplinary measures. 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**

Any form of academic dishonesty, cheating, plagiarizing, or other academic misconduct is prohibited. Students are responsible for understanding and abiding by the Academic Misconduct Policy in the Nashville State Student Code of Conduct. In addition to other possible disciplinary measures that may be applied through regular college procedures as a result of academic dishonesty, the instructor has the authority to assign an “F” or a “zero” for the exercise, paper, or examination, or to assign an “F” for the course. Students may appeal through the appropriate college grade appeal procedures.

*(Each instructor will outline his/her expectations for academic integrity and provide individualized information about consequences for academic misconduct.)*

**Academic Early Alert System**

Nashville State Community College uses an Early Alert System to let students know of a faculty member’s concern in one or more of these academic areas: lack of attendance, lack of classroom participation, late or missing assignments, and/or poor performance on assignments/tests. *Please note that Early Alerts do not affect a student’s academic standing. If you receive an Early Alert email, please see your instructor and your academic advisor as soon as possible.*

**RAVE Emergency Alert System**

Emergency events can happen at any time and Nashville State Community College wants to be able notify students if and when they occur. For this reason, all students have been enrolled in the free RAVE alert system. If you have not already done so, please log in at https://www.getrave.com/login/nscc to confirm and update your contact information and notification preferences. It is critical that your information be correct so that you will receive any emergency notifications. 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.

**Inclement Weather & Campus Closings**

Nashville State will use the RAVE alert system to send a text message to students, staff, and faculty about adjusted hours of operation and/or closings at individual campuses. All students should check the Nashville State web site home page at www.nscc.edu for announcements on campus closures, which may vary from campus to campus. Campus closures will also be announced on local television stations. Students should use their own best judgment in determining whether to report to campus during inclement weather when classes are not cancelled.

Even when campuses are closed, students are still responsible for completing all assigned work. When classes are cancelled, faculty will post online assignments and any additional instructions in the D2L/NS Online course shell. Check D2L/NS Online for a message from your instructor regarding your online assignment requirements. Faculty have discretion over adjusting deadlines or due date for assignments, but students are responsible for completing all assigned work by the due date established by the instructor.
Class Cancellation Policy
If the class is cancelled, the instructor will notify all students by posting in the D2L/NS Online course, e-mailing through D2L/NS Online, and/or by posting a sign on the classroom door. In the event of class cancellation, students must access D2L/NS Online to complete classwork and the assignment that will be posted in the course D2L site.