Class Hours: 3.0  Credit Hours: 3.0
Laboratory Hours: 0.0  Date Revised: Fall 06

NOTE: This course is not designed for transfer credit.

Catalog Course Description:

The major theories of psychomotor development and the application to the development of the
young child. Particular emphasis is placed on the positive development of motor skills. Laboratory
observation and interaction.

Entry Level Standards:

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

Prerequisite:

ECEd 2020

Textbook(s) and Other Course Materials:

Required:
0766861503

Supplement:
Gould, P. & Joyce Sullivan (1999), *The Inclusive Early Childhood Classroom* Beltsville, MD:
National Association for the Education of Young Children. *NAEYC Code of Conduct*. NAEYC
Publications: Washington DC

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 Guidelines for Practice and Partnership (Star &amp; Square)</td>
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<tr>
<td>2</td>
<td>Licensing Standards</td>
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<tr>
<td>3</td>
<td>Related Children's Literature</td>
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<tr>
<td>4</td>
<td>Professionalism/Advocacy</td>
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<tr>
<td>5</td>
<td>Program Management Skills</td>
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<tr>
<td>6</td>
<td>Benefits of Movement Education: child development/characteristics; musical and creative development; and content of movement program</td>
</tr>
<tr>
<td>7</td>
<td>Planning for Movement and Music: lesson planning; scheduling; equipment and</td>
</tr>
</tbody>
</table>
II. Course Objectives*:

A. Develop attitudes and practices that promote positive developmental relationships with children. I, III, IV

B. Develop understanding and skills necessary to ensure a well-run, purposeful program that is responsive to child development needs. I, III, IV

*Roman numerals after course objectives reference goals of the ECEd program.

III. Instructional Processes*:

Students will:

1. Observe classroom dynamics in various educational settings. Active Learning Strategy, Transitional Strategy

2. Utilize reflective inquiry thinking processes to integrate text and classroom observation. Communication Outcome, Transitional Strategy

3. Use journaling as a technique to facilitate classroom observations and discussions. Communication Outcome, Transitional Strategy

4. Internalize work ethic by demonstrating regular attendance, punctuality, dependability, cooperation with teachers and peers, and professionalism. Transitional Strategy

5. Use Internet for communication with instructor and other class members. Communication Outcome, Technological Literacy Outcome

*Strategies and outcomes listed after instructional processes reference TBR’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:
1. Submit written reflections & reviews on selected readings. A,B
2. Visit two programs with varying philosophies. A,B
3. Complete a journal regarding professionalism: strengths and weaknesses. A,B
4. Create an activity file for four age groups: infants, toddlers, preschool, school age. A,B
5. Create an activity file with five areas of activities: locomotor, non-locomotor, manipulative, gymnastics music & movement, relaxation. A,B
6. Plan and develop five developmental appropriate activities for each activity in each age group (include one activity in each activity for each age group that meets a special needs child with physical challenges, hearing impairments, visual impairments, emotional disabilities or limited understanding). A,B
7. Resolve ethical dilemmas using NAEYC’s Code of Ethics. A,B
9. Complete a journal regarding observed practices. A,B

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:

Students will complete a pre and post inventory on their knowledge of exceptional children through an entry exam and a comprehensive final exam.

B. Laboratory Expectations:

Students will keep a journal, 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 observe and assess different early childhood education programs at various sites.

VI. Policies:

A. Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course.

B. Academic Dishonesty:

Please refer to the current Pellissippi catalog.

C. Accommodations for disabilities:

If you need accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be
evacuated, please inform the instructor immediately. Please see the instructor privately after class or in his/her 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 or 131 or by phone: 694-6751(Voice/TTY) or 539-7153.

Posted: September 22, 2006