Class Hours: 3.0

Laboratory Hours: 0.0

Date Revised: Fall 06

NOTE: This course is not designed for transfer credit.

Catalog Course Description:

A study of the basic instruments and checklists leading to competency in screening children for developmental problems. The course will also consider appropriate community support programs and referral procedures. Laboratory observation and interaction.

Entry Level Standards:

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

Prerequisites:

None

Corequisites:

none

Textbook(s) and Other Course Materials:

Screening and assessment materials as chosen by the instructor

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Historical Review of Assessment Contributors</td>
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<tr>
<td>2</td>
<td>Social and Educational Review of Assessment Contributors</td>
</tr>
<tr>
<td>3</td>
<td>Review of Development Stages of Children: Birth to Age Three</td>
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<tr>
<td>4</td>
<td>Review of Development Stages of Children: Age Four to Eight</td>
</tr>
<tr>
<td>5</td>
<td>Types of Screening and Assessment Tools</td>
</tr>
<tr>
<td>6</td>
<td>Observations Guides</td>
</tr>
<tr>
<td>7</td>
<td>Portfolio Assessment Systems</td>
</tr>
<tr>
<td>8</td>
<td>Tests that Evaluate Specific Skills</td>
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II. Course Objectives*:

A. Discuss the developmental stages of children birth to age eight. I, III, IV
B. Discuss types of screening and assessment tools. I, III, IV
C. Discuss how to link assessment to the curriculum. I, III, IV
D. Discuss referral procedures and community resources. I, III, IV

*Roman numerals after course objectives reference goals of the Early Childhood Education 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. Exhibit knowledge of the contributors to the study of developmental assessment. A-D
2. Discuss the differences in screening and assessment instruments. A-D
3. Identify and interpret specific terms and characteristics of different screening and
assessment tools. A-D

4. Develop an understanding of collecting, recording, compiling, interpreting, and summarizing assessment information. A-D

5. Gain an understanding of suggested ways of reporting screening and assessment results to parents/guardians. A-D

6. Understand the legal and ethical responsibilities in assessments. A-D

7. Exhibit awareness of the community support programs and the proper referral procedures. A-D

*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 developmental assessment environments 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