Prairie View A&M University  
Whitlowe R. Green College of Education  
Department of Curriculum and Instruction  

ECED 3013 Health, Motor, and Physical Development

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P.O. Box 519  
Mail Stop 2410  
Prairie View, TX 77446

Office Hours: Monday and Wednesday 8:00 – 12:00, Saturday 10:00 – 2:00

Course Location: Wilhelmina Fitzgerald Delco Building, Room 330  
Class Meeting Days & Times: Monday 3:00 – 5:50

Catalog Description: ECED 3013: Health/Motor/Physical Development (3-0) Credit – 3 semester hours.  
Fundamentals of health/motor/physical stages and characteristics of development in early childhood  
with emphasis on health problems common during early childhood; health and safety practices for  
young children; includes special needs related to young children.

Prerequisites: ECED 3003, HMEC 3373, or permission of ECED Coordinator  
Co-requisites: None

Required Texts:  
ISBN 013514776X


Access to Learning Resources:  
PVAMU Library:  
phone: (936) 261-1500;  
web: http://www.tamu.edu/pvamu/library/

University Bookstore:  
phone: (936) 261-1990;  
web: https://www.bkstr.com/Home/10001-10734-1?demoKey=d

Course Overview:  
The purpose of this course is to introduce students to the examination of the nature and  
development of cognition by providing discussions, demonstrations, and interactions to expand  
the learner’s knowledge and aid them in formulating teaching experiences that will optimally  
enhance children’s cognitive growth and development.
The conceptual framework model, the Educator as Facilitator of Learning for Diverse Populations (E-FOLD-P), supports the major goals of the Teacher Education Unit.

E-FOLD-P guides the design and implementation of teacher education programs located in the College of Education and constitutes a commitment by the Unit to develop and prepare candidates as:

- problem solvers, critical thinkers, and decision makers;
- reflective and continual learners who utilize effective teaching practices;
- facilitators of student growth and development, by precept and example; and
- educators with understanding and appreciation of human diversity and global awareness
TrueOutcomes
TrueOutcomes is a tool that PVAMU uses for assessment purposes. Four class assignments will be considered artifacts (items of coursework that serve as evidence that course objectives are being met) and will be uploaded to TrueOutcomes (www.trueoutcomes.net). The artifacts will be identified during the 2nd class meeting.

Course Objectives:
Upon completion of this course, the candidate will:
1. Review the TExES competencies for motor development and physical health.
2. Review and incorporate into related activity-based the Essential Knowledge and Skills pertaining to Motor development/health/safety for Early Childhood Education.
3. Identify important research and cite empirical evidence supporting the value of physical activity in promoting optimum growth and development in children.
4. Explain the process of how children learn to move and provide information and knowledge, which will help when teaching motor skills.
5. Provide physical activities with necessary modifications for special populations.
6. Provide an overview on human wellness and discuss the importance of good practice.
7. Present methods and strategies that can be used to incorporate movement and creative rhythmic activities into physical fitness program.
8. Analyze safety practice for children engaged in physical activities.
10. Analyze current trends in the incidence of contagious diseases in the world.
11. Review research articles emphasizing EC-4 Standards on Fostering Aesthetic and Physical Development.

NAEYC Standards Addressed:
1. Promoting Child Development and Learning
   1a: Knowing and understanding young children’s characteristics and needs.
   1b: Knowing and understanding the multiple influences on development and learning.
   1c: Using knowledge of development to create healthy, respectful, supportive, and challenging learning environments.
2. Building Family and Community Relationships
   2a: Knowing about and understanding family and community characteristics.
   2b: Supporting and empowering families and communities through respectful, reciprocal relationships.
   2c: Involving families and communities in their children’s development and learning.
3. Observing, Documenting, and Assessing to Support Young Children and Families
   3a: Understanding the goals, benefits, and uses of assessment.
   3b: Knowing about and using observation, documentation, and other appropriate assessment tools.
   3c: Understanding and practicing responsible assessment.
4. Teaching and Learning
   4a: Knowing, understanding and using positive relationships and supportive interactions
   4b: Knowing, understanding and using effective approaches, strategies, and tools for early education.
5. Becoming a Professional
5a: Identifying and involving oneself with the early childhood field 
5b: Knowing about and upholding ethical standards and other professional guidelines.

**TexES Domains:**
This course covers the following TExES PPR Domains:
Domain I – Designing instruction and planning to promote student learning;  
Domain II – Creating a positive, productive classroom environment;  
Domain III – Implementing effective, responsive instruction and assessment;  
Domain IV – Fulfilling professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

This course covers the following EC-6 Generalist Domains:  
Domain I – English Language Arts and Reading;  
Domain II – Mathematics  
Domain III – Social Studies  
Domain IV – Science  
Domain V – Fine Arts, Health, and Physical Education.  
The full text of these competencies can be found on the SBEC web site [http://www.sbec.state.tx.us](http://www.sbec.state.tx.us)

**Assignments**

**Playground Inspection**  
Candidates will be assigned a playground to inspect, looking for possible safety hazards. An inspection checklist and rubric will be provided by the instructor. Following the inspection candidates will write a summary of their findings, and draft a letter to the playground administrator sharing findings and recommendations for areas of concern.

**Nutrition Cards**  
Using USDA recommended guidelines for young children, candidates will create simple recipes for a specified age group. The recipes must be original, nutritionally balanced, and written so children may follow them without the assistance of an adult. Examples will be provided by the instructor.

**Healthy Lifestyle Family/Community Presentation**  
Candidates will work in small groups of four to create a presentation for family/community night. The presentation will demonstrate to participants tips for incorporating healthy practices (nutrition, physical activity, health and safety) into their daily schedules. Presentations must be require participants to be actively engaged, and must be accompanied by a handout.

**Health Mini Lesson**  
Candidates will refer to the appropriate health TEKS for assigned grade/age level, and prepare an activity to teach the skill to young children. Candidates will use the ECED mini lesson plan format when creating the lesson, and will model the teaching of the lesson. The lesson must demonstrate the ability to apply knowledge of both the relationship between health and behavior, and the factors influencing health and health behavior. Additionally, the ability to integrate health instruction with other content areas must be evidenced.

**Movement Mini Lesson**  
Candidates will refer to the appropriate physical education TEKS for assigned grade/age level, and prepare an activity to teach the skill to young children. Candidates will use the ECED mini lesson plan format when creating the lesson, and will model the teaching of the lesson. The lesson must demonstrate the ability to apply knowledge of both the relationship between health and behavior, and the factors influencing health and health behavior. Candidates must identify and demonstrate ways to modify the lesson for children with physical disabilities. Additionally, the ability to integrate health instruction with other content areas must be evidenced.
Observation Journal
Candidates are required to observe children who represent the various developmental stages, engaged in physical activities. Candidates are to document examples of the following skills observed:
1. Balance
2. Body and Space perception
3. Rhythm and temporal awareness
4. Rebound and airborne activities
5. Projectile management
6. Management of body movement
7. Gross motor skills
8. Fine motor skills
Journal entries are to adhere to the narrative format provided by instructor.

Article Summaries
Candidates will read assigned articles and record reactions to them in a response journal. Please consider the following questions as you do your responses: What was your main reaction to what the authors said? Did you agree or disagree and why? What made you think in a new way about these issues? How does this relate to your current or previous experiences? What questions do you still have about the issues posed in the reading? How will this article impact your future practice? Guidelines for summaries will be provided by the instructor.

Course Evaluation Methods
This course will utilize the following instruments to determine student grades:
- **Exams** – written tests designed to measure knowledge of presented course material
- **Exercises** – written assignments designed to supplement and reinforce course material
- **Projects** – web development assignments designed to measure candidate ability to apply presented course material
- **Class Participation** – daily attendance and participation in class discussions

Grading Matrix

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article Summaries (four)</td>
<td>100</td>
</tr>
<tr>
<td>Observation Journal</td>
<td>100</td>
</tr>
<tr>
<td>Playground Inspection</td>
<td>100</td>
</tr>
<tr>
<td>Healthy Lifestyle Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Health Mini Lesson</td>
<td>100</td>
</tr>
<tr>
<td>Movement Mini Lesson</td>
<td>100</td>
</tr>
<tr>
<td>Nutrition Cards</td>
<td>100</td>
</tr>
<tr>
<td>School Nurse Interview</td>
<td>100</td>
</tr>
<tr>
<td>Exams</td>
<td>200</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
</tr>
</tbody>
</table>

Undergraduate Grading System
100 – 90  A
89 – 80  B
79 – 70  C
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Global Issues Concerning Infants, Toddlers, and Young Children</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Physical and Motor Development of the Infant</td>
<td>Article Summary #1</td>
</tr>
<tr>
<td>3</td>
<td>Physical and Motor Development Ages One Through Three</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Physical and Motor Development Ages Four Through Five</td>
<td>Article Summary #2</td>
</tr>
<tr>
<td>5</td>
<td>Physical and Motor Development Ages Six Through Eight</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Health and Fitness Concerns of Infants, Toddlers, and Young Children</td>
<td>Article Summary #3</td>
</tr>
<tr>
<td>7</td>
<td>Nutrition and the Healthy Child</td>
<td>Review for Mid-term</td>
</tr>
<tr>
<td>8</td>
<td>Environmental Hygiene and Infection Control</td>
<td>School Nurse Interview</td>
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<tr>
<td></td>
<td></td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>9</td>
<td>Movement Programs for Infants, Toddlers, and Young Children</td>
<td>Article Summary #4</td>
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<tr>
<td>10</td>
<td>Safety in the Early Childhood Learning Environment</td>
<td>Observation Journal</td>
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<tr>
<td>11</td>
<td>Physical Fitness</td>
<td>Playground Inspection</td>
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<tr>
<td></td>
<td></td>
<td>Nutrition Cards</td>
</tr>
<tr>
<td>12</td>
<td>Developing Healthy Lifestyles with Young Children</td>
<td>Health Mini Lessons</td>
</tr>
<tr>
<td>13</td>
<td>Family and Community Partnerships for Healthy Lifestyles</td>
<td>Healthy Lifestyle Presentation</td>
</tr>
</tbody>
</table>
Course Policies

Attendance Policy
Attendance and punctuality are required. Candidates are expected to notify the instructor if they are unable to attend class, will arrive late, or depart early. Please note that only absences defined by the university as excused will be considered excused absences. Students arriving to class more than fifteen minutes after the scheduled class beginning time will be considered a late arrival. Leaving class before dismissal by the instructor is considered an early departure. Two late arrivals, two early departures, or one of each will count as one absence. An attendance roster will be available at the beginning of each class. Any candidate who does not sign the roster will be considered absent. Candidates arriving to class late are required to see the instructor after class to sign the roster. Please note that it is the sole responsibility of the candidate to sign the roster. There will be no exceptions made. Please note that attendance is defined as present and participating in class discussions and activities. Candidates will receive no penalty for the first five absences; 5 points will be deducted from the final grade for each subsequent absence.

Class Participation Policy
It is imperative that we engage in dialogue as we examine the topics covered in this course. This course is not intended to be solely lecture based. The instructor and students will share the responsibility of guiding the class, including, but not limited to leading group discussions. In doing so each class member must be prepared to discuss all readings that have been assigned. Candidates are required to fully participate in all activities assigned for class. Candidates not fully participating in assigned activities may be marked absent for the class period.

Professional Conduct and Dress Code for Field Experience:
Dress professionally. Female candidates please note that all pants, skirts, or dresses must be no shorter than knee length. Male candidates must wear long trousers, shoes that enclose the entire foot, and dress socks. A long or short-sleeved collared shirt must be worn with a tie. Do not wear shorts, jeans, athletic wear, t-shirts with any writing, cargo pants, halter-tops, or tank tops. Midriffs must not be exposed. Undergarments must be concealed at all times. Shoes should be comfortable, but flip-flops and athletic shoes are prohibited. Earrings and other jewelry should be kept at a minimum. All tattoos, body art, and/or body piercing(s) must be covered. If the instructor at any time deems a candidate’s attire inappropriate the candidate will be sent home and marked absent. Bring a current driver’s license or state issued ID each day to the assigned campus for background checks. In addition, do not give or reward students with candy, sugary items or sodas. Remember you are modeling for the students.

Late Work Policy
All assignments, including assignments submitted electronically, are due on the date indicated in the course calendar at the beginning of class. Any assignment received after the beginning of class on the date due is considered late. Late assignments will receive a 10% reduction in grade each day it is late. Any assignment that is more than four days late will receive no credit. Please note that incomplete work will under no circumstance be accepted and that such work will automatically receive a failing grade.

Submitting Assignments using Web CT
Unless otherwise noted all assignments are to be submitted using the "Assignment Tool" within Web CT, candidates must also provide a hard copy of the assignment to the instructor. If a candidate does not provide hard copy of the assignment ten points will be deducted. Assignments not submitted through any other medium
will not be graded (do not e-mail your work to my university account). The assignment tool can be accessed using the "Assignments" link on the Course Menu.

Please refer to the course calendar for assignment due dates. Candidates must upload and submit assignments before the due date and time in order to receive a grade.

Your document(s) must be formatted as follows:

A. Font - 12 pt. Times New Roman, Arial or Courier.
B. Double Spaced
C. Left Justified Only
D. All margins are to be one inch
E. Assignments must include a header with the candidate's name and assignment name and page number on each page of the document. Most word processing programs allow you to insert headers and page numbers.

Any written assignment that does not adhere to any of the aforementioned criteria will receive a ten point reduction in the assignment final grade. Documents that are single spaced will not be graded and will automatically receive a failing grade

Written Assignments must be submitted as a Microsoft Word document. This is the only format the instructor can access. Assignments submitted in any other format will not be graded. Please note, it is the sole responsibility of the candidate to ensure the Microsoft Word document has been attached to his/her submission. The instructor will not assume the responsibility of checking to ensure candidates have attached documents to their submissions before the assignment due date. If a candidate neglects to attach the proper document when submitting the written assignment said candidate will receive a zero for that assignment. Late attachments will not be accepted.

Please plan accordingly to allow sufficient time to submit your work as acts of nature, power outages, computer viruses, computer malfunctions, and etc. will not be considered acceptable excuses for work being submitted late. Late assignments will not be graded.

Electronic Communications
If you wish to ask a question that will take more than two minutes for the instructor to formulate an answer, e-mail is not the appropriate form of communication. You will be advised to schedule an appointment during office hours. You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following my receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.
E-mail communications are electronic forms of letters. Being such, your communications must have a greeting and a closing. E-mail communications without these components may not be answered.

Standing in Class
If at any time you are desire to know where you stand in terms of a grade please reference your graded work and the evaluation weighting section of the course syllabus. If you need additional assistance make an appointment to see the instructor during office hours and bring your grade calculations with you. Please note: the instructor is not required to inform you if you are in danger of failing the course and/or advising you to withdraw from the course. This is the sole responsibility of the candidate.

University Rules and Procedures

Disability statement (See Student Handbook):
Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate
arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

**Academic misconduct (See Student Handbook):**
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

**Forms of academic dishonesty:**
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.

4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

**Nonacademic misconduct (See Student Handbook):**
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

**Sexual misconduct (See Student Handbook):**
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

**Attendance Policy:**
Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

**Student Academic Appeals Process**
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.
Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:
- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15” monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
  - Sending and receiving email
  - A working knowledge of the Internet
  - Proficiency in Microsoft Word
  - Proficiency in the Acrobat PDF Reader
  - Basic knowledge of Windows or Mac O.S.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282