

EDU 118
TEACHER ASSOCIATE PRINCIPLES AND PRACTICES

COURSE DESCRIPTION:

Prerequisites: None

Corequisites: None

This course covers the teacher associate's role in the educational system. Topics include history of education, professional responsibilities and ethics, cultural diversity, communication skills, and identification of the optimal learning environment. Upon completion, students should be able to describe the supporting professional role of the teacher associate, demonstrate positive communication, and discuss educational philosophy. Course Hours Per Week: Class, 3. Semester Hours Credit, 3.

COURSE OBJECTIVES:

At the completion of this course the student will be able to:

- A. Identify historically influential theories and theorists,
- B. Demonstrate familiarity with stages of intellectual development.
- C. Utilize practices that appropriately correlate with developmental levels.
- D. Identify learning styles and the multiple intelligences.
- E. Apply multicultural awareness within the curriculum and classroom.
- F. Describe programs designed for young children.
- G. Identify components of the teaching process.
- H. Demonstrate knowledge of the learning process as it relates to children with special needs.

OUTLINE OF INSTRUCTION:

- I. The early childhood teacher associate
 - A. Identification of various programs and settings
 - B. Professional career preparation and responsibilities
 - C. Educational philosophy
 - D. Historical perspectives of the teacher associate
- II. Contemporary influential issues and the teacher associate
 - A. The changing family unit
 - B. Multiculturalism and the classroom
- III. Developmentally appropriate practices
 - A. Learning readiness
 - B. Stages of intellectual development
 - C. Language development

- D. Psychological development
- IV. Children with special needs
 - A. Children with disabilities
 - B. Gifted and talented
- V. Parent, family, and community involvement
 - A. Changes to the family unit
 - B. Education as a family
 - C. Involving parents in education
 - D. Community partnerships

REQUIRED TEXTBOOK & MATERIALS:

Morrison, George S., *Early Childhood Education Today*, 8th ed. Merrill/Prentice-Hall, Inc.

STATEMENT FOR STUDENTS WITH DISABILITIES:

Students who require academic accommodations due to any physical, psychological, or learning disability are encouraged to request assistance from a disability services counselor within the first two weeks of class. Likewise, students who potentially require emergency medical attention due to any chronic health condition are encouraged to disclose this information to a disability services counselor within the first two weeks of class. Counselors can be contacted by calling 686-3652 or by visiting the Student Development Office in the Phail Wynn Jr. Student Services Center, room 1309.