

EDU 162
EARLY EXPOSURE/PROSPECTIVE TEACHERS

COURSE DESCRIPTION:

Prerequisites: EDU 112, EDU 131, EDU 146, EDU 153, EDU 161, EDU 221, EDU 234, EDU 251, and EDU 262

Corequisite: COE 111

This course provides an opportunity to observe teachers and pupils in a natural classroom environment. Emphasis is on observation methods, planning, teaching, evaluation, personal goal assessment, and curriculum. Upon completion, students should be able to demonstrate an understanding of their own personal teaching goals, teaching methods, planning methods, and student performance evaluation. This course serves as a capstone course for the Early Childhood Associate in Applied Science program. Course Hours Per Week: Class, 1. Lab, 2. Semester Hours Credit, 2.

COURSE OBJECTIVES:

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

- a. Identify professional goals and demonstrate professional behavior.
- b. Identify and discuss laws and regulations pertaining to childcare.
- c. Develop, implement and evaluate developmental appropriate curriculum plans for a group of children in a child care program.
- d. Develop a “professional resources file” according to the standards set forth by the council for early childhood professional recognition.
- e. Analyze and discuss professional issues concerns and trends in early childhood..
- f. Cite the qualities of early childhood professionals.
- g. Discuss “ethical standards” for the early childhood profession.
- h. Discuss how the early childhood professionals prepare themselves for living in a diversified society.
- i. Cite ways for strengthening relationships between home and school in the early childhood profession.

OUTLINE OF INSTRUCTION:

- I. Professional issues and concerns
 - A. Professional commitment and growth
 - B. Quality programs
 - C. Caregivers advocacy
 - D. Familiarity with current issues, trends and research.
- II. Developing curriculum plans
 - A. Utilizing knowledge of children
 - 1) Formal assessment
 - 2) Informal assessment
 - B. Approaches to curriculum

- 1) Unit and theme
- 2) Developmental
- 3) Affective
- C. Factor's role
 - 1) Yearly planning
 - 2) Weekly planning
 - 3) Daily planning
- D. Curriculum goals and objectives
 - 1) Need for goals and objectives
 - 2) Differentiating between goals and objectives

Long- and short-term

General and specific

- 3) Identifying curriculum goals

General areas of skill development

Incorporation skill areas into curriculum goals

Writing curriculum goals

- 4) Identifying curriculum objectives

Specific areas of skill development

Prioritizing skills

Incorporating skills into curriculum objectives

Writing curriculum objectives

- E. Incorporating the individual needs of children into planning
 - 1) Developmental process
 - 2) Realistic expectations for skill development
- F. Planning activities for reaching curriculum goals and objectives
 - 1) Organized planning
 - 2) Variety of curriculum activities
 - 3) Resources for developing curriculum activities
 - 4) Program factors influencing activity selection
 - 5) Balancing activities
 - 6) Documenting plans

III. Implementing curriculum plans

- A. Utilizing the environment
 - 1) Scheduling
 - 2) Routines
 - 3) Transitions
 - 4) Space organization
 - 5) Furnishings
 - 6) Equipment and materials
 - 7) The community
- B. The relationship between caregiver and child
 - 1) Nurturing and caring
 - 2) Sensitivity to individual needs
 - 3) Consistency
 - 4) Flexibility
- C. The caregiver's attitude
 - 1) Attitude toward guidance and discipline

- 2) Enthusiasm
 - 3) Patience
 - 4) Openness to learning
 - 5) Willingness to play
 - D. Organized preparation
- IV. Developmentally appropriate learning environments
- A. Early childhood classroom
 - 1) Goals and objectives
 - 2) Space arrangements, equipment and materials
 - 3) Establishment of activity areas
 - B. Family child care home
 - 1) Goals and objectives
 - 2) Space arrangements, equipment and materials
 - C. Multicultural activities and materials
 - 1) Language arts
 - 2) Socio-dramatic play
 - 3) Music and movement
 - 4) Food experiences
- V. Promoting children's physical development
- A. Assessing informally the physical needs of individual children
 - 1) Physical development problems
 - 2) Documenting and referral resources
 - B. Planning and implementing activities
 - 1) Large motor
 - 2) Small motor
- VI. Advancing children's cognitive development, language and communication skills
- A. Assessing informally the cognitive and language needs of children
 - 1) Cognitive learning problems
 - 2) Speech communication problems
 - 3) Documenting and referral resources
 - B. Planning and implementing activities
 - 1) Cognitive
 - 2) Language and communication
- VII. Supporting children's social and emotional development
- A. Creating a warm, nurturing, and accepting environment
 - 1) Building the child as a worthy human being
 - 2) Helping children to appreciate and accept themselves and each other
 - B. Planning and implementing activities
 - 1) Dramatic play
 - 2) Block building
 - 3) Art experience
 - 4) Field trip experience
- VIII. Providing positive guidance
- A. Establishing and maintaining rules
 - B. Adult guidance skills

- C. Managing daily routines
 - D. Guidance problems
- IX. Positive and productive relationships with families
- A. Supporting families and children under stress
 - B. Family involvement in the child's program and daily activities
- X. Evaluating curriculum plans
- A. Progress toward goals and objectives
 - B. Techniques and activities
 - C. Response of children
 - D. Revising curriculum plans

REQUIRED TEXTBOOKS AND MATERIALS:

Morrison, George S. Fundamentals of Early Childhood Education. Prentice Hall, New Jersey, 1997.

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.