EDU 284 Early Childhood Capstone Practicum

COURSE DESCRIPTION:

Prerequisites: Take One Set:

Set 1: EDU 119, EDU 144, EDU 145, EDU 146, and EDU 151
Set 2: EDU 119, PSY 244, PSY 245, EDU 146, and EDU 151
Set 3: EDU 119, PSY 245, EDU 144, EDU 146, and EDU 151
Set 4: EDU 119, PSY 244, EDU 145, EDU 146, and EDU 151

Corequisites: Take DRE 098

This course is designed to allow students to demonstrate acquired skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/engaging families; and modeling reflective and professional practices based on national and state guidelines. Upon completion, students should be able to apply NC Foundations for Early Learning and Development to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors, including the use of appropriate technology, as indicated by assignments and onsite faculty assessments.

Course Hours per Week: Class, 1; Lab, 9. Semester Hours Credit, 4.

LEARNING OUTCOMES:

Upon completing requirements for this course, the student will be able to:
1. Apply NC Foundations for Early Learning and Development to demonstrate developmentally appropriate plans
2. Apply NC Foundations for Early Learning and Development to demonstrate developmentally appropriate assessments
3. Apply NC Foundations for Early Learning and Development to demonstrate developmentally appropriate guidance techniques
4. Apply NC Foundations for Early Learning and Development to demonstrate developmentally appropriate ethical/professional behaviors

OUTLINE OF INSTRUCTION:

1. Early Childhood Practicum Expectations, Requirements, and Overview
   a. NAECY Code of Ethical Conduct
   b. NC Early Learning Standards, Foundations
   c. Educational Philosophy
   d. Teacher Values and Teaching Styles
e. Applying What Prior Knowledge; Theories and Theorists

2. Instructional Planning
   a. Designing Developmentally Appropriate Lesson Plans across domains
   b. Designing Learning Environments

3. Understanding Developmentally Appropriate Practices

4. Child Centered vs. Teacher Centered

5. Observations, Assessments, and Evaluations
   a. Evaluating Tools
   b. Teacher Competencies

6. Working with Children who have Special Needs

7. Working with Infants and Toddlers

8. Classroom Management and Understanding Behaviors in the Practicum Classroom

9. Working with Families

10. Quality Programs in Early Childhood Settings

11. Professional Commitment
   a. Advocacy
   b. Next Steps

REQUIRED TEXTBOOK AND MATERIAL:
Textbook: Developmentally Appropriate Practice, 3rd edition

Authors: Copple and Bredekamp

ISBN: 978-1-928896-64-7

Publisher: NAEYC

Supplemental Resource: Available free (link opens in a new window)