

## EDU 118: Principles and Practices of Instructional Assistants

<b>EDU 118: Principles and Practices of Instructional Assistants</b>  <b>Current:</b> This course covers the instructional assistant'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 role of the instructional assistant, demonstrate positive communication skills, and discuss educational philosophy.  <b>Proposed:</b> The course covers the instructional assistant's role in the educational system. Emphasis is placed on history of education, professional responsibilities and ethics, culturally, linguistically, and ability diverse learners, communication skills with children, families, and colleagues, and understanding of evidenced-based instructional strategies. Upon completion, students should be able to identify professional responsibilities and ethical conduct in a school setting, describe effective communication strategies, and explain evidence-based instructional strategies based on formative assessment.	NAEYC Standards	B-K Standards	NC Prof Teaching Standards	INTASC Standards (Used by CAEP)
#1 SLO Identify professional and ethical responsibilities.	6b	3	1, 3	9
#2 SLO Describe effective communication strategies with children, families, and colleagues.	2b, 4a, 6c		4	3
#3 SLO Explain evidenced-based instructional strategies based on formative assessment.	3a, 4b, 5b	4	3. 4	4, 6

## EDU 119 Introduction to Early Childhood Education

<b>EDU 119 Introduction to ECE</b>  <b>New (already approved)</b> This course introduces the foundations of early childhood education, the diverse educational settings for young children, professionalism and planning intentional developmentally appropriate experiences for each child. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career/professional development plan, and appropriate environments, schedules, and activity plans.	<b>NAEYC Standards</b>	<b>B-K Standards</b>	<b>NC Prof Teaching Standards</b>	<b>INTASC Standards (Used by CAEP)</b>	<b>DEC INTRODUCTION TO RECOMMENDED PRACTICES</b>
<b>#1 SLO</b> Identify effective tools that support learning for early education and development.	4b	1	2	4	INS4 INS5 INS7 INT1-5
<b>#2 SLO</b> Demonstrate developmental knowledge and appropriate practices to create healthy supportive and challenging learning environments, indoor and outdoor that meet the needs of diverse children and families.	1c	5	2, 3 and 4	2, 3 and 7	E1-6 F4 INS3 INS5 INS7
<b>#3 SLO</b> Design a career plan that reflects personal identification and involvement with the early childhood field.	6a		1 and 5	9	

## EDU 125 – Sign Language for Educators

<b>EDU 125 – Sign Language for Educators</b>  <b>Current:</b> This course introduces students to the sign language systems commonly used in educational environments. Topics include fingerspelling, receptive and expressive sign language usage, a comparison of sign language systems, and forms of relevant technology. Upon completion, students should be able to communicate at an introductory level using various English-based sign language systems including Manually Coded English.  <b>Proposed:</b> This course is designed to provide students an introduction to sign language systems and technology in educational environments. Topics include receptive and expressive sign language usage including English-based systems, and American Sign Language, deaf culture and identity, assistive technology, and use of sign language as a classroom management strategy. Upon completion students should be able to communicate at an introductory level using sign language, describe aspects of deaf culture and identity, and identify assistive technology for children with hearing loss in the education system.	NAEYC Standards	B-K Standards	NC Prof Teaching Standards	INTASC Standards (Used by CAEP)
#1 SLO Demonstrate basic expressive and receptive sign language communication skills used within a classroom setting.				
#2 SLO Describe hearing loss and the cultural aspects of deafness.				
#3 SLO Identify assistive technology for children with hearing loss in the education system.				

## EDU 131 Child, Family, & Community

<b>EDU 131 Child, Family and Community</b>  <b>Current:</b> This course covers the development of partnerships between culturally and linguistically diverse families, children, schools and communities. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources. Upon completion, students should be able to explain appropriate relationships between families, educators, and professionals that enhance development and educational experiences of all children.  <b>Proposed:</b> This course covers the development of partnerships between culturally, linguistically and ability diverse families, children, schools and communities through the use of evidence-based strategies. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources reflective of the <i>NAEYC Code of Ethical Conduct</i> . Upon completion, students should be able to identify appropriate relationship building strategies between these groups and demonstrate a variety of communication skills including appropriate use of technology to enhance educational experiences to support every child.	NAEYC Standards	B-K Standards	NC Prof Teaching Standards	INTASC Standards (Used by CAEP)	DEC – INTRODUCTION TO RECOMMENDED PRACTICES
<b>#1 SLO</b> Recognize the characteristics of diverse families and communities within the cultural context.	2a	2	2	2	F1, F6
<b>#2 SLO</b> Demonstrate evidenced-based strategies and techniques to involve families and communities in children’s development and learning.	2c	2	2	2	A2, A7, A11, F2, INS1, INS2
<b>#3 SLO</b> Apply evidenced-based strategies to build respectful, reciprocal family, teacher and community partnerships.	2b	2 & 3	2	2 & 10	F1, F3, F5, F7, F9, F10, TC1, TC2, TR2

## EDU 144 Child Development I

<p><b>EDU 144: Child Development I</b></p> <p><b>Current:</b> This course includes the theories of child development, needs, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development.</p> <p><b>Proposed:</b> This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse.</p>	NAEYC Standards	B-K Standards- NCPTS (S3)	NC Prof Teaching Standards (NCPTS)	INTASC Standards (Used by CAEP)	DEC INTRODUCTION TO RECOMMENDED PRACTICES
<p>#1 SLO Utilize observation and assessment to compare and contrast characteristics of typical and atypical development in each domain from conception to 36 months.</p>	1a; 3b	1	3, 4	1	A2 A3 A4, A6, A7, A9;
<p>#2 SLO Explain ways in which biological and environmental factors influence children’s development and learning from conception to 36 months.</p>	1b;	1	3	1	
<p>#3 SLO Identify evidence-based, developmentally appropriate experiences, interaction techniques and environments that are sensitive to and meet the individual needs of each child from conception to 36 months.</p>	1c	1	3	1	E1; E3 E6; INS4-7 INT1-5

## EDU 145 Child Development II

<b>EDU 145: Child Development II</b>  <b>Current:</b> This course includes the theories of child development, needs, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development.  <b>Proposed:</b> This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse.	NAEYC Standards	B-K Standards -NCPTS (S3)	NC Prof Teaching Standards (NCPTS)	INTASC Standards (Used by CAEP)	DEC INTRODUCTION TO RECOMMENDED PRACTICES
#1 SLO Utilize observation and assessment to compare and contrast characteristics of typical and atypical development in each domain from preschool through middle childhood.	1a; 3b	1	3, 4	1	A2 A3 A4, A6, A7, A9
#2 SLO Explain ways in which biological and environmental factors influence children’s development and learning from preschool through middle childhood.	1b;	1	3	1	
#3 SLO Identify evidence-based, developmentally appropriate experiences, interaction techniques and environments that are sensitive to and meet the individual needs of each child from preschool through middle childhood.	1c	1	3	1	E1; E3 E6; INS4-7 INT1-5

## EDU 146 Child Guidance

<b>EDU 146 Child Guidance</b>  <b>Current:</b> This course introduces principles and practical techniques including the design of learning environments for providing developmentally appropriate guidance for all children, including those at risk. Emphasis is placed on observation skills, cultural influences, underlying causes of behavior, appropriate expectations, development of self control and the role of communication and guidance. Upon completion, students should be able to demonstrate direct/indirect strategies for preventing problem behaviors, teaching appropriate/acceptable behaviors, negotiation, setting limits and recognizing at risk behaviors.  <b>Proposed:</b> This course introduces evidence-based strategies to build nurturing relationships with each child by applying principles and practical techniques to facilitate developmentally appropriate guidance. Topics include designing responsive/supportive learning environments, cultural, linguistic and socio-economic influences on behavior, appropriate expectations, the importance of communication with children/families including using technology and the use of formative assessments in establishing intentional strategies for children with unique needs. Upon completion, students should be able to demonstrate direct/indirect strategies to encourage social skills, self-regulation, emotional expression and positive behaviors while recognizing the relationship between children’s social, emotional and cognitive development.	NAEYC Standards	B-K Standards	NC Prof Teaching Standards	INTASC Standards (Used by CAEP)	DEC INTRODUCTION TO RECOMMENDED PRACTICES
#1 SLO Recognize the role of observation, assessment, and technology to promote positive outcomes for each child.	2b, 2c, 3a, 3b, 3c, 3d	2, 3, 4	2	6, 10	A4 A7 INS3 INS9
#2 SLO Demonstrate an understanding of appropriate guidance strategies to promote positive and supportive interactions, including working with intensive behaviors.	4a, 4b, 4c, 4d	5	4	3, 6	E3 INS7 INS8 INS9 INT1-5
#3 SLO Examine challenging behaviors and the relation to child development, possible triggers and influences.	1a, 1b, 1c	1, 4	2, 3	1, 2	E3 INT1-5 F3

## EDU 151 Creative Activities

<b>EDU 151 Creative Activities</b>  <b>Current:</b> This course introduces developmentally supportive learning environments with attention to curriculum, interactions, teaching practices and learning materials aligning with <i>NC Foundations for Early Learning and Development</i> . Emphasis is placed on the selection of challenging and engaging developmentally supportive learning experiences in art, music, movement, and dramatics for every young child. Upon completion, students should be able to examine, create, and adapt developmentally creative learning materials, experiences, and environments.  <b>Proposed:</b> This course introduces developmentally supportive creative learning environments with attention to divergent thinking, creative problem-solving, evidence-based teaching practices, and open-ended learning materials while aligning with <i>NC Foundations for Early Learning and Development</i> . Emphasis is placed on observation of process driven learning experiences in art, music, creative movement, dance, and dramatics for every young child age birth through eight, integrated through all domains and academic content. Upon completion, students should be able to examine, create, and adapt developmentally creative learning materials, experiences, and environments for children that are culturally, linguistically, and ability diverse.	NAEYC Standards	B-K Standards	NC Prof Teaching Standards	INTASC Standards (Used by CAEP)	DEC INTRODUCTION TO RECOMMENDED PRACTICES
#1 SLO Identify the characteristics of a developmentally appropriate indoor/outdoor creative environment.	4b, 5a	5	3	5	E6
#2 SLO Demonstrate various developmentally appropriate creative experiences to meet the needs of each child in a variety of domains and academic content.	1c, 4b, 4c, 5a, 5b, 5c	1, 5	3, 4	2, 4, 5, 8	INS4



## EDU 152: Music, Movement, and Language

<p><b>EDU 152: Music, Movement, and Language</b></p> <p><b>Current:</b>                      This course introduces a historical perspective of music and movement and integrates the whole language concept with emphasis on diversity. Emphasis is placed on designing an environment that emphasizes language development through developmentally and culturally appropriate music and movement. Upon completion, students should be able to design an environment that develops language through a music and movement curriculum that emphasizes diversity.</p> <p><b>Proposed:</b>                      This course introduces a historical perspective of music and movement while integrating whole language learning concepts with emphasis on differentiated instruction. Topics include music, movement, and whole language concepts, learning approaches for culturally, linguistically, and ability diverse children, and use of assistive technology. Upon completion, students should be able to integrate music, movement and language across the curriculum for each child.</p>	NAEYC Standards	B-K Standards	NC Prof Teaching Standards	INTASC Standards (Used by CAEP)
<p>#1 SLO                      Discuss learning concepts related to music, movement and whole language.</p>	4b, 5a	5	3	4
<p>#2 SLO                      Describe strategies to integrate music, movement and language across the curriculum.</p>	4b, 5b	5	2, 3	4, 8

## EDU 153- Health, Safety and Nutrition

EDU 153 – Health, Safety and Nutrition	NAEYC Standards	B-K Standards	NC Prof Teaching Standards	INTASC Standards (Used by CAEP)	DEC INTRODUCTION TO RECOMMENDED PRACTICES
<p><b>Current:</b> This course covers promoting and maintaining the health and well-being of all children. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, recognition and reporting of abuse and neglect and state regulations. Upon completion, students should be able to demonstrate knowledge of health, safety, and nutritional needs, safe learning environments, and adhere to state regulations.</p> <p><b>Proposed:</b> This course covers promoting and maintaining the health and well-being of every child. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, health benefits of active play, recognition and reporting of abuse/neglect, and state regulations. Upon completion, students should be able to apply knowledge of <i>NC Foundations for Early Learning and Development</i> for health, safety, nutritional needs and safe learning environments.</p> <p><b>EDU 153A Health, Safety and Nutrition LAB</b></p> <p><b>Current:</b> This course provides a laboratory component to complement EDU 153. Emphasis is placed on practical experiences that enhance concepts introduced in the classroom. Upon completion, students should be able to demonstrate a practical understanding of the development and implementation of safe indoor/outdoor environments and nutrition education programs.</p> <p><b>Proposed:</b> This course provides a laboratory component to complement EDU 153. Emphasis is placed on practical experiences that enhance concepts introduced in the classroom. Upon completion, students should be able to demonstrate a practical understanding of the development and implementation of safe indoor/outdoor environments and programs that promote healthy lifestyles.</p>					
<p><b>#1 SLO</b> Apply health and safety principles, policies, procedures and state regulations that ensure developmentally appropriate health, safety and nutritional needs of young children in indoor/outdoor activities and environments.</p>	1a, 1b 5a	5	3	1	E6
<p><b>#2 SLO</b> Describe the characteristics of child abuse and neglect and the procedures for reporting as defined by state regulations, while understanding the importance of upholding ethical standards.</p>	1b, 6b	3	1	9	L2

## EDU 157 Active Play

<b>EDU 157: Active Play</b>  <b>Current:</b> This course introduces the use of indoor and outdoor physical activities to promote the physical, cognitive, and social/emotional development of children. Topics include the role of active play, development of play skills, playground design, selection of safe equipment, and materials and surfacing for active play. Upon completion, students should be able to discuss the stages of play, the role of teachers in play, and the design of appropriate active play areas and activities.  <b>Proposed:</b> This course introduces physical activities to promote the development of the whole child, birth through middle childhood. Topics include active play, outdoor learning, design of the environment, development of play skills, loose parts play, nature play, risk benefit assessment, advocacy, and family/community connection. Upon completion, students should be able to discuss the stages of play, the role of teachers in play, plan and assess appropriate experiences, active play environments and advocate for the child's right to play.	NAEYC Standards	B-K Standards	NC Prof Teaching Standards	INTASC Standards (Used by CAEP)
#1 SLO Plan appropriate active play experiences	1c 4c	5	n/a	3
#2 SLO Evaluate appropriate active play settings and activities	1c, 4b, 4c, 5a, 5c	5	n/a	3
#3 SLO Demonstrate the ability to advocate for each child's right to play	6e	n/a	1	n/a

## EDU 162 Observation and Assessment in Early Childhood Education

EDU 162 Observation and Assessment in Early Childhood Education	NAEYC Standards	B-K Standards	NC Prof Teaching Standards	INTASC Standards (Used by CAEP)
<p><b>Current:</b> This course introduces the research, benefits, goals, and ethical considerations associated with observation and assessment in Early Childhood environments. Emphasis is placed on the implementation of multiple observation/assessment strategies including anecdotal records, event samples, rating scales, and portfolios to create appropriate learning experiences. Upon completion, students should be able to practice responsible assessment and use assessments to enhance programming and collaboration for children and families.</p> <p><b>Proposed:</b> This course introduces the research, benefits, goals, and ethical considerations associated with observation and formative assessment in Early Childhood Education. Emphasis is placed on the implementation of multiple observation/assessment strategies including anecdotal records, event samples, rating scales, and portfolios to create appropriate learning experiences. Upon completion, students should be able to practice responsible assessment and effectively use tools to assess the child, teacher practices and indoor and outdoor environments to enhance programming; and explain the importance of assessment partnerships with families and other professionals.</p>				
<p><b>#1 SLO</b> Discuss the research, goals, benefits, and uses of responsible formative assessment in the field of Early Childhood.</p>	3a, 3c, 6b	n/a	1e	6, 9
<p><b>#2 SLO</b> Observe, document and evaluate children’s development, knowledge, skills, behaviors, strengths, needs, and interests in areas defined in <i>North Carolina Foundations for Early Learning and Development</i>.</p>	3b	4	4a, 4h,	6
<p><b>#3 SLO</b> Explain the importance of communication and collaboration with families, teachers, and other professionals to create strong assessment partnerships.</p>	1c, 2c, 3d	2,3	2a, 2e, 4g	3, 6
<p><b>#4 SLO</b> Use observation and assessment, appropriate technology, and other tools and resources to evaluate indoor and outdoor learning environments, learning experiences and teaching practices.</p>	3b, 3c	4	4h, 5a, 5c	3, 6, 9

## EDU 163 Classroom Management and Instruction

EDU 163 Classroom Management and Instruction	NAEYC Standards	B-K Standards	NC Prof Teaching Standards	INTASC Standards (Used by CAEP)
<p><b>Current:</b> This course examines management and instructional techniques with school-age populations. Topics include classroom management and organization, teaching strategies, individual student differences and learning styles, and developmentally appropriate classroom guidance techniques. Upon completion, students should be able to utilize developmentally appropriate behavior management and instructional strategies that enhance the teaching/learning process and promote students' academic success.</p> <p><b>Proposed:</b> This course examines classroom management and evidence-based instructional strategies that create supportive learning environments to provide developmentally appropriate guidance for school-age populations. Topics include classroom management and organization, teaching strategies, individual student differences and learning styles, ongoing systematic observation, developmentally appropriate classroom guidance techniques, and communication strategies including the use of technology. Upon completion, students should be able to utilize developmentally appropriate behavior management techniques and high quality instructional strategies and interactions that enhance the teaching/learning process and promote students' academic success.</p>				
<p>#1 SLO Recognize environments that promote respect, positive interactions and appreciation for student and family diversity.</p>	1c, 4a	4	1c	1
<p>#2 SLO Demonstrate appropriate behavioral expectations and classroom management/guidance techniques that support student differences including those who may be culturally, linguistically and/or ability diverse recognizing possible triggers and influences for challenging behaviors.</p>	1b	4	1e, 2c, 2d	1, 2
<p>#3 SLO Observe and reflect on teaching strategies that support individual learning styles and student differences.</p>	3a, 3b, 4b, 4d	4	1d, 1b, 5b, 2c, 2d	1, 2, 3

## EDU 173 Becoming A Professional in Early Childhood Education

<b>EDU 173 Becoming a Professional in Early Childhood Education</b>  <b>Current:</b> This course is an introduction to the early childhood profession. Emphasis is placed on the NAEYC Ethical Code, professional growth through involvement in professional organizations, and development of a professional portfolio. Upon completion, students should be able to identify professional resources and community partners in order to involve oneself in the early childhood field.  <b>Proposed:</b> This course is an introduction to the early childhood profession. Emphasis is placed on the NAEYC Ethical Code, personal growth through involvement in professional organizations, advocacy for children and the profession, and the importance of a professional portfolio. Upon completion, students should be able to identify professional resources and community partners, demonstrate essential advocacy skills while involving oneself in the early childhood field.	NAEYC Standards	B-K Standards	NC Prof Teaching Standards	INTASC Standards (Used by CAEP)
#1 SLO Identify and involve oneself with the early childhood field.	6a	3	1c	9, 10
#2 SLO Utilize ethical standards and other early childhood professional guidelines.	6b	n/a	1e	9
#3 SLO Use technology as a resource tool for professional growth and to stay current with early childhood advocacy issues.	6c, 6e	n/a	1d, 1b, 5b	9, 10

## EDU 184 Early Childhood Introductory Practicum

<b>EDU 184 Early Childhood Introductory Practicum</b>  <b>Current:</b> This course introduces students to early childhood settings and applying skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on observing children and assisting in the implementation of developmentally appropriate activities/environments for all children; and modeling reflective/professional practices. Upon completion, students should be able to demonstrate developmentally appropriate interactions with children and ethical/professional behaviors as indicated by assignments and onsite faculty visits.  <b>Proposed: No changes</b>	NAEYC Standards	B-K Standards	NC Prof Teaching Standards	INTASC Standards (Used by CAEP)
#1 SLO Demonstrate developmentally appropriate interactions with children.	4a	5	n/a	3
#2 SLO Apply ethical/professional behaviors.	6a,6b	5	n/a	n/a
#3 SLO Document objective observations.	3b, 3c	4	n/a	n/a

## EDU 216 Foundations of Education

<b>EDU 216 Foundations of Education</b>  <b>Current:</b> This course introduces the American educational system and the teaching profession. Topics include historical and philosophical foundations of education, contemporary educational, structural, legal, and financial issues, and experiences in public school classrooms. Upon completion, students should be able to relate classroom observations to the roles of teachers and schools and the process of teacher education.  <b>Proposed:</b> This course is an introduction to the American educational system and the teaching profession. Topics include the historical and philosophical influences on education, various perspectives on educational issues, and experiences in K-12 classrooms. Upon completion, students should be able to reflect on classroom observations, analyze the different educational approaches, including classical/traditional and progressive, and have knowledge of the various roles of educational systems at the federal, state and local level.	NAEYC Standards	B-K Standards	NC Prof Teaching Standards	INTASC Standards (Used by CAEP)
#1 SLO Identify different paths including your own journey to becoming an education professional.	6a	n/a	5	3
#2 SLO Explore your own personal philosophy of education based on the historical and philosophical foundations of education.	6a, 6d	n/a	5	3
#3 SLO Explain the role of the federal government in public and private education, and how it relates to state and local government and school boards.	6d	n/a	n/a	3
#4 SLO Use classroom observations and research to analyze the different educational approaches, including classical/traditional and progressive.	6d	n/a	4, 5, 6	3



## EDU 221 Children with Exceptionalities

<b>EDU 221 Children with Exceptionalities</b>  <b>Current:</b> This course introduces children with exceptionalities, their families, support services, inclusive/diverse settings, and educational/family plans based on the foundations of child development. Emphasis is placed on the characteristics of exceptionalities, observation and assessment of children, strategies for adapting the learning environment, and identification of community resources. Upon completion, students should be able to recognize diverse abilities, describe the referral process, and depict collaboration with families/professionals to plan/implement, and promote best practice.  <b>Proposed:</b> This course covers atypical patterns of child development, inclusive/diverse settings, evidenced-based educational/family plans, differentiated instruction, adaptive materials, and assistive technology. Emphasis is placed on the characteristics of exceptionalities and delays, early intervention/special education, transitions, observation, developmental screening, formative assessment of children, and collaborating with families and community partners. Upon completion, students should be able to recognize diverse abilities, describe referral processes, identify community resources, explain the importance of collaboration with families/professionals, and develop appropriate strategies/adaptations to support children in all environments with best practices as defined by laws, policies and the <i>NC Foundations for Early Learning and Development</i> .	NAEYC Standards	B-K Standards	NC Prof Teaching Standards	INTASC Standards (Used by CAEP)	DEC INTRODUCTION TO RECOMMENDED PRACTICES
<b>#1 SLO</b> Differentiate instructional needs of children (i.e. adapt environment, curricula, etc.) with exceptionalities and diverse abilities using formative assessment.	1a, 1b	1, 4, cog dev. Emer lang & lit, emer science	2, 4	1, 2, 3	A3, A8, E1, E2, E5 INS 2, INS 3, INS 5, INS 10, INS 11, INS 12
<b>#2 SLO</b> Examine the process and procedures to make referrals and transitions in collaboration with families and community partners.	2a, 2b, 3d, 6b, 6d, 6e	2, 3	1, 2	9, 10	A2, F3, F9,
<b>#3 SLO</b> Analyze evidenced-based assessment tools to adapt environments and curricula that reflect diverse abilities of each child.	1c, 3a, 3b, 3c, 4b	1, 4, 5, physical dev., cog. Dev.-emer. Lang & lit., emer. science	2, 4, 5	1, 2, 3, 6, 7, 8	A 3, A 4, A 9 and A 10, E2, E5, INS 3, INS 8, INS 9

## EDU 222 Learners with Behavioral Disorders

<p><b>EDU 222</b></p> <p><b>Current:</b> This course provides a comprehensive study of learners with behavioral disorders encompassing characteristics, assessments, placement alternatives, inclusion and family interventions. Topics include legislation, appropriate management interventions, and placement options for children with behavior disorders. Upon completion, students should be able to identify, develop, and utilize positive behavior support systems.</p> <p><b>Proposed:</b> This course provides a comprehensive study of learners with behavioral disorders encompassing characteristics, assessments, inclusive environments, and family interventions. Topics include etiology of behavior disorders, appropriate intervention strategies, early intervention/special education referral processes, family and community partnerships, inclusive environments, and legislative mandates. Upon completion, students should be able to identify characteristics of behavior for which additional supports are needed, describe the referral processes, identify community resources, and the importance of collaboration with families/professionals, and recognize appropriate intervention strategies in inclusive environments.</p>	<p><b>NAEYC Standards</b></p>	<p><b>B-K Standards</b></p>	<p><b>NC Prof Teaching Standards</b></p>	<p><b>INTASC Standards (Used by CAEP)</b></p>
<p><b>#1 SLO</b> Describe the characteristics of various behavior disorders and the educational referral processes.</p>				
<p><b>#2 SLO</b> Use a variety of formative assessments to identify positive behavior support strategies to provide inclusive educational environments.</p>				
<p><b>#3 SLO</b> Identify community resources and strategies for collaborating with families.</p>				

## EDU 234 Infant, Toddlers and Twos

<p><b>EDU 234 – Infants, Toddlers and Twos</b></p> <p><b>Current:</b>            This course covers the unique needs and rapid changes that occur in the first three years of life and the inter-related factors that influence development. Emphasis is placed on recognizing and supporting developmental milestones through purposeful strategies, responsive care routines and identifying elements of quality, inclusive early care and education. Upon completion, students should be able to demonstrate respectful relationships that provide a foundation for healthy infant/toddler/twos development, plan/select activities/materials, and partner with diverse families.</p> <p><b>EDU 234A – Infant, Toddlers, and Twos Lab</b></p> <p><b>Current:</b>            This course focuses on practical applications that support the healthy development of very young children by applying principles of quality inclusive early care and education. Emphasis is placed on recognizing the interrelated factors that impact children's development through planning, evaluating and adapting quality environments, including activities and adult/child interactions. Upon completion, students should be able to demonstrate the ability to engage in respectful, responsive care that meets the unique needs of individual children/families.</p> <p><b>EDU 234 Infants, Toddlers and 2s</b></p> <p><b>Proposed:</b>            This course covers the development of high-quality, individualized, responsive/engaging relationships and experiences for infants, toddlers, and twos. Emphasis is placed on typical and atypical child development, positive early learning experiences, supporting and engaging diverse families, providing safe, warm and nurturing</p>	<b>NAEYC Standards</b>	<b>B-K Standards</b>	<b>NC Prof Teaching Standards</b>	<b>INTASC Standards (Used by CAEP)</b>	<b>DEC INTRODUCTION TO RECOMMENDED PRACTICES</b>
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<p>interactions, and the use of the <i>NC Foundations for Early Learning and Development</i>. Upon completion, students should be able to demonstrate responsive planning, respectful relationships and exposure to a variety of developmentally appropriate experiences/materials that support a foundation for healthy development and growth of culturally, linguistically and ability diverse children birth to 36 months.</p> <p><b>EDU 234A</b></p> <p><b>Proposed:</b> This course focuses on practical applications that support the healthy development of children birth to 36 months by applying principles of quality, individualized, responsive/engaging relationships and experiences. Emphasis is placed on individual child development, positive early learning experiences, supporting and engaging diverse families, providing safe, warm and nurturing interactions, and the use of the <i>NC Foundations for Early Learning and Development</i>. Upon completion, students should be able to demonstrate the ability to engage in respectful, responsive care to support a foundation for healthy development and growth of children birth to 36 months culturally, linguistically, and ability diverse through responsive planning and positive exposure to a variety of experiences/materials.</p>					
<p>EDU 234 (not 234A) #1 SLO Demonstrate responsive planning informed by formative and summative assessment for children birth to 36 months.</p>	1a, 1b	1	3, 4	1, 10	A2, A3, A7, A9, F4, INS1, INS3, INS4, INT1, INT 4, INT5 TR1
<p>#2 SLO Identify strategies to support responsive positive relationships and interactions with children and families that promote child development and learning.</p>	1c, 4a	1	2, 3	4, 8	E3, E4, F1, F3, F4, INS1, INT2, INT3, TC2, TR1
<p>#3 SLO Design quality developmentally appropriate experiences aligned with <i>NC Foundations for Early Learning and Development</i>.</p>	1c, 4b, 4c, 5a	1, 4, 5	2, 3, 4	5, 7, 8	A7,E1, INS2, INS3, INS5,TR2

## EDU 235 School-Age Programs

<b>EDU 235- School-Age Development and Programs</b>  <b>Current:</b> This course includes developmentally appropriate practices in group settings for school-age children. Emphasis is placed on principles of development, environmental planning, and positive guidance techniques. Upon completion, students should be able to discuss developmental principles for each child ages five to twelve and plan and implement developmentally-appropriate activities.  <b>Proposed:</b> This course includes developmentally appropriate practices in group settings for school-age children. Emphasis is placed on principles of development, environmental planning, positive guidance techniques and program development. Upon completion, students should be able to discuss developmental principles for culturally, linguistically, and ability diverse children ages five to twelve and plan and implement developmentally appropriate programs and activities.	NAEYC Standards	B-K Standards	NC Prof Teaching Standards	INTASC Standards (Used by CAEP)
#1 SLO Identify strategies that promote positive relationships and community building among teachers, school-age children and their families.	2b, 4a	2	2	
#2 SLO Identify community resources that support school-age children and their families.	2a	3	2	
#3 SLO Use knowledge of child development to foster physical, emotional, social and cognitive growth in all school-age children.	1a, 1b, 1c, 4c	1, 5	4	8
#4 SLO Demonstrate the ability to plan appropriate programs for all school-age children that provide rich and varied learning activities for children ages 5-12, which invite exploration and experimentation.	5c	4	1	10

## EDU 251 Exploration Activities

<b>EDU 251 Exploration Activities</b>  <b>Current:</b> This course covers discovery experiences in science, math, and social studies. Emphasis is placed on developing concepts for each area and encouraging young children to explore, discover, and construct concepts. Upon completion, students should be able to discuss the discovery approach to teaching, explain major concepts in each area, and plan appropriate experiences for children.  <b>Proposed:</b> This course covers fundamental concepts in the content areas of science, technology, engineering, math and social studies through investigative experiences. Emphasis is placed on exploring fundamental concepts, developmentally appropriate scope and sequence, and teaching strategies to engage each child in the discovery approach. Upon completion, students should be able to understand major concepts in each content area and implement appropriate experiences for young children.	NAEYC Standards	B-K Standards	NC Prof Teaching Standards	INTASC Standards (Used by CAEP)
<b>#1 SLO</b> Explain fundamental science, technology, engineering, math and social studies concepts and their interrelatedness within the curriculum.	5a	4, 5	3	4
<b>#2 SLO</b> Create experiences and environments in science, technology, engineering, math and social studies.	5b	5	4	5
<b>#3 SLO</b> Critique the strategies used for STEM learning.	3c	4	4	6

## EDU 251A Exploration Activities Lab

<b>EDU 251a Exploration Activities Lab</b>  <b>Current:</b> This course provides a laboratory component to compliment EDU 251. Emphasis is placed on practical experiences that enhance concepts introduced in the classroom. Upon completion, students should be able to demonstrate a practical understanding of the development and implementation of appropriate science, math, and social studies activities for children.  <b>Proposed:</b> This course provides a laboratory component to practice content knowledge gained from EDU 251. Emphasis is placed on practical experience that enhances the fundamental concepts. Upon completion, students should be able to demonstrate the discovery approach to teaching and plan appropriate science, technology, engineering, math, and social studies experiences for each child.	NAEYC Standards	B-K Standards	NC Prof Teaching Standards	INTASC Standards (Used by CAEP)
#1 SLO Apply the discovery experience approach to teaching science, technology, engineering, math and social studies with each child.	5b, 5c	5	4	8

## EDU 259 Curriculum Planning

<b>EDU 259 Curriculum Planning</b>  <b>Current:</b> This course is designed to focus on curriculum planning for three to five year olds. Topics include philosophy, curriculum models, indoor and outdoor environments, scheduling, authentic assessment, and planning developmentally appropriate experiences. Upon completion, students should be able to evaluate children's development, critique curriculum, plan for individual and group needs, and assess and create quality environments.  <b>Proposed:</b> This course is designed to focus on using content knowledge to build developmentally effective approaches for culturally/linguistically/ability diverse young children. Topics include components of curriculum, a variety of curriculum models, authentic observation and assessment, and planning developmentally appropriate experiences aligned with the <i>NC Foundations for Early Learning and Development</i> . Upon completion, students should be able to understand, evaluate, and use curriculum to plan for individual/group needs.	NAEYC Standards	B-K Standards	NC Prof Teaching Standards	INTASC Standards (Used by CAEP)
#1 SLO Analyze a variety of curricula.	6d	n/a	n/a	9
#2 SLO Explain how to use observation and documentation to guide appropriate differentiated instruction.	3b	4	4	6
#3 SLO Design developmentally appropriate experiences for young children.	5c	3	4	3



## EDU 261 Early Childhood Administration I

This course introduces principles of basic programming and staffing, budgeting/financial management and marketing, and rules and regulations of diverse early childhood programs. Topics include program structure and philosophy, standards of NC childcare programs, finance, funding resources, and staff and organizational management. Upon completion, students should be able to develop components of program/personnel handbooks, a program budget, and demonstrate knowledge of fundamental marketing strategies and NC standards.

Topic 1: Program Framework (outcomes 1 & 2)

Topic 2: Rules & Regulations (outcomes 3 & 4)

Topic 3: Personnel (outcomes 5, 6, & 7)

Topic 4: Financial Management (outcomes 8 & 9)

Student Learning Outcomes: Upon completion of this course, students will be able to...	NAEYC Standards
1. Identify and describe various program financial structures (ex. non-profit, for profit, employee sponsored, etc.) and program types (ex. full day, half day, school age only, preschools, etc.) and create a program philosophy, mission statement, and program goals for an early childhood program. <b>TOPIC: Program Framework</b>	
2. Develop and illustrate at least 3 marketing strategies for a child care program. <b>TOPIC: Program Framework</b>	
3. Utilize the NC Division of Child Development's (DCD) website and the DCD handbook to identify online resources including laws and requirements impacting child care centers in North Carolina. <b>TOPIC: Rules &amp; Regulations</b>	
4. Demonstrate ability to effectively utilize the NC Child Care Regulations handbook for a center or a home. <b>TOPIC: Rules &amp; Regulations</b>	
5. Describe strategies for selecting, managing, and supervising personnel. <b>TOPIC: Personnel</b>	
6. Identify key legal issues (such as wage/hour, legal /illegal interviewing questioning, reference checking) related to hiring and employment. <b>TOPIC: Personnel</b>	
7. Describe and develop at least 5 components/policies that would be included in a personnel policies and procedures handbook. <b>TOPIC: Personnel</b>	
8. Develop a budget for a family child care home business or a medium sized child care center that includes at least 3 revenue items and 8 expenditures. <b>TOPIC: Financial Management</b>	
9. Compare at least two different salary schedules (example: those based on experience, education,	

performance evaluation or a combination) and describe strengths and weaknesses of each. <b>TOPIC:</b> <b>Financial Management</b>	

<b>EDU 261: Early Childhood Administration I</b>  <b>Current:</b> This course introduces principles of basic programming and staffing, budgeting/financial management and marketing, and rules and regulations of diverse early childhood programs. Topics include program structure and philosophy, standards of NC child care programs, finance, funding resources, and staff and organizational management. Upon completion, students should be able to develop components of program/personnel handbooks, a program budget, and demonstrate knowledge of fundamental marketing strategies and NC standards.  <b>Proposed:</b> This course introduces the principles and practices essential to preparing and supporting child care administrators. Topics include program philosophy, policies and procedures, NC Child Care Law and Rules, business planning, personnel and fiscal management, and NAEYC Code of Ethical Conduct Supplement for Early Childhood Program Administration. Upon completion, students should be able to articulate a developmentally appropriate program philosophy, locate current state licensing regulations, analyze a business plan and examine comprehensive program policies and procedures.	<b>NAEYC Standards</b>	<b>B-K Standards</b>	<b>NC Prof Teaching Standards</b>	<b>INTASC Standards (Used by CAEP)</b>
<b>#1 SLO</b> Demonstrate knowledge of NC Child Care Law and Rules.	6b	---	----	----
<b>#2 SLO</b> Examine comprehensive program policies.	6d	---	---	---
<b>#3 SLO</b> Evaluate basic components of a business plan and program budget.	6d	---	---	---

## EDU 262 Early Childhood Administration II

This course focuses on advocacy/leadership, public relations/community outreach and program quality/evaluation for diverse early childhood programs. Topics include program evaluation/accreditation, involvement in early childhood professional organizations, leadership/mentoring, family volunteer and community involvement, and early childhood advocacy. Upon completion students should be able to define and evaluate all components of early childhood programs and develop strategies for advocacy.

Topic 1: Resources for Centers & Families (outcome 1 & 8)

Topic 2: Early Childhood Curriculum (outcome 2)

Topic 3: Program Assessment (outcomes 3 & 4)

Topic 4: Advocacy & Leadership (outcomes 5, 6 & 7)

Student Learning Outcomes: Upon completion of this course, students will be able to...	NAEYC Standards
1. Identify 10 key community and statewide organizations/agencies that are resources for child care programs and the families they serve and provide a description of services provided by this resource and be able to explain how, when and why this resource would assist an administrator, staff, or families in the program. <b>TOPIC: <i>Resources for Centers and Families</i></b>	
2. Describe at least 3 different program structures ( full-day, half-day, employer sponsored, inclusive public preschool, before and after school, family child care, Head Start, etc.) and 3 different curriculum methods/approaches (Creative Curriculum, Project Approach, Reggio Emilia, Montessori, High Scope, etc.) with emphasis on the strengths/benefits that each one offers and the potential challenges of each structure and curriculum. <b>TOPIC: <i>Early Childhood Curriculum</i></b>	
3. Identify and describe various tools to evaluate at least one aspect of a child care program including national accreditation standards, employee/director performance evaluations/assessments, learning environment (indoor and out) assessments, and overall center operations assessment tools. <b>TOPIC: <i>Program Assessment</i></b>	
4. Utilize at least one of the identified assessment evaluation tools to formally assess/evaluate at least one aspect of a child care program (Ex. National accreditation standards, employee/director performance evaluations/assessments, classroom assessments, or overall center operation assessment tools) and describe specific ways of how this assessment information could be used for program improvement. <b>TOPIC: <i>Program Assessment</i></b>	
5. Describe 2 local (Resource and Referral, Smart Start, Interagency Coordinating Council...), 2 state (ex:	

<p>NCaeyc, Child Care Coalition), 2 national (ex: NAEYC, OMEP-USNC) and 2 international (ex: OMEP, IPA), early childhood professional organizations and the opportunities they offer for involvement. <b>TOPIC: Advocacy &amp; Leadership</b></p>	
<p>6. Identify and describe effective leadership characteristics and behaviors. <b>TOPIC: Advocacy &amp; Leadership</b></p>	
<p>7. Identify 5 advocacy strategies focused on quality early care and education and describe specific steps of implementation a child care facility program would do for each of these advocacy strategies. <b>TOPIC: Advocacy &amp; Leadership</b></p>	
<p>8. Develop at least 5 components/policies that would be included in a family/program handbook for an early childhood program. <b>TOPIC: Resources for Centers and Families</b></p>	

<p><b>EDU 262 Early Childhood Administration II</b></p> <p><b>No changes to course description:</b>            This course focuses on advocacy, leadership skills, public relations, community outreach/resources, program quality, curriculum, and evaluation for diverse early childhood programs. Topics include program evaluation, accreditation, curriculum, early childhood professional organizations, leadership, emergency procedures/crisis management, early childhood advocacy, and family and community engagement. Upon completion, students should be able to identify and evaluate strong leadership qualities, various types of resources, all components of quality early childhood programs and describe advocacy strategies.</p>	<p><b>NAEYC Standards</b></p>	<p><b>B-K Standards</b></p>	<p><b>NC Prof Teaching Standards</b></p>	<p><b>INTASC Standards (Used by CAEP)</b></p>
<p>#1 SLO Identify key indicators of quality programs and methods of evaluation.</p>	<p>3a</p>	<p>-</p>	<p>-</p>	<p>-</p>
<p>#3 SLO Evaluate personal qualifications and characteristics of leadership.</p>	<p>6a</p>	<p>-</p>	<p>-</p>	<p>-</p>
<p>#4 SLO Analyze community needs and resources.</p>	<p>2b</p>	<p>-</p>	<p>-</p>	<p>-</p>

## EDU 271 Educational Technology

<p><b>EDU 271 Educational Technology</b></p> <p><b>Current:</b> This course introduces the use of technology to enhance teaching and learning in all educational settings. Topics include technology concepts, instructional strategies, materials and adaptive technology for children with exceptionalities, facilitation of formative assessment/evaluation, and ethical issues surrounding the use of technology. Upon completion, students should be able to apply technology enhanced instructional strategies, use a variety of technology resources and demonstrate appropriate technology skills in educational environments.</p> <p><b>Proposed:</b> This course introduces the ethical use of technology to enhance teaching and learning in all educational settings. Emphasis is placed on technology concepts, ethical issues, digital citizenship, instructional strategies, assistive technology, and the use of technology for professional development and communication. Upon completion, students should be able to discuss technology concepts, ethically use a variety of technology resources, demonstrate appropriate technology skills in educational environments, and identify assistive technology.</p>	NAEYC Standards	B-K Standards	NC Prof Teaching Standards	INTASC Standards (Used by CAEP)	ISTE – International Society for Technology in Education- Standards for Teachers
<p>#1 SLO Evaluate appropriate technological resources and content.</p>	3b, 3c, 4b, 6b, 6c	4, 5	2, 4	2, 3, 6	1, 2,
<p>#2 SLO Use a variety of technology strategies to enhance the classroom learning environment.</p>	4b, 4c, 6b, 6c	5	2, 4	1, 2, 8	1, 2, 3,
<p>#3 SLO Demonstrate the ethical use of technology in the early childhood profession.</p>	2c, 4d, 6b, 6c, 6d	2, 3, 4	1, 2, 5	9,10	3, 4, 5

## EDU 275 Effective Teach Training

This course provides specialized training using an experienced-based approach to learning. Topics include instructional preparation and presentation, student interaction, time management, learning expectations, evaluation, and curriculum principles and planning. Upon completion, students should be able to prepare and present a six-step lesson plan and demonstrate ways to improve students' time-on-task.

Student Learning Outcomes: Upon completion of this course, students will be able to...	NAEYC Standards
1. Define strategies for collaborating with and integrating families into the life of the classroom.	
2. Describe techniques to motivate student performance and build classroom community.	
3. Demonstrate steps used to create effective lesson plans and student assignments.	
4. Create procedures and routines consistent with efficient classroom management practices.	

## EDU 280 Language and Literacy Experiences

<p><b>EDU 280 Language and Literacy Experiences</b></p> <p><b>Current:</b> This course is designed to expand students' understanding of children's language and literacy development and provides strategies for enhancing language/literacy experiences in an enriched environment. Topics include selection of diverse literature and interactive media, the integration of literacy concepts throughout the curriculum, appropriate observations/assessments and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate and diverse language/literacy experiences.</p> <p><b>Proposed:</b> This course provides evidence-based strategies for enhancing language and literacy experiences that align with NC Foundations for Early Learning and Development. Topics include developmental sequences for children's emergent receptive and expressive language, print concepts, appropriate observations/assessments, literacy enriched environments, quality selection of diverse literature, interactive media, and inclusive practices. Upon completion, students should be able to select, plan, implement, and evaluate developmentally appropriate language and literacy experiences for children who are culturally, linguistically and ability diverse.</p>	<p style="text-align: center;"><b>NAEYC Standards</b></p>	<p style="text-align: center;"><b>B-K Standards</b></p>	<p style="text-align: center;"><b>NC Prof Teaching Standards</b></p>	<p style="text-align: center;"><b>INTASC Standards (Used by CAEP)</b></p>	<p style="text-align: center;"><b>DEC INTRODUCTION TO RECOMMENDED PRACTICES</b></p>
<p><b>#1 SLO</b> Describe developmental sequences for children's emergent receptive and expressive language, including literacy acquisition (phonological awareness, phonemic awareness, alphabetic principles, and print concepts).</p>	<p style="text-align: center;">3b, 3c</p>	<p style="text-align: center;">4</p>	<p style="text-align: center;">4, 6</p>	<p style="text-align: center;">n/a</p>	
<p><b>#2 SLO</b> Implement appropriate language and literacy experiences using a broad repertoire of strategies to meet each child's developmental needs</p>	<p style="text-align: center;">5a, 5b, 5c</p>	<p style="text-align: center;">5</p>	<p style="text-align: center;">n/a</p>	<p style="text-align: center;">7</p>	<p style="text-align: center;">A3, A9, INS1, INS6, INS11, INS 12, INT3,</p>

## EDU 282: Early Childhood Literature

<b>EDU 282: Early Childhood Literature</b>  <b>Current:</b> This course covers the history, selection, and integration of literature and language in the early childhood curriculum. Topics include the history and selection of developmentally appropriate children’s literature and the use of books and other media to enhance language and literacy in the classroom. Upon completion, students should be able to select appropriate books for storytelling, reading aloud, puppetry, flannel board use, and other techniques.  <b>Proposed:</b> This course covers the history, selection, and integration of literature and language in the early childhood curriculum. Topics include the history and selection of developmentally appropriate children’s literature and the use of books and other media to enhance language and literacy in the classroom. Upon completion, students should be able to select appropriate books for storytelling, reading aloud, puppetry, flannel board use, and other techniques for children who are culturally, linguistically, and ability diverse.	NAEYC Standards	B-K Standards	NC Prof Teaching Standards	INTASC Standards (Used by CAEP)
#1 SLO Discuss the history and importance of language and literacy.	5a, 5c	5	3	4, 7, 8
#2 SLO Evaluate children’s literature and other media to enhance language and literacy.	4b, 4c, 5a, 5c	5	3	4, 7
#3 SLO Apply a variety of techniques integrating literature into the whole curriculum.	4b, 4c, 5a, 5b, 5c	5	3	4, 7, 8



## EDU 284 Early Child Capstone Practicum

EDU 284 Early Childhood Capstone Practicum	NAEYC Standards	B-K Standards	NC Prof Teaching Standards	INTASC Standards (Used by CAEP)	DEC INTRODUCTION TO RECOMMENDED PRACTICES
<p><b>Current:</b> This course is designed to allow students to apply 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/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors as indicated by assignments and onsite faculty visits.</p> <p><b>Proposed:</b> 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 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.</p>					
#1 SLO Conduct formative assessment to inform teaching and learning.	3b, 3d,	4	5a, 6a	6	A3, A4, A7, A9, A10, INS3, INS 9
#2 SLO Implement developmentally appropriate individual and group learning experiences.	4b, 5a, 5b, 5c	1, 5	4a,4b, 4c,4d, 4h	1, 4, 7	E1, E3, E4, E6, INS1-7, INS12, INT 1-5, TR2
#3 SLO Reflect on personal teaching practices to promote positive outcomes for each child.	4d, 6d	4	6a	10	
#4 SLO Demonstrate ethical standards and professional guidelines.	6b	n/a	1e, 5b	9	L2, TC3

## EDU 285 Internship Experience- School-Age

EDU 285 Internship Experience-School-Age	NAEYC Standards	B-K Standards	NC Prof Teaching Standards	INTASC Standards (Used by CAEP)
<p><b>Current:</b> This course is designed to allow students to apply skills in a quality public or private school environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate lesson plans/assessments, appropriate guidance techniques, ethical/professional behaviors as indicated by assignments and onsite faculty visits.</p> <p><b>Proposed:</b> This course is designed to allow students to demonstrate acquired skills in a quality public or private school 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 demonstrate developmentally appropriate lesson plans/assessments, appropriate guidance techniques, ethical/professional behaviors, including the use of appropriate technology, as indicated by assignments and onsite faculty visits.</p>				
#1 SLO Apply formative assessment to enhance teaching and learning.	3b, 3d,	4	5a, 6a	6
#2 SLO Implement developmentally appropriate activities.	4b, 5a, 5b, 5c	1, 5	4a,4b, 4c,4d, 4h	1, 4, 7
#3 SLO Reflect on their own practice to promote positive outcomes for each child.	4d, 6d	4	6a	10
#4 SLO Demonstrate ethical standards and professional guidelines.	6b	n/a	1e, 5b	9