COURSE DESCRIPTIONS BY COURSE DISCIPLINE PREFIX

EDU EDUCATION

EDU-114   Intro to Family Childcare   3 (3-0)   Spring
Prerequisites: None
Corequisites: None
This course introduces the student to family child care home environments with emphasis on standards and developmentally effective approaches for supporting diverse children and families. Topics include standards for quality, curriculum for multiple age groups, authentic assessment methods, business practices, building positive family and community partnerships, and professionalism. Upon completion, students should be able to design a family child care handbook that reflects a healthy, respectful, supportive, and stimulating learning environment. (2020 FA)

EDU-119   Intro to Early Child Educ   4 (4-0)   Fall
Prerequisites: None
Corequisites: None
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, appropriate environments, schedules, and activity plans.(2022 FA)

EDU-131   Child, Family, and Community   3 (3-0)   Fall
Prerequisites: None
Corequisites: None
This course covers the development of partnerships among 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 and supporting respectful relationships between diverse families, programs/schools, and community agencies/resources reflective of the NAEYC Code of Ethical Conduct and the Code of Ethics for North Carolina Educators. Upon completion, students should be able to identify appropriate relationship building strategies between diverse families, children birth through adolescence, schools, and communities and demonstrate a variety of communication skills including appropriate use of technology to support every child.(2020 FA) This course has been approved to satisfy the following requirement(s):
  • Premajor and/or Elective course for A.A. and A.S.

EDU-144 **Child Development I** 3 (3-0) Fall
Prerequisites: None
Corequisites: None
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.(2020 FA) This course has been approved to satisfy the following requirement(s):
   • Premajor and/or Elective course for A.A. and A.S.

EDU-145 **Child Development II** 3 (3-0) Spring
Prerequisites: None
Corequisites: None
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.(2020 FA) This course has been approved to satisfy the following requirement(s):
   • Premajor and/or Elective course for A.A. and A.S.

EDU-146 **Child Guidance** 3 (3-0) Spring
Prerequisites: None
Corequisites: None
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.(2020 FA)

COURSE DESCRIPTIONS

EDU-151	Creative Activities	3 (3-0)	Fall

Prerequisites: None
Corequisites: None

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 applying NC Foundations for Early Learning and Development. 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.(2022 FA)

EDU-153	Health, Safety and Nutrition	3 (3-0)	Spring

Prerequisites: None
Corequisites: None

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 NC Foundations for Early Learning and Development for health, safety, nutritional needs and safe learning environments.(2020 FA)

EDU-157	Active Play	3 (2-2)	Fall

Prerequisites: None
Corequisites: None

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, active play environments, advocate for the child's right to play, and plan and assess appropriate experiences using NC Foundations for Early Learning and Development.(2022 FA)

EDU-184	Early Child Intro Pract	2 (1-3)	AND

Prerequisites: EDU-119[S]
Corequisites: None

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.(2022 FA)

EDU-187   **Teaching and Learning for All**   **4 (3-3)**   **Fall**
Prerequisites: None
Corequisites: None
This course introduces students to knowledge, concepts, and best practices needed to provide developmentally appropriate, effective, inclusive, and culturally responsive educational experiences in the classroom. Topics include growth and development, learning theory, student motivation, teaching diverse learners, classroom management, inclusive environments, student-centered practices, instructional strategies, teaching methodologies, observation/assessment techniques, educational planning, reflective practice, collaboration, cultural competence, ethics, professionalism, and leadership. Upon completion, students should be able to identify the knowledge, skills, roles, and responsibilities of an effective educator as defined by state and national professional teaching standards.(2020 FA) This course has been approved to satisfy the following requirement(s):
   • Other Required Hours/Universal Ed. course for A.A. Teacher Preparation and A.S. Teacher Preparation

EDU-216   **Foundations of Education**   **3 (3-0)**   **Fall**
Prerequisites: None
Corequisites: None
This course introduces the examination of the American educational systems and the teaching profession. Topics include the historical and philosophical influences on education, various perspectives on educational issues, and experiences in birth through grade 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.(2020 FA) This course has been approved to satisfy the following requirement(s):
   • Other Required Hours for A.A. Teacher Preparation and A.S. Teacher Preparation
   • Premajor and/or Elective course for A.A. and A.S.

EDU-221   **Children With Exceptionalities**   **3 (3-0)**   **Spring**
Prerequisites: EDU-144[S], EDU-145[S]
Corequisites: None
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 the referral process, 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 NC Foundations for Early Learning and Development. (2020 FA) This course has been approved to satisfy the following requirement(s):
   • Premajor and/or Elective course for A.A. and A.S.

COURSE DESCRIPTIONS

EDU-234   **Infants, Toddlers, and Twos**   **3 (3-0)**   **Spring**
Prerequisites: EDU-119^S
Corequisites: None
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, working with diverse families to provide positive, supportive, and engaging early learning activities and interactions through field experiences and the application of the NC Foundations for Early Learning and Development. Upon completion, students should be able to demonstrate responsive curriculum 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.(2020 FA)

EDU-235   **School-Age Develop & Programs**   **3 (3-0)**   **Fall**
Prerequisites: None
Corequisites: None
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 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.(2020 FA)

EDU-250   **Teacher Licensure Preparation**   **3 (3-0)**   **Spring**
Prerequisites: ENG-111^S; MAT-143^S, MAT-152^S, or MAT-171^S
Corequisites: None
This course provides information and strategies necessary for transfer to a teacher licensure program at a senior institution. Topics include entry level teacher licensure exam preparation, performance based assessment systems, requirements for entry into teacher education programs, the process to become a licensed teacher in North Carolina, and professionalism including expectations within the field of education. Upon completion, students should be able to utilize educational terminology and demonstrate knowledge of teacher licensure processes including exam preparation, technology based portfolio assessment, and secondary admissions processes to the school of education at a senior institution.(2018 FA)
This course has been approved to satisfy the following requirement(s):
  • Other Required Hours/Universal Ed. course for A.A. Teacher Preparation and A.S. Teacher Preparation

EDU-251   **Exploration Activities**   **3 (3-0)**   **Spring**
Prerequisites: None
Corequisites: None
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.(2022 FA)

EDU-259	**Curriculum Planning**	3 (3-0)	Fall

Prerequisites: EDU-119^S
Corequisites: None

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 NC Foundations for Early Learning and Development. Upon completion, students should be able to understand, evaluate, and use curriculum to plan for individual/group needs.(2022 FA)

EDU-261	**Early Childhood Admin I**	3 (3-0)	Summer

Prerequisites: None
Corequisites: EDU-119^S

This course introduces 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.(2020 FA)

EDU-262	**Early Childhood Admin II**	3 (3-0)	Summer

Prerequisites: EDU-119^S, EDU-261^S
Corequisites: None

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, develop strategies for advocacy and integrate community into programs.(2020 FA)

EDU-270	**Effective Instructional Enviro**	2 (2-0)	Fall

Prerequisites: None
Corequisites: None

This course is designed to provide learners with the knowledge and skills to create, manage, and assess effective instructional environments, learning attitudes, and behaviors for today's diverse learning population. Topics include organizing the learning environment, fostering positive learning attitudes, supporting healthy stakeholder partnerships, engaging students using effective differentiated instruction, guiding, and managing student behaviors, and assessing student progress. Upon completion of this course, learners will demonstrate effective dispositions of the professional educator that include managing schedules, spaces, and resources, promoting supportive learning mindsets, engaging students with diverse instructional strategies, guiding student behaviors to maximize both the instructional and social climate, and analyzing and effectively responding to student progress.(2022 FA)

COURSE DESCRIPTIONS

EDU-271   Educational Technology   3 (2-2)   AND
Prerequisites: None
Corequisites: None
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.(2020 FA)

EDU-272   Technology, Data, and Assess   3 (2-3)   Spring
Prerequisites: None
Corequisites: None
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.(2020 FA)

EDU-275   Effective Teach Train   2 (2-0)   AND
Prerequisites: None
Corequisites: None
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.(2020 FA)

EDU-277   Integr CU Inst: Math/Science   3 (2-3)   Spring
Prerequisites: None
Corequisites: None
This course is designed to provide learners with the content knowledge, instructional methods/materials, and assessment techniques needed to provide research-based math and science K - 12 instruction. Topics include essential math and science concepts and skills, developmentally appropriate pedagogy, culturally responsive instruction, standards-based outcomes, technology enhanced lesson planning, formative/summative assessments, research-based interventions, authentic learning experiences, and reflective practice. Upon completion, learners will be able to plan, implement, assess, and reflect on developmentally appropriate math and science instruction aligned to the NC Standard Course of Study, other professional and national standards.(2022 FA)

EDU-278	Integr CU Inst: Soc Stu/ELA	3 (2-3)	Spring

Prerequisites: None
Corequisites: None

This course is designed to provide learners with the content knowledge, instructional methods/materials, and assessment techniques needed to provide research-based social studies and ELA K -12 instruction. Topics include essential social studies and ELA concepts and skills, developmentally appropriate pedagogy, culturally responsive instruction, standards-based outcomes, technology enhanced lesson planning, formative/summative assessments, research-based interventions, authentic learning experiences, and reflective practice. Upon completion, learners will be able to plan, implement, assess, and reflect on developmentally appropriate social studies and ELA instruction aligned to the NC Standard Course of Study, other professional and national standards. (2022 FA)

EDU-279	Literacy Develop and Instruct	4 (3-3)	Spring

Prerequisites: None
Corequisites: None

This course is designed to provide students with concepts and skills of literacy development, instructional methods/materials and assessment techniques needed to provide scientifically-based, systematic reading and writing instruction into educational practice. Topics include literacy concepts, reading and writing development, developmentally appropriate pedagogy, culturally-responsive instruction, standards-based outcomes, lesson planning, formative/summative assessment, recognizing reading difficulties, research-based interventions, authentic learning experiences, classroom implementation, and reflective practice. Upon completion, students should be able to plan, implement, assess, evaluate, and demonstrate developmentally appropriate literacy instruction aligned to the NC Standard Course of Study and other state and national standards.(2020 FA) This course has been approved to satisfy the following requirement(s):
  • Other Required Hours/Universal Ed. course for A.A. Teacher Preparation and A.S. Teacher Preparation

EDU-280	Language/Literacy Experiences	3 (3-0)	Fall

Prerequisites: None
Corequisites: None

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.(2020 FA)

| **EDU-283** | **Educator Preparation Practicum** | **3 (2-3)** | **Spring** |

Prerequisites: None
Corequisites: None

This course is designed to allow learners to demonstrate acquired skills and competencies in a developmentally appropriate learning environment. Topics include dispositions of effective teachers, portfolio assessment development, reflective practice, teaching methods, assessment strategies, and professional practices based on state and national Teaching Standards. Upon completion, learners should be able to provide a portfolio assessment with evidence of ethical/professional standards, respect for a diverse population in learning environments, content knowledge, appropriate guidance intervention, and grade-level technology enhanced lesson planning/assessments through practices in the classroom environment. (2022 FA)

| **EDU-284** | **Early Child Capstone Prac** | **4 (1-9)** | **Spring** |

Prerequisites: EDU-119^S, EDU-144^S, EDU-145^S, EDU-146^S, EDU-151^S
Corequisites: MAT-003

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.(2020 FA)