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## COURSE DESCRIPTIONS BY COURSE DISCIPLINE PREFIX

### ACTIVE PLAY

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

**Prerequisites:**

**Corequisites:**

This course introduces physical activities to promote the development of children with diverse abilities, 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 culturally responsive, equitable and developmentally appropriate experiences using NC Foundations for Early Learning and Development. (2022 FA)

### CHILD DEVELOPMENT I

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**EDU-144      Child Development I      3 (3-0)      Summer  
Fall**

**Prerequisites:**

**Corequisites:**

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.

### CHILD DEVELOPMENT II

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**EDU-145      Child Development II      3 (3-0)      Spring**

**Prerequisites:**

**Corequisites:**

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.

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## CHILD GUIDANCE

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**EDU-146**      **Child Guidance**      **3 (3-0)**    **Spring**

**Prerequisites:**

**Corequisites:**

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)

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## CHILD, FAMILY, AND COMMUNITY

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**EDU-131**      **Child, Family, and Community**      **3 (3-0)**    **Fall**

**Prerequisites:**

**Corequisites:**

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.

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## CHILDREN WITH EXCEPTIONALITIES

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**EDU-221**      **Children With Exceptionalities**      **3 (3-0)**    **Spring**

**Prerequisites:** EDU-144<sup>S</sup>, EDU-145<sup>S</sup>

**Corequisites:**

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.

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## CREATIVE ACTIVITIES

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

**Prerequisites:**

**Corequisites:**

This course introduces developmentally supportive, diverse, equitable, and inclusive creative learning environments with attention to divergent thinking, creative problem-solving, evidence-based teaching practices, and open-ended learning materials and activities that align with the NC Foundations for Early Learning and Development. Emphasis is placed on best practices providing process-driven culturally diverse, learning experiences in art, music, creative movement, dance, and dramatic play integrated across all domains and academic content in indoor/outdoor environments for every young child age birth through age eight. Upon completion, students should be able to observe, examine, create, adapt, and advocate for developmentally appropriate creative learning materials, experiences, and environments for children that are culturally, linguistically, and ability diverse. (2022 FA)

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## CURRICULUM PLANNING

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

**Prerequisites:** EDU-119<sup>S</sup>

**Corequisites:**

This course is designed to focus on using content knowledge to build effective developmentally appropriate approaches that are culturally responsive, equitable, and ability diverse for young children. Topics include components of curriculum, a variety of curriculum models, authentic observation and assessment, and planning developmentally appropriate experiences and indoor/outdoor environments aligned with the NC Foundations for Early Learning and Development. Upon completion, students should be able to understand, evaluate, and use developmentally appropriate curriculum to plan for the individual/group needs of young children.(2022 FA)

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## EARLY CHILD CAPSTONE PRAC

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

**Prerequisites:** EDU-119<sup>S</sup>, EDU-144<sup>S</sup>, EDU-145<sup>S</sup>, EDU-146<sup>S</sup>, EDU-151<sup>S</sup>; MAT-025<sup>L</sup>

**Corequisites:**

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)

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## EARLY CHILD INTRO PRACT

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**EDU-184 Early Child Intro Pract 2 (1-3) AND**  
**Prerequisites:** EDU-119<sup>S</sup>

**Corequisites:**

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, assisting in the implementation of developmentally appropriate, culturally responsive, equitable, and ability diverse activities in indoor/outdoor environments for young children, supporting/engaging families, and modeling reflective/professional practices based on national/state guidelines. Upon completion, students should be able to implement respectful/reciprocal relationships with children and families, design, implement, and adapt developmentally appropriate activities, plans, and daily routines that align with NC Foundations for Early Learning and Development and demonstrate ethical/professional behaviors as indicated by assignments and onsite/virtual faculty assessments.(2022 FA)

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## EARLY CHILDHOOD ADMIN I

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**EDU-261 Early Childhood Admin I 3 (3-0) Summer**  
**Prerequisites:**  
**Corequisites:** EDU-119<sup>S</sup>

This course provides an overview of essential administrative components for managing early childhood programs, including child development, program frameworks, North Carolina child care rules and regulations, effective leadership practices, reflective supervision, and the NAEYC Code of Ethical Conduct. Emphasis is placed on personnel management, financial planning, reflective supervision strategies, child development principles, ethical decision-making, and ensuring compliance with state regulations to maintain high-quality learning environments. Upon completion, students should be able to apply program standards, manage staffing and budgets, implement reflective supervision to support professional growth, integrate child development knowledge into program planning, uphold ethical responsibilities following the NAEYC Code of Ethical Conduct, and navigate regulatory requirements to support successful early childhood program operations.(2026 SP)

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## EARLY CHILDHOOD ADMIN II

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**EDU-262 Early Childhood Admin II 3 (3-0) Summer**  
**Prerequisites:** EDU-261<sup>S</sup>  
**Corequisites:** EDU-119<sup>S</sup>

This course is designed to prepare students for leadership roles in licensed child care facilities in North Carolina by focusing on curriculum development, program assessment, and resource management for centers and families. Emphasis is placed on best practices in early childhood curriculum, quality improvement strategies, advocacy, and leadership in early learning environments. Upon completion, students should be able to implement developmentally appropriate curriculum, assess program effectiveness, support families with relevant resources, and advocate for policies that enhance early childhood education and program quality. (2026 SP)

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## EDUCATIONAL TECHNOLOGY

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**EDU-271 Educational Technology 3 (2-2) AND**

**Prerequisites:**

**Corequisites:**

This course introduces the appropriate and ethical use of technology that is inclusive of digital and analog materials/tools to enhance teaching and learning in all educational settings. Emphasis is placed on the developmentally appropriate use of technology with children, ethical issues, digital citizenship, instructional strategies, assistive technology, and the use of technology for professional development and communication with families. Upon completion, student should be able to demonstrate professional and ethical implementation of various modes of technology in culturally responsive and equitable ways to support diverse children, families and communities.(2022 FA)

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## EDUCATOR PREPARATION PRACTICUM

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

**Prerequisites:**

**Corequisites:**

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)

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## EFFECTIVE INSTRUCTIONAL ENVIRO

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

**Prerequisites:**

**Corequisites:**

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)

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## EFFECTIVE TEACH TRAIN

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**EDU-275      Effective Teach Train      2 (2-0)      Summer**

**Prerequisites:**

**Corequisites:**

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)

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## EXPLORATION ACTIVITIES

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**EDU-251      Exploration Activities      3 (3-0)      Spring**

**Prerequisites:**

**Corequisites:**

This course covers fundamental concepts in the content areas of science, technology, engineering, math, and social studies through investigative experiences aligned with NC Foundations for Early Learning and Development. Emphasis is placed on exploring fundamental concepts, scope and sequence, and teaching strategies to engage each child through play and open-ended discovery in indoor/outdoor environments. Upon completion, students should be able to understand major concepts in each content area and implement developmentally appropriate, culturally responsive, equitable, and inclusive experiences for all young children.(2022 FA)

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## FOUNDATIONS OF EDUCATION

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**EDU-216      Foundations of Education      3 (3-0)      Fall**

**Prerequisites:**

**Corequisites:**

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.

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## HEALTH, SAFETY AND NUTRITION

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

**Prerequisites:**

**Corequisites:**

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)

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## INTEGR CU INST: MATH/SCIENCE

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**EDU-277      Integr CU Inst: Math/Science      3 (2-3)    Fall**

**Prerequisites:**

**Corequisites:**

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)

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## INTEGR CU INST: SOC STU/ELA

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

**Prerequisites:**

**Corequisites:**

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)

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## INTRO TO EARLY CHILD EDUCATION

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**EDU-119**      **Intro to Early Child Education**      **4 (4-0)**    **Fall**

**Prerequisites:**

**Corequisites:**

This course introduces the foundations of culturally responsive, equitable and inclusive early childhood education, planning intentional developmentally appropriate experiences, learning activities, and teaching strategies for indoor and outdoor environments for all young children, guidance techniques, and professionalism. 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, guidance techniques, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to implement developmentally appropriate environments, guidance techniques, schedules, and teaching strategies across developmental domains to support culturally, linguistically, and ability diverse children and their families in inclusive settings, and design a personal career/professional development plan. (2022 FA)

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## INTRO TO FAMILY CHILDCARE

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**EDU-114**      **Intro to Family Childcare**      **4 (4-0)**    **Spring**

**Prerequisites:**

**Corequisites:**

The course introduces the foundational principles, strategies, and best practices for planning and implementing meaningful, developmentally appropriate learning experiences while managing a professional and sustainable family child care setting. Emphasis is placed on addressing the unique challenges of mixed-age group care, supporting diverse developmental needs, building positive family and community partnerships, maintaining professionalism, integrating sound business practices, and promoting self-care for providers to sustain long-term success. Upon completion, students should be able to design, adapt, and implement inclusive activities for infants, toddlers, preschoolers, and school-age children while effectively managing a sustainable family child care business with a focus on professionalism, self-care, and strong family-community collaboration. (2025 FA)

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## LANGUAGE/LITERACY EXPERIENCES

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

**Prerequisites:**

**Corequisites:**

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)

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## LITERACY DEVELOP AND INSTRUCT

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

**Prerequisites:**

**Corequisites:**

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

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## SCHOOL-AGE ACTIVITIES

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**EDU-235      School-Age Activities      3 (3-0)    Fall**

**Prerequisites:**

**Corequisites:**

This course introduces developmentally supportive, inclusive, and creative learning environments for school-age programs, focusing on diverse, equitable, and engaging experiences in art, music, movement, and dramatic play. Emphasis is placed on fostering divergent thinking, creative problem-solving, and integrating process-driven activities across academic subjects in both indoor and outdoor settings. Upon completion, students should be able to observe, analyze, design, adapt, and advocate for creative learning opportunities that reflect the cultural, linguistic, and ability diversity of school-age children, ensuring accessibility and meaningful engagement in developmentally appropriate and inclusive educational experiences.(2025 FA)

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## TEACHING AND LEARNING FOR ALL

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**EDU-187      Teaching and Learning for All      4 (3-3)      Fall**

**Prerequisites:**

**Corequisites:**

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

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## TECHNOLOGY, DATA, AND ASSESS

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**EDU-272      Technology, Data, and Assess      3 (2-3)      Fall**

**Prerequisites:**

**Corequisites:**

This course is designed to provide students with the knowledge and skills to utilize digital instructional technologies and technology-based assessments to plan and implement appropriate educational experiences and interventions in the classroom. Topics include educational technology to enhance instruction, instructional technologies for teaching, technology-based assessment, formative and summative assessments, data to inform practice, and ethical practices for technology and assessment. Upon completion, students will be able to demonstrate effective integration of educational technology into classroom practice, appropriate use of technology-based assessments, and practical application of data to inform educational planning and interventions.(2021 FA)