

EDUCATION (EDU)

EDU 119 Introduction to Early Childhood Education

4/4

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.

Prerequisite: None

Corequisite: None

EDU 131 Child, Family, and Community

3/3

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 NAEYC Code of Ethical Conduct. Upon completion, students should be able to identify appropriate relationship building strategies between diverse families, children, schools, and communities and demonstrate a variety of communication skills including appropriate use of technology to support every child.

Prerequisite: None

Corequisite: Take 1 group; # Take DRE 097; # Take ENG 002; # Take ENG 111;

EDU 144 Child Development I

3/3

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.

Prerequisite: None

Corequisite: Take 1 group; # Take DRE 097; # Take ENG 002; # Take ENG 111;

Transferable

EDU 145 Child Development II

3/3

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.

Prerequisite: None

Corequisite: Take 1 group; # Take DRE 097; # Take ENG 002; # Take ENG 111;

Transferable

EDU 146 Child Guidance

3/3

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.

Prerequisite: None

Corequisite: Take DRE 097 ENG 002 or ENG 111;

EDU 151 Creative Activities

3/3

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.

Prerequisite: None

Corequisite: Take DRE 097 ENG 002 or ENG 111;

EDU 153 Health, Safety and Nutrition

3/3

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.

Prerequisite: None

Corequisite: Take DRE 097 ENG 002 or ENG 111;

EDU 154 Social/Emotion/Behavior Development

3/3

This course covers the emotional/social development of children and the causes, expressions, prevention and management of challenging behaviors in all children. Emphasis is placed on caregiver/family/child relationships, positive emotional/social environments, developmental concerns, risk factors, and intervention strategies. Upon completion, students should be able to identify factors influencing emotional/social development, utilizing screening measures, and designing positive behavioral supports.

Prerequisite: Take 1 group; # Take EDU 144 EDU 145; # Take PSY 244 PSY 245;

Corequisite: Take DRE 097 ENG 002 or ENG 111;

EDU 157 Active Play

4/3

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.

Prerequisite: None

Corequisite: Take DRE 097 ENG 002 or ENG 111;

EDU 162 Observation and Assessment in Early Childhood Education 3/3

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.

Prerequisite: Take EDU 144 EDU 145;

Corequisite: Take DRE 097 ENG 002 or ENG 111;

EDU 184 Early Childhood Introductory Practicum

4/2

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.

Prerequisite: Take EDU 119;

Corequisite: Take DRE 097 ENG 002 or ENG 111;

EDU 216 Foundations of Education

3/3

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.

Prerequisite: None

Corequisite: Take DRE 098 ENG 002 or ENG 111;

Transferable

EDU 221 Children With Exceptionalities

3/3

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.

Prerequisite: Take 1 group; # Take EDU 144 EDU 145; # Take PSY 244 PSY 245;

Corequisite: Take DRE 098 ENG 002 or ENG 111;

Transferable

EDU 234 Infants, Toddlers, and Twos

3/3

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.

Prerequisite: Take EDU 119;

Corequisite: Take DRE 098 ENG 002 or ENG 111;

EDU 235 School-Age Development and Programs

3/3

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.

Prerequisite: None

Corequisite: Take DRE 098 ENG 002 or ENG 111;

- EDU 250 Teacher Licensure Preparation** 3/3
 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.
 Prerequisite: None
 Corequisite: Take 1 group; # Take ENG 111 MAT 143; # Take ENG 111 MAT 152; # Take ENG 111 MAT 171;
- EDU 251 Exploration Activities** 3/3
 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.
 Prerequisite: None
 Corequisite: Take DRE 098 ENG 002 or ENG 111;
- EDU 254 Music and Movement for Children** 3/2
 This course covers the use of music and creative movement for children. Topics include a general survey of the basic elements of music and planning, designing, and implementing music and movement experiences for creative learning. Upon completion, students should be able to use voice and various musical instruments to provide musical and movement activities for children.
 Prerequisite: None
 Corequisite: Take DRE 098 ENG 002 or ENG 111;
- EDU 259 Curriculum Planning** 3/3
 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.
 Prerequisite: Take EDU 119;
 Corequisite: Take DRE 098 ENG 002 or ENG 111;
- EDU 261 Early Childhood Administration I** 3/3
 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.
 Prerequisite: None
 Corequisite: Take 1 group; # Take EDU 119 DRE 098; # Take EDU 119 ENG 002; # Take EDU 119 ENG 111;
- EDU 262 Early Childhood Administration II** 3/3
 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.
 Prerequisite: Take 1 group; # Take DRE 098 EDU 119 EDU 261; # Take ENG 002 EDU 119 EDU 261; # Take ENG 111 EDU 119 EDU 261;
 Corequisite: None
- EDU 263 School-Age Program Administration** 2/2
 This course introduces the methods and procedures for development and administration of school-age programs in the public or proprietary setting. Emphasis is placed on the construction and organization of the physical environment. Upon completion, students should be able to plan, develop and administer a quality school-age program.
 Prerequisite: None
 Corequisite: Take DRE 098 ENG 002 or ENG 111;
- EDU 275 Effective Teacher Training** 2/2
 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.
 Prerequisite: None
 Corequisite: Take DRE 098 ENG 002 or ENG 111;
- EDU 280 Language and Literacy Experiences** 3/3
 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.
 Prerequisite: None
 Corequisite: Take DRE 098 ENG 002 or ENG 111;
- EDU 281 Instructional Strategies in Reading and Writing** 4/3
 This course covers concepts, resources, and methods for teaching reading and writing to elementary through middle-grade children. Topics include the importance of literacy, learning styles, skills assessment, various reading and writing approaches and instructional strategies. Upon completion, students should be able to assess, plan, implement and evaluate school-age literacy experiences as related to the North Carolina Standard Course of Study.
 Prerequisite: None
 Corequisite: Take DRE 098 ENG 002 or ENG 111;

EDU 284 Early Childhood Capstone Practicum 10/4

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.

Prerequisite: Take 1 group; # Take EDU 119 EDU 144 EDU 145 EDU 146 EDU 151; # Take EDU 119 PSY 244 PSY 245 EDU 146 EDU 151; # Take EDU 119 EDU 144 PSY 245 EDU 146 EDU 151; # Take EDU 119 PSY 244 EDU 145 EDU 146 EDU 151;

Corequisite: Take DRE 098 ENG 002 or ENG 111;

EDU 289 Advanced Issues/School Age 2/2

This course covers advanced topics and issues that relate to school-age programs. Emphasis is placed on current advocacy issues, emerging technology, professional growth, ethics, and organizations for providers/teachers working with school-age populations. Upon completion, students should be able to list, discuss, and explain advanced current topics and issues surrounding school-aged populations.

Prerequisite: None

Corequisite: Take DRE 098 ENG 002 or ENG 111;