**EDU. Education**

**EDU-119 Introduction to Early Childhood Education**

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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.

Minimum State Prerequisites: None  
Minimum State Corequisites: None

**EDU-131 Child, Family, and Community**

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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.

Minimum State Prerequisites: None  
Minimum State Corequisites: None

**EDU-144 Child Development I**

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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.

Minimum State Prerequisites: None  
Minimum State Corequisites: None

**EDU-145 Child Development II**

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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.

Minimum State Prerequisites: None  
Minimum State Corequisites: None
EDU-146 Child Guidance
Class 3  Lab 0  Clinical 0  Work 0  Credit 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.
Minimum State Prerequisites: None
Minimum State Corequisites: None

EDU-151 Creative Activities
Class 3  Lab 0  Clinical 0  Work 0  Credit 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.
Minimum State Prerequisites: None
Minimum State Corequisites: None

EDU-153 Health, Safety and Nutrition
Class 3  Lab 0  Clinical 0  Work 0  Credit 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.
Minimum State Prerequisites: None
Minimum State Corequisites: None

EDU-162 Observation and Assessment in Early Childhood Education
Class 3  Lab 0  Clinical 0  Work 0  Credit 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.
Minimum State Prerequisites: None
Minimum State Corequisites: None

EDU-216 Foundations of Education
Class 3  Lab 0  Clinical 0  Work 0  Credit 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.
Minimum State Prerequisites: None
Minimum State Corequisites: None

EDU-221 Children With Exceptionalities
Class 3  Lab 0  Clinical 0  Work 0  Credit 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.
Minimum State Prerequisites: None
Minimum State Corequisites: None
**EDU-234 Infants, Toddlers, and Twos**

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.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**EDU-235 School-Age Development and Programs**

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.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**EDU-250 Teacher Licensure Preparation**

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.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**EDU-251 Exploration Activities**

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.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**EDU-259 Curriculum Planning**

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.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**EDU-261 Early Childhood Administration I**

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.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**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, develop strategies for advocacy and integrate community into programs.

Minimum State Prerequisites: None
Minimum State Corequisites: None
**EDU-280 Language and Literacy Experiences**  
Class 3   Lab 0   Clinical 0   Work 0   Credit 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.  
Minimum State Prerequisites: None  
Minimum State Corequisites: None  

**EDU-284 Early Childhood Capstone Practicum**  
Class 1   Lab 9   Clinical 0   Work 0   Credit 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.  
Minimum State Prerequisites: None  
Minimum State Corequisites: None