



## COURSE DESCRIPTIONS

### **CIS 111 Basic PC Literacy** 1-2-2

This course provides an overview of computer concepts. Emphasis is placed on the use of personal computers and software applications for personal and fundamental workplace use. Upon completion, students should be able to demonstrate basic personal computer skills.

### **COE 111 Co-op Work Experience I** 0-10-1

Prerequisite: Approval of Instructor or Department Chairperson  
This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

### **COE 115 Work Exp Seminar I** 1-0-1

*Corequisites: COE 111, COE 112, COE 113, or COE 114*  
This course may accompany COE 111, COE 112, COE 113, or COE 114. Students will present their work experience and evaluate work opportunities afforded by the co-op.

### **COE 121 Co-op Work Experience II** 0-10-1

Prerequisite: Approval of Instructor or Department Chairperson  
This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

### **COE 125 Work Exp Seminar II** 1-0-1

*Corequisites: COE 121, COE 122, COE 123, or COE 124*  
This course may accompany COE 121, COE 122, COE 123, or COE 124. Students will present their work experience and evaluate work opportunities afforded by the co-op.

### **EDU 119 Early Childhood Ed** 4-0-4

This course covers the foundations of the education profession, types of programs, professionalism, and planning quality programs for children. Topics include historical foundations, career options, types of programs, professionalism, observational skills, and planning developmentally appropriate schedules, environments, and activities for children. Upon completion, students should be able to demonstrate observational skills, identify appropriate schedules and environments, develop activity plans, and describe influences on the profession.

### **EDU 131 Child, Family, and Commun** 3-0-3

This course covers the relationships between the families, programs for children/schools, and the community. Emphasis is placed on establishing and maintaining positive collaborative relationships with families and community resources. Upon completion, students should be able to demonstrate strategies for effectively working with diverse families and identifying and utilizing community resources.

### **EDU 144 Child Development I** 3-0-3

This course covers the theories of child development, developmental sequences, and factors that influence children's development, from conception through pre-school for all children. Emphasis is placed on sequences in physical/motor, social, emotional, cognitive, and language development and the multiple influences on development and learning of the whole child. Upon completion, students should be able to identify typical and atypical developmental characteristics,

plan experiences to enhance development, and describe appropriate interaction techniques and environments. This course is also available through the Virtual Learning Community (VLC).

### **EDU 145 Child Development II** 3-0-3

This course covers theories of child development, developmental sequences, and factors that influence children's development, from pre-school through middle childhood for all children. Emphasis is placed on sequences in physical/motor, social, emotional, cognitive, and language development multiple influences on development and learning of the whole child. Upon completion, students should be able to identify typical and atypical developmental characteristics, plan experiences to enhance development, and describe appropriate interaction techniques and environments. This course is also available through the Virtual Learning Community (VLC).

### **EDU 146 Child Guidance** 3-0-3

This course introduces practical principles and techniques for providing developmentally appropriate guidance for all children with and without disabilities, including those at risk. Emphasis is placed on encouraging self-esteem, cultural awareness, effective communication skills, direct/indirect techniques/strategies and observation to understand the underlying causes of behavior. Upon completion, students should be able to demonstrate appropriate interactions with children and families and promote conflict resolution, self-control, self-motivation, and self-esteem in children. This course is also available through the Virtual Learning Community (VLC).

### **EDU 151 Creative Activities** 3-0-3

This course covers planning, creation and adaptation of developmentally supportive learning environments with attention to curriculum, interactions, teaching practices and learning materials. Emphasis is placed on creating and adapting integrated, meaningful, challenging and engaging developmentally supportive learning experiences in art, music, movement and physical skills, and dramatics. Upon completion, students should be able to create, manage, adapt and evaluate developmentally supportive learning materials, experiences and environments.

### **EDU 153 Health, Safety, and Nutrit** 3-0-3

This course focuses on 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, implement safe learning environments, and adhere to state regulations.

### **EDU 221 Children with Exceptionalities** 3-0-3

*Prerequisites: EDU 144 and EDU 145 or PSY 244 and PSY 245*  
This course, based on the foundation of typical development, introduces working with children with exceptionalities. Emphasis is placed on the characteristics and assessment of children and strategies for adapting the learning environment. Upon completion, students should be able to recognize atypical development, make appropriate referrals, collaborate with families and professionals to plan, implement, and evaluate inclusion strategies.

**EDU 234 Infants, Toddlers, and Twos** 3-0-3

This course covers the skills needed to effectively implement group care for infants, toddlers, and two-year olds. Emphasis is placed on child development and developmentally appropriate practices. Upon completion, students should be able to identify, plan, select materials and equipment, and implement and evaluate a developmentally appropriate curriculum.

**EDU 235 School-Age Dev and Program** 2-0-2

This course presents developmentally appropriate practices in group care for school-age children. Topics include principles of development, environmental planning, and positive guidance techniques. Upon completion, students should be able to discuss developmental principles for children five to twelve years of age and plan and implement age-appropriate activities.

**EDU 241 Adult-Child Relations** 2-0-2

This course covers self-concept and effective and active listening skills in positive one-to-one interactions with individuals and groups of children. Emphasis is placed on self-concept development and effective communication techniques used with children. Upon completion, students should be able to identify principles underlying self-concept and demonstrate effective listening and communication skills used by adults with children.

**EDU 252 Math and Sci Activities** 3-0-3

This course introduces discovery experiences in math and science. Topics include concepts, facts, phenomena, and skills in each area. Upon completion, students should be able to identify, plan, select materials and equipment, and implement and evaluate developmentally appropriate curriculum materials.

**EDU 254 Music and Move for Child** 1-2-2

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.

**EDU 259 Curriculum Planning** 3-0-3

*Prerequisites: EDU 112, EDU 113, or EDU 119*

This course covers early childhood curriculum planning. Topics include philosophy, curriculum, indoor and outdoor environmental design, scheduling, observation and assessment, and instructional planning and evaluation. Upon completion, students should be able to assess children and curriculum; plan for daily, weekly, and long-range instruction; and design environments with appropriate equipment and supplies.

**EDU 261 Early Childhood Admin I** 2-0-2

This course covers the policies, procedures, and responsibilities for the management of early childhood education programs. Topics include implementation of goals, principles of supervision, budgeting and financial management, and meeting the standards for a NC Child Day Care license. Upon completion, students should be able to develop program goals, explain licensing standards, determine budgeting needs, and describe effective methods of personnel supervision.

**EDU 262 Early Childhood Admin II** 3-0-3

*Prerequisite: EDU 261*

This course provides a foundation for budgetary, financial, and personnel management of the child care center. Topics include budgeting, financial management, marketing, hiring, supervision, and professional development of a child care center. Upon completion, students should be able to formulate marketing, financial management, and fund development plans and develop personnel policies, including supervision and staff development plans.

**EDU 271 Educational Technology** 2-2-3

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 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.

**EDU 280 Language and Literacy Exp** 3-0-3

This course explores the continuum of children's communication development, including verbal and written language acquisition and other forms of communication. Topics include selection of literature and other media, the integration of literacy concepts throughout the classroom environment, inclusive practices and appropriate assessments. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate literacy experiences. This course is also available through the Virtual Learning Community (VLC).

**EDU 287 Leadership Early Child Ed** 3-0-3

*Prerequisites -Choose one set:*

*EDU 111, EDU 112, EDU 131, EDU 144 and EDU 145 OR  
EDU 111, EDU 113, EDU 131, EDU 144 and EDU 145 OR  
EDU 119, EDU 131, EDU 144 and EDU 145 OR  
EDU 111, EDU 112, EDU 131, PSY 244 and PSY 245 OR  
EDU 111, EDU 113, EDU 131, PSY 244 and PSY 245 OR  
EDU 119, EDU 131, PSY 244 and PSY 245*

This course covers advanced topics and issues in early childhood. Emphasis is placed on current advocacy issues, emerging technology, professional growth experiences, and other related topics. Upon completion, students should be able to list, discuss, and explain advanced current topics and issues in early childhood education.

**ENG 111 Expository Writing** 3-0-3

*Prerequisites: RED 090 and ENG 090 or appropriate placement test scores*

*Corequisites: ENG 111A*

This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.*

**ENG 111A Expository Writing Lab** 0-2-1

*Prerequisites: RED 090 and ENG 090 or appropriate placement test scores*

*Corequisites: ENG 111*

This writing laboratory is designed to apply the skills introduced in ENG 111. Emphasis is placed on the editing and revision components of the writing process. Upon completion, students should be able to apply those skills in the production of final drafts in ENG 111. The computer is used as a writing and design tool for this course.

**ENG 114 Prof. Research and Reporting** 3-0-3

*Prerequisites: ENG 111*

This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations. The computer is used as a writing and design tool for this course. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.*

**MAT 140 Survey of Mathematics** 3-0-3

*Prerequisites: MAT 070, MAT 080, MAT 120, MAT 121, MAT 161, MAT 171, or MAT 175 or appropriate placement test scores*

This course provides an introduction in a non-technical setting to selected topics in mathematics. Topics may include, but are not limited to, sets, logic, probability, statistics, matrices, mathematical systems, geometry, topology, mathematics of finance, and modeling. Upon completion, students should be able to understand a variety of mathematical applications, think logically, and be able to work collaboratively and independently. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

**PSY 150 General Psychology** 3-0-3

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*