

Program Planning Guide

Early Childhood Education, Associate in Applied Science Degree, (A55220)

Program Length: 5 semesters

Career Pathway Options: Associate in Applied Science Degree in Early Childhood Education

Program Site/s: Lee Main Campus, Day; Selected Evening Courses; Selected Distance Education Courses

Suggested Course Schedule:		Hours				Notes:
		Class	Lab	Clinical	Credit	
1st Semester (Fall)						
ACA	Student Success Course				1	
CIS 110	Introduction to COmputers	2	2	0	3	
EDU 119	Intro to Early Childhood Education	4	0	0	4	
EDU 131	Children, Family Community	3	0	0	3	
EDU 144	Child Development I	3	0	0	3	
ENG 111	Writing and Inquiry	3	0	0	3	
					17	
2nd Semester (Spring)						
EDU 145	Child Development II	3	0	0	3	
EDU 146	Child Guidance	3	0	0	3	
EDU 151	Creative Activities	3	0	0	3	
EDU 153	Health, Safety, and Nutrition	3	0	0	3	
	Communications Elective	3	0	0	3	
					15	
3rd Semester (Summer)						
EDU 221	Children with Exceptional Needs	3	0	0	3	
	Humanities/Fine Arts Elective	3	0	0	3	
					6	
4th Semester (Fall)						
EDU 234	infants, Toddlers, Twos	3	0	0	3	
EDU 252	Math and Science Activities	3	0	0	3	
EDU 280	Language and Literacy Experiences	3	0	0	3	
MAT	Mathematics requirement	2	2	0	3	
	Social/Behavioral Science Elective	3	0	0	3	
					15	
5th Semester (Spring)						
EDU 259	Curriculum Planning	3	0	0	3	
EDU 271	Education Technology	2	2	0	3	
EDU 284	Early Childhood Capstone Practicum	1	9	0	4	
	Early Childhood Elective	3	0	0	3	
		9	11	0	13	
Communications Requirement (take 3 SHC)						
ENG 112	Writing/Research in the Disciplines	3	0	0	3	
ENG 113	Literature-based Research	3	0	0	3	
ENG 114	Professional Research & Reporting	3	0	0	3	
ENG 115	Oral Communications	3	0	0	3	
ENG 116	Technical Report Writing	3	0	0	3	
COM 110	Introduction to Communcation	3	0	0	3	
COM 231	Public Speaking	3	0	0	3	
Mathematics Requirement (Choose one)						
MAT 110	Math Measurement & Literacy	2	2	0	3	Non-transferrable
MAT 143	Quantitative Literacy	2	2	0	3	Transferrable
Major Electives (take 3 SHC)						
EDU 158	Healty Lifestyles - Youth	3	0	0	3	
EDU 163	Classroom Mgt. & Instruct	3	0	0	3	
EDU 175	Intro to Trade & Industri	3	0	0	3	
EDU 177	Instructional Methods	2	2	0	3	
EDU 179	Vocational Student Organ	3	0	0	3	
EDU 216	Foundations of Education	4	0	0	4	
EDU 235	School-Age Dev. & Program	3	0	0	3	

EDU 261	Early Childhood Administration I	3	0	0	3	
EDU 262	Early Childhood Administration II	3	0	0	3	
EDU 263	School-Age Program Admin	2	0	0	2	
EDU 281	Instruc Strat/Read & Writ	2	2	0	3	
EDU 287	Leadership Early Childhood	3	0	0	3	
HEA 112	First Aid & CPR	1	2	0	2	
Total Semester Hours Credit Required for Graduation: 66						

Course Descriptions:

ACA 111 College Student Success 1-0-1

This course introduces the college’s physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives.

ACA 115 Success and Study Skills 0-2-1

This course provides an orientation to the campus resources and academic skills necessary to achieve educational objectives. Emphasis is placed on an exploration of facilities and services, study skills, library skills, self-assessment, wellness, goal-setting, and critical thinking. Upon completion, students should be able to manage their learning experiences to successfully meet educational goals.

ACA 122 College Transfer Success 1-0-1

This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.

CIS 110 Introduction to Computers 2-2-3

This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.

COM 110 Introduction to Communication 3-0-3

This course provides an overview of the basic concepts of communication and the skills necessary to communicate in various contexts. Emphasis is placed on communication theories and techniques used in interpersonal group, public, intercultural, and mass communication situations. Upon completion, students should be able to explain and illustrate the forms and purposes of human communication in a variety of contexts. This course has been approved for transfer under the CAA and ICAA as a general education course in Communications.

COM 231 Public Speaking 3-0-3

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.

EDU 119 Intro to Early Childhood Educ 4-0-4

This course covers the foundations of the education profession, the diverse educational settings for young children, professionalism and planning developmentally appropriate programs for all children. Topics include historical foundations, program types, career options, professionalism and creating inclusive environments and curriculum responsive to the needs of all children and families. Upon completion, students should be able to design career plans and develop schedules, environments and activity plans appropriate for all children.

EDU 131 Child, Family, & Community 3-0-3

Minimum State Prerequisites Take One Set: Set 1: ENG 080 and RED 080 or Set 2: ENG 085

This course covers the development of partnerships between culturally and linguistically diverse families, children, schools and communities. 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. Upon completion, students should be able to explain appropriate relationships between families, educators, and professionals that enhance development and educational experiences of all children.

EDU 144 Child Development I 3-0-3

Minimum State Prerequisites Take One Set: Set 1: ENG 080 and RED 080 or Set 2: ENG 085

This course includes the theories of child development, needs, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

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EDU 145 Child Development II 3-0-3

Minimum State Prerequisites Take One Set: Set 1: ENG 080 and RED 080 or Set 2: ENG 085

This course includes the theories of child development, needs, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

EDU 146 Child Guidance 3-0-3

Minimum State Prerequisites Take One Set: Set 1: ENG 080 and RED 080 or Set 2: ENG 085

This course introduces principles and practical techniques including the design of learning environments for providing developmentally appropriate guidance for all children, including those at risk. Emphasis is placed on observation skills, cultural influences, underlying causes of behavior, appropriate expectations, development of self control and the role of communication and guidance. Upon completion, students should be able to demonstrate direct/indirect strategies for preventing problem behaviors, teaching appropriate/acceptable behaviors, negotiation, setting limits and recognizing at risk behaviors. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

EDU 151 Creative Activities 3-0-3

Minimum State Prerequisites Take One Set: Set 1: ENG 080 and RED 080 or Set 2: ENG 085

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 dramatics for all children. Upon completion, students should be able to create, adapt, implement and evaluate developmentally supportive learning materials, experiences, and environments.

EDU 153 Health, Safety, and Nutrition 3-0-3

Minimum State Prerequisites Take One Set: Set 1: ENG 080 and RED 080 or Set 2: ENG 085

This course covers 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, safe learning environments, and adhere to state regulations.

EDU 158 Healthy Lifestyles-Youth 3-0-3

Corequisite: DRE-097

This course introduces the topics of health, safety, nutrition,

physical activities and environments for the school-age child/youth that promote development, fitness and healthy lifestyles. Topics include the use of physical and nutritional/cooking activities (indoor/outdoor, teacher-directed/youth-directed) appropriate for youth developing typically/atypically; safe/healthy menu planning; safe/healthy environmental design, assessment and supervision. Upon completion, students should be able to plan/facilitate safe/healthy physical and nutritional/cooking activities, discuss safety policies/regulations and identify health/safety/nutritional needs of youth.

EDU 163 Classroom Mgt and Instruct 3-0-3

Corequisite: DRE 097

This course covers management and instructional techniques with school-age populations. Topics include classroom management and organization, teaching strategies, individual student differences and learning styles, and developmentally appropriate classroom guidance techniques. Upon completion, students should be able to utilize developmentally appropriate behavior management and instructional strategies that enhance the teaching/learning process and promote students' academic success.

EDU 175 Intro to Trade & Industri 3-0-3

Corequisites: Take DRE-097

This course introduces the philosophy, scope, and objectives of industrial education. Topics include the development of industrial education, employment opportunities, current events, current practices, and emerging trends. Upon completion, students should be able to describe the history, identify current practices, and describe current trends in industrial education.

EDU 177 Instructional Methods 2-2-3

Prerequisites: Take One Set: Set 1: ENG-080 and RED-080; Set 2: ENG-085

This course covers instructional methods in technical education with emphasis on competency-based instruction. Topics include writing objectives, industrial methods, and determining learning styles. Upon completion, students should be able to select and demonstrate the use of a variety of instructional methods.

EDU 179 Vocational Student Organ. 3-0-3

Corequisites: Take DRE-097

This course covers planning and organizing vocational youth clubs by understanding the structure and operating procedures to use club activities for personal and professional growth. Topics include self-assessment to set goals, club structure, election and installation of officers, club activities, function of committees, running meetings, contest preparation, and leadership skills. Upon completion students should be able to set personal goals, outline club structure, elect and install officers.

EDU 216 Foundations of Education 3-0-3

Prerequisite: DRE 098

This course introduces the American educational system and the teaching profession. Topics include historical and philosophical foundations of education, contemporary educational, structural, legal, and financial issues, and experiences in public school classrooms. Upon completion, students should be able to relate

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classroom observations to the roles of teachers and schools and the process of teacher education.

EDU 221 Children with Exceptional 3-0-3

Minimum State Prerequisites: Take one set:

Set 1: ENG 090, RED 090, EDU 144, and EDU 145

Set 2: ENG 090, RED 090, PSY 244, and PSY 245

Set 3: ENG 095, EDU 144, and EDU 145

Set 4: ENG 095, PSY 244, and PSY 245

This course introduces children with exceptionalities, their families, support services, inclusive/diverse settings, and educational/family plans based on the foundations of child development. Emphasis is placed on the characteristics of exceptionalities, observation and assessment of children, strategies for adapting the learning environment, and identification of community resources. Upon completion, students should be able to recognize diverse abilities, describe the referral process, and depict collaboration with families/professionals to plan/implement, and promote best practice. This course has been approved for transfer under the CAA and the ICAA as a premajor and/or elective course requirement at select institutions

EDU 234 Infants, Toddlers, & Twos 3-0-3

Minimum State Prerequisites Take One Set: Set 1: ENG 090 and RED 090 or Set 2: ENG 095

This course focuses on practical applications that support the healthy development of very young children by applying principles of quality inclusive early care and education. Emphasis is placed on recognizing the interrelated factors that impact children's development through planning, evaluating and adapting quality environments, including activities and adult/child interactions. Upon completion, students should be able to demonstrate the ability to engage in respectful, responsive care that meets the unique needs of individual children/families.

EDU 235 School-Age Development and Program 2-0-2

Prerequisite: DRE 098

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. Upon completion, students should be able to discuss developmental principles for all children ages five to twelve and plan and implement developmentally-appropriate activities.

EDU 252 Math and Sci Activities 3-0-3

Minimum State Prerequisites Take One Set: Set 1: ENG 090 and RED 090 or Set 2: ENG 095

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 259 Curriculum Planning 3-0-3

Minimum State Prerequisites Take One Set: Set 1: ENG 090, RED 090, and EDU 119

Set 2: ENG 095 and EDU 119

This course is designed to focus on curriculum planning for three to five year olds. Topics include philosophy, curriculum models, indoor and outdoor environments, scheduling, authentic

assessment, and planning developmentally appropriate experiences. Upon completion, students should be able to evaluate children's development, critique curriculum, plan for individual and group needs, and assess and create quality environments.

EDU 261 Early Childhood Admin I 3-0-3

Minimum State Prerequisites Take One Set: Set 1: ENG 090 and RED 090 or Set 2: ENG 095

Minimum State Corequisites: Take EDU 119

This course introduces principles of basic programming and staffing, budgeting/financial management and marketing, and rules and regulations of diverse early childhood programs. Topics include program structure and philosophy, standards of NC child care programs, finance, funding resources, and staff and organizational management. Upon completion, students should be able to develop components of program/personnel handbooks, a program budget, and demonstrate knowledge of fundamental marketing strategies and NC standards.

EDU 262 Early Childhood Admin II 3-0-3

Minimum State Prerequisites Take One Set: Set 1: ENG 090, RED 090 and EDU 261 or Set 2: ENG 095 and EDU 261

Minimum State Corequisites: Take EDU 119

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.

EDU 263 School-Age Program Admin 2-0-2

Corequisite: DRE 098

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.

EDU 271 Educational Technology 2-2-3

Minimum State Prerequisites Take One Set: Set 1: ENG 090 and RED 090 or Set 2: ENG 09

Local Prerequisite: CIS 110 or CIS 111 to EDU 271

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 3-0-3

Minimum State Prerequisites Take One Set: Set 1: ENG 090 and RED 090 or Set 2: ENG 095

This course is designed to expand students' understanding of

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children's language and literacy development and provides strategies for enhancing language/literacy experiences in an enriched environment. Topics include selection of diverse literature and interactive media, the integration of literacy concepts throughout the curriculum, appropriate observations/assessments and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate and diverse language/literacy experiences.

EDU 281 Instruc Strat/Read & Writ 2-2-3

Corequisites: Take DRE-098

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.

EDU 284 Early Childhood Capstone Prac 1-9-4

Prerequisites: Take One Set

Set 1: EDU 119, EDU 144, EDU 145, EDU 146, AND EDU 151

Set 2: EDU 119, PSY 244, PSY 245, EDU 146, AND EDU 151

Set 3: EDU 119, PSY 245, EDU 144, EDU 146, AND EDU 151

Set 4: EDU 119, PSY 244, EDU 145, EDU 146, AND EDU 151

Corequisites: DRE 098

This course is designed to allow students to apply 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/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors as indicated by assignments and onsite faculty visits.

EDU 287 Leadership Early Child Education 3-0-3

Minimum State Prerequisites Take One Set:

Set 1: ENG 090, RED 090, EDU 119, EDU 131, EDU 144, EDU 145

Set 2: ENG 090, RED 090, EDU 119, EDU 131, PSY 244, PSY 245

Set 3: ENG 095, EDU 119, EDU 131, EDU 144, EDU 145

Set 4: ENG 095, EDU 119, EDU 131, PSY 244, PSY 245

This course is designed to facilitate and guide the development of early childhood professionals preparing for leadership roles in improving community early childhood services. Topics include principles of social change, characteristics of effective leaders, techniques of action research, childcare funding mechanisms, quality initiatives, and key issues in early care. Upon completion, students should be able to identify key issues; develop strategic plans; establish relationships with community leaders; and identify opportunities and barriers for advocacy.

ENG 111 Writing and Inquiry 3-0-3

Prerequisites: Take one set: RED 090 and ENG 090, ENG 095, DRE 098, or appropriate placement test scores.

This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive

process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This course has been approved for transfer under the CAA and ICAA as a general education course in English Composition.

ENG 112 Writing/Research in the Disciplines 3-0-3

Prerequisite: ENG 111

This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines. This course has been approved for transfer under the CAA and ICAA as a general education course in English Composition.

ENG 113 Literature-Based Research 3-0-3

Prerequisite: ENG 111

This course, the second in a series of two, expands the concepts developed in ENG 111 by focusing on writing that involves literature-based research and documentation. Emphasis is placed on critical reading and thinking and the analysis and interpretation of prose, poetry, and drama: plot, characterization, theme, cultural context, etc. Upon completion, students should be able to construct mechanically-sound, documented essays and research papers that analyze and respond to literary works. Students should be able to respond to literature orally in class discussions and in small group and individual presentations. This course has been approved for transfer under the CAA and ICAA as a general education course in English Composition

ENG 114 Professional Research and Reporting 3-0-3

Prerequisite: 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 for transfer under the CAA and ICAA as a general education course in English Composition.

ENG 115 Oral Communication 3-0-3

This course introduces the basic principles of oral communication in both small group and public settings. Emphasis is placed on the components of the communication process, group decision-making, and public address. Upon completion, students should be able to demonstrate the principles of effective oral communication in small group and public settings.

ENG 116 Technical Report Writing 3-0-3

Prerequisite: Take one: ENG 110 or ENG 111

This course, the second in a series of two, introduces layout and design of technical reports used in business and industry.

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Emphasis is placed on audience analysis, data collection and analysis, technical writing style and organization, oral presentation or technical data, and the appropriate use of graphics in written and oral presentations. Upon completion, students should be able to produce written and oral reports using a variety of technical communication models.

HEA 112 First Aid & CPR 1-2-2

This course introduces the basics of emergency first aid treatment. Topics include rescue breathing, CPR, first aid for choking and bleeding, and other first aid procedures. Upon completion, students should be able to demonstrate skills in providing emergency care for the sick and injured until medical help can be obtained. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.

MAT 110 Math Measurement & Literacy 2-2-3

Prerequisite: Take one set: Set 1: DMA 010, DMA 020, and DMA 030 Set 2: MAT 060 and MAT 070 Set 3: MAT 060 and MAT 080 Set 4: MAT 060 and MAT 090 Set 5: MAT 095 or appropriate placement scores.

This course provides an activity-based approach that develops measurement skills and mathematical literacy using technology to solve problems for non-math intensive programs. Topics include unit conversions and estimation within a variety of measurement systems; ratio and proportion; basic geometric concepts; financial literacy; and statistics including measures of central tendency, dispersion, and charting of data. Upon completion, students should be able to demonstrate the use of mathematics and technology to solve practical problems, and to analyze and communicate results.

MAT 143 Quantitative Literacy 2-2-3

Prerequisite: Take one set: Set 1: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, and DRE-098 Set 2: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, and ENG-095 Set 3: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, and ENG-090 and RED-090

This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life. This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics (Quantitative).