



## COURSE DESCRIPTIONS

### **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.

### **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.

### **EDU 114 Intro to Family Childcare** 3-0-3

*Prerequisites:* ENG 090/090A, RED 080, MAT 060

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 119 Intro to Early Childhood Education** 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, and Community** 3-0-3

*Prerequisites:* ENG 090/090A, RED 080

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

*Prerequisites:* ENG 090/090A, RED 080

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.

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

*Prerequisites:* ENG 090/090A, RED 080

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.

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

*Prerequisites:* ENG 090/090A, RED 080

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.

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

*Prerequisites:* ENG 090/090A, RED 080

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

*Prerequisites:* ENG 090/090A, RED 080

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 221 Children with Exceptionalities** 3-0-3

*Prerequisites:* ENG 090/090A, RED 090, EDU 144, EDU 145

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.

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

*Prerequisites:* ENG 090/090A, RED 090, EDU 119

This course covers the unique needs and rapid changes that occur in the first three years of life and the inter-related factors that influence development. Emphasis is placed on recognizing and supporting developmental milestones through purposeful strategies, responsive

care routines and identifying elements of quality, inclusive early care and education. Upon completion, students should be able to demonstrate respectful relationships that provide a foundation for healthy infant/toddler/twos development, plan/select activities/materials, and partner with diverse families.

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

*Prerequisites:* ENG 090/090A, RED 090

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

*Prerequisites:* ENG 090/090A, RED 090, 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

*Prerequisites:* ENG 090/090A, RED 090

*Corequisites:* 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

*Prerequisites:* ENG 090/090A, RED 090, EDU 261

*Corequisites:* 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 271 Educational Technology** 2-2-3

*Prerequisites:* ENG 090/090A, RED 090, CIS 110 or CIS 111

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 Experiences** 3-0-3

*Prerequisites:* ENG 090/090A, RED 090

This course is designed to expand students' understanding of 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 284 Early Childhood Prac** 1-9-4

*Prerequisites:* ENG 090/090A, RED 090, EDU 119, EDU 144, EDU 145, EDU 146, EDU 151

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

*Prerequisites :* ENG 090/090A, RED 090, EDU 119, EDU 131, EDU 144, EDU 145

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 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.

**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.

**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.