

## Central Carolina Community College

### Program Planning Guide

#### Early Childhood Associate

#### Credential: Associate in Applied Science Degree in Early Childhood Associate (A55220)

This curriculum prepares individuals to work with all children from infancy through 8 years of age in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers. Coursework includes childhood growth and development of all young children, physical/nutritional needs of children, care and guidance of children, and communication skills with parents and children. Students will foster the cognitive/language, physical/motor, social/emotional and creative development of young children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and childcare programs, preschools, public and private schools, recreational centers, Head Start Programs, and school age programs.

Program Length: 5 semesters

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

Program Sites:

- Chatham Campus – Selected Day Courses  
Selected Evening Courses
- Harnett Campus – Selected Day Courses  
Selected Evening Courses
- Lee Campus - Day, Selected Evening Courses
- Distance - Select Courses

<b>Suggested Course Schedule:</b>	HOURS			Grade	Semester	Notes
	Class	Lab	Credit			
<b>1st Semester (Fall)</b>						
CIS 110	Introduction to Computers	2	2	3		
<b>OR</b> CIS 111	Basic PC Literacy	1	2	2		
EDU 119	Introduction to Early Childhood Ed.	4	0	4		
EDU 144	Child Development I	3	0	3		
EDU 131	Child, Family, & Community	3	0	3		
ENG 111	Expository Writing	3	0	3		
ENG 111A	Expository Writing Lab	0	2	2		
		14	4	16		
<b>2nd Semester (Spring)</b>						
EDU 145	Child Development II	3	0	3		
EDU 146	Child Guidance	3	0	3		
EDU 151	Creative Activities	3	0	3		
EDU 153	Health, Safety, & Nutrition	3	0	3		
<i>See Below</i>	Communications Elective	3	0	3		
		15	0	15		
<b>3rd Semester (Summer)</b>						
EDU 221	Children with Exceptionalities	3	0	3		
	Humanities/Fine Arts Elective	3	0	3		
		6	0	6		
<b>4th Semester (Fall)</b>						
EDU 234	Infants, Toddler, Twos	3	0	3		
EDU 252	Math & Science Activities	3	0	3		
EDU 280	Literacy Experiences	3	0	3		
	Social/Behavioral Science Elective	3	0	3		
MAT 140 <sup>(1)</sup>	Survey of Mathematics	3	0	3		
		15	10	15		

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### 5th Semester (Spring)

EDU 284	Early Childhood Capstone Prac	1	9	4			
EDU 259	Curriculum Planning	3	0	3			
EDU 271	Educational Technology	2	2	3			
See Below	Early Childhood Elective	3	0	3			
		9	9	13			

<sup>(1)</sup>May substitute MAT 115 or PHY 121 (nontransferable)

### Early Childhood Electives

EDU 114	Intro to Family Childcare	3	0	3			
EDU 261	Early Childhood Administration I	3	0	3			
EDU 262	Early Childhood Administration II	3	0	3			
EDU 287	Leadership/Early Childhood	3	0	3			

Total Semester Hours Credit: 65

### 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. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.

#### **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**

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

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 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.

#### **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

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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 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 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.

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### **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 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 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 Expository Writing 3-0-3**

*Prerequisites: Take one set: RED 090 and ENG 090, ENG 095, 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 for transfer under the CAA and ICAA as a general education course in English Composition.

### **ENG 111A Expository Writing Laboratory 0-2-1**

*Prerequisites: Take one set: RED 090 and ENG 090, ENG 095, 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**

*Prerequisite: Take one set: MAT 060 and MAT 070, MAT 060 and MAT 080, MAT 060 and MAT 090, MAT 095, MAT 120, MAT 121, MAT 161, MAT 171, 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. Under the CAA and ICAA, this course satisfies the general education Mathematics requirement for the AA and AFA degrees. It does not satisfy the general education Mathematics requirement for the AS degree.