

Program Planning Guide

School-Age Education, Associate in Applied Science Degree (A55440)

Program Length: 5 semesters

Career Pathway Options: Associate in Applied Science Degree in School-Age Education

Program Sites:

Lee Campus - Day, Selected Evening Courses; Distance - Select Courses

| Suggested Course Schedule: | HOURS | | | Grade | Semester | Notes |
|------------------------------|--|-------|--------|-------|----------|-------|
| | Class | Lab | Credit | | | |
| 1st Semester (Fall) | | | | | | |
| CIS 110 | Introduction to Computers | 2 | 2 | 3 | | |
| OR CIS 111 | Basic PC Literacy | 1 | 2 | 2 | | |
| EDU 131 | Child, Family, & Community | 3 | 0 | 3 | | |
| EDU 144 | Child Development I | 3 | 0 | 3 | | |
| EDU 163 | Classroom Management & Instruction | 3 | 0 | 3 | | |
| ENG 111 | Writing & Inquiry | 3 | 0 | 3 | | |
| | Student Success Course | 1 | 0 | 1 | | |
| | | 14/15 | 4 | 15/16 | | |
| 2nd Semester (Spring) | | | | | | |
| EDU 118 | Principles & Practices of Inst. Asst. | 3 | 0 | 3 | | |
| EDU 145 | Child Development II | 3 | 0 | 3 | | |
| EDU 146 | Child Guidance | 3 | 0 | 3 | | |
| EDU 153 | Health, Safety, & Nutrition | 3 | 0 | 3 | | |
| | Communications Elective | 3 | 0 | 3 | | |
| | | 15 | 0 | 15 | | |
| 3rd Semester (Summer) | | | | | | |
| EDU 221 | Children with Exceptionalities | 3 | 0 | 3 | | |
| | Humanities/Fine Arts Elective | 3 | 0 | 3 | | |
| | | 6 | 0 | 6 | | |
| 4th Semester (Fall) | | | | | | |
| EDU 257 | Instructional Strategies/Math | 3 | 0 | 3 | | |
| EDU 258 | Instructional Strategies/Science | 3 | 0 | 3 | | |
| EDU 281 | Instructional Strategies/Reading & Writing | 3 | 0 | 3 | | |
| *MAT 110/143 | Mathematics requirement | 2 | 2 | 3 | | |
| | Social/Behavioral Science Elective | 3 | 0 | 3 | | |
| | | 14 | 2 | 15 | | |
| 5th Semester (Spring) | | | | | | |
| EDU 243 | Learning Theory | 3 | 0 | 3 | | |
| EDU 271 | Educational Technology | 2 | 2 | 3 | | |
| EDU 285 | Internship Experience School Age | 1 | 9 | 4 | | |
| EDU 289 | Adv. Issues/School-Age | 2 | 0 | 2 | | |
| | School-Age Elective | 3 | 0 | 3 | | |
| | | 11 | 11 | 15 | | |
| School-Age Elective | | | | | | |
| EDU 275 | Effective Teacher Training | 2 | 0 | 2 | | |
| EDU 235 | School-Age Development | 3 | 0 | 3 | | |
| EDU 216 | Foundations of Education | 4 | 0 | 4 | | |

*Students may choose MAT 110 (nontransferable) or MAT 143 (transferable)

Total Semester Hours Credit: 65

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Communications Elective:

| | | | | | | | |
|---------|-------------------------------------|---|---|---|--|--|--|
| COM 231 | Public Speaking | 3 | 0 | 3 | | | |
| ENG 112 | Writing/Research in the Disciplines | 3 | 0 | 3 | | | |
| ENG 113 | Literature-based Research | 3 | 0 | 3 | | | |
| ENG 114 | Professional Research & Reporting | 3 | 0 | 3 | | | |
| ENG 115 | Oral Communication | 3 | 0 | 3 | | | |
| ENG 116 | Technical Report Writing | 3 | 0 | 3 | | | |

*Students may choose MAT 110 (nontransferable) or MAT 143 (transferable)

Total Semester Hours Credit: 65

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.

students should be able to demonstrate basic personal computer skills.

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.

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.

EDU 118 Princ & Prac of Inst Asst 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 instructional assistant’s role in the educational system. Topics include history of education, professional responsibilities and ethics, cultural diversity, communication skills, and identification of the optimal learning environment. Upon completion, students should be able to describe the supporting role of the instructional assistant, demonstrate positive communication skills, and discuss educational philosophy.

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.

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.

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.

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

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,

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 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 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 163 Classroom Mgt and Instruct 3-0-3

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

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 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 243 Learning Theory 3-0-3

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

This course provides lateral entry teachers an introduction to learning theory, various styles of learning, and motivational factors involved in the learning process. Emphasis is placed on the development of cognitive skills using the eight types of intelligence and applying these to practical classroom situations. Upon completion, students should be able to describe theories and styles of learning and discuss the relationship between different types of intelligence to learning motivation.

EDU 257 Inst Strat/Math 2-2-3

Minimum State Prerequisites Take One Set: Set 1: ENG 090 and RED 090, and MAT 060 or Set 2: ENG 095 and MAT 060

This course covers concepts, activities, methods, and materials for teaching mathematics in elementary through middle school grades. Topics include individual instruction, developmental skill building, manipulatives, problem solving, critical thinking and numerical concepts. Upon completion, students should be able to assess, plan, implement and evaluate developmentally appropriate math experiences relating to the NC Standard Course of Study.

EDU 258 Inst Strategies/Science 2-2-3

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

This course covers objectives, content, materials, and instructional approaches to natural sciences for elementary through middle grades. Topics include classroom and laboratory science experiences, research/study techniques, and critical thinking. Upon completion, students should be able to assess/plan/implement/evaluate developmentally appropriate learning experiences in science as related to the North Carolina Standard Course of Study.

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 275 Effective Teacher Training 2-0-2

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

This course provides specialized training using an experienced-based approach to learning. Topics include instructional preparation and presentation, student interaction, time management, learning expectations, evaluation, and curriculum principles and planning. Upon completion, students should be able to prepare and present a six-step lesson plan and demonstrate ways to improve students' time on-task.

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

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

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 285 285 INTERNSHIP EXP SCHOOL AGE 1-9-4

Prerequisites: Take One Set:

Set 1: EDU 144, EDU 145, EDU 118, EDU 163; Set 2: PSY 244, PSY 245, EDU 118, EDU 163; Set 3: PSY 244, EDU 145, EDU 118, EDU 163; Set 4: EDU 144, PSY 245, EDU 118, EDU 163; Set 5: PSY 244, PSY 245, EDU 216, EDU 163; Set 6: EDU 144, EDU 145, EDU 216, EDU 163; Set 7: EDU 144, PSY 245, EDU 216, EDU 163; Set 8: PSY 244, EDU 216, EDU 163

Corequisites: DRE 098

This course is designed to allow students to apply skills in a quality public or private school 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 lesson plans/assessments, appropriate guidance techniques, ethical/professional behaviors as indicated by assignments and onsite faculty visits.

EDU 289 Adv Issues/School Age 2-0-2

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

This course covers advanced topics and issues that relate to school-age programs. Emphasis is placed on current advocacy issues, emerging technology, professional growth, ethics, and organizations for providers/teachers working with school-age populations. Upon completion, students should be able to list, discuss, and explain advanced current topics and issues surrounding school-aged populations.

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 Argument-Based Research 3-0-3

Prerequisite: ENG 111

This course, the second in a series of two, introduces research techniques, documentation styles, and argumentative strategies. Emphasis is placed on historical developments and their impact on the modern world through religion, politics, economics, and social developments. Upon completion, students should be able to compare and contrast western and non-western cultures. 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. Emphasis is placed on audience analysis, data collection and analysis, technical writing style and organization, oral presentation of 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.

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).