



## Credential: Associate in Applied Science Degree in Early Childhood Associate/Teacher Associate A5522B00

Teacher Associate is a concentration under the curriculum title of Early Childhood Associate. This curriculum prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes childhood growth and development, 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 child care 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 - Day (1st Year)

Selected Evening Courses

Harnett Campus - Day (1st & 2nd Year)

Selected Evening Courses

Lee Campus - Day (1st & 2nd Year)

Selected Evening Courses

### Course Requirements for Early Childhood Associate/Teacher Associate Degree

A. <u>General Education Courses</u> (16 SHC)		C-L-SHC
ENG 111	Expository Writing I	3-0-3
ENG 111A	Expository Writing Lab	0-2-1
ENG 114	Prof. Research & Reporting	3-0-3
**MAT 140	Survey of Mathematics	3-0-3
PSY 150	General Psychology	3-0-3
*SPA 111	Elementary Spanish	3-0-3

### B. Required Major Core Courses (20 SHC)

COE 111	Co-op Work Experience I	0-10-1
EDU 119	Early Childhood Education	4-0-4
EDU 131	Children, Family Community	3-0-3
EDU 144	Childhood Development I	3-0-3
EDU 145	Childhood Development II	3-0-3
EDU 146	Child Guidance	3-0-3
EDU 221	Children w Special Needs	3-0-3

\*\* Students may substitute MAT 115 (nontransferable).

### Concentration Courses (12 SHC)

COE 121	Co-op Work Ex. II	0-10-1
EDU 118	Teacher Assoc Princ/Prac	3-0-3
EDU 186	Reading & Writing Methods	3-0-3
EDU 275	Effective Teacher Training	2-0-2
EDU 285	Internship Exp-School-Age	1-0-1
EDU 235	School Age Devel. & Progr.	2-0-2

### C. Other Required Major Hours (20 SHC)

CIS 111	Basic PC Literacy	1-2-2
COE 115	Work Exp. Seminar I	1-0-1
COE 125	Work Exp. Seminar II	1-0-1
EDU 151	Creative Activities	3-0-3
EDU 153	Health, Safety, & Nutrition	3-0-3
EDU 252	Math/Science Activities	3-0-3
EDU 254	Music/Movement-Children	1-2-2
EDU 259	Curriculum Planning	3-0-3
EDU 241	Adult-Child Relations	2-0-2

Total Semester Hours Credit Required for Graduation: 68

### Semester Curriculum for Early Childhood Associate/Teacher Associate Degree

1st Semester (Fall)		C-L-SHC
CIS 111	PC Literacy	1-2-2
EDU 119	Early Childhood Education	4-0-4
EDU 144	Child Development I	3-0-3
EDU 241	Adult-Child Relations	2-0-2
PSY 150	General Psychology	<u>3-0-3</u>
		12-4-14

2nd Semester (Spring)		C-L-SHC
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
ENG 111	Expository Writing I	3-0-3
ENG 111A	Expository Writing Lab	<u>0-2-1</u>
		15-2-16

3rd Semester (Summer)		C-L-SHC
EDU 131	Children, Family Community	3-0-3
EDU 235	School Age Devel. & Progr.	2-0-2
EDU 254	Music/Movement-Children	<u>1-2-2</u>
		6-2-7

4th Semester (Fall)		C-L-SHC
COE 111	Co-op Work Exp. I	0-10-1
COE 115	Work Exp. Seminar I	1-0-1
**MAT 140	Survey of Mathematics	3-0-3
EDU 118	Teacher Assoc Princ/Prac	3-0-3
EDU 221	Children w Special Needs	3-0-3
EDU 252	Math & Science Activities	<u>3-0-3</u>
		13-10-14

5th Semester (Spring)		C-L-SHC
COE 121	Co-op Work Exp. II	0-10-1
COE 125	Work Exp. Seminar II	1-0-1
EDU 186	Reading & Writing Methods	3-0-3
EDU 259	Curriculum Planning	3-0-3
EDU 275	Effective Teacher Training	2-0-2
EDU 285	Internship Exp-School-Age	1-0-1
ENG 114	Prof. Research & Reporting	3-0-3
*SPA 111	Elementary Spanish	<u>3-0-3</u>
		16-10-17

\* Students may substitute any approved Humanities course.

Total Semester Hours Credit: 68

\* Students may substitute any approved Humanities course.

\*\* Students may substitute MAT 115 (nontransferable).

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

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

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

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

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 118 Teach Assoc Princ & Prac** 3-0-3

This course covers the teacher associate'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 professional role of the teacher associate, demonstrate positive communication, and discuss educational philosophy. *This course is a unique concentration requirement in the Teacher Associate concentration in the Early Childhood Associate program.*

**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, & 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 and the developmental sequences of children from conception through the pre-school years for early childhood educators. Emphasis is placed on sequences in physical/motor, social, emotional, cognitive, and language development and appropriate experiences for the young child. Upon completion, students should be able to identify developmental milestones, plan experiences to enhance development, and describe appropriate interaction techniques and environments for typical/atypical development.

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

*Prerequisites*  
This course covers theories of child development and developmental sequences of children from pre-school through middle childhood for early childhood educators. Emphasis is placed on characteristics of physical/motor, social, emotional, and cognitive/language development and appropriate experiences for children. Upon completion, students should be able to identify developmental characteristics, plan experiences to enhance development, and describe appropriate interaction techniques and environments.

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

This course introduces practical principles and techniques for developmentally appropriate guidance. Emphasis is placed on encouraging self-esteem and cultural awareness, effective communication skills, and direct and indirect guidance techniques and strategies. Upon completion, students should be able to demonstrate strategies which encourage positive social interactions, promote conflict resolution, and develop self-control, self-motivation, and self-esteem in children.

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

This course covers creative learning environments, planning and implementing developmentally appropriate experiences, and developing appropriate teaching materials for the classroom. Emphasis is placed on creative activities for children in art, music, movement and physical skills, and dramatics. Upon completion, students should be able to select and evaluate developmentally appropriate learning materials and activities.

**EDU 153 Health, Safety, & Nutrit** 3-0-3

This course focuses on promoting and maintaining the health and well-being of children. Topics include health and nutritional needs, safe and healthy environments, and recognition and reporting of child abuse and neglect. Upon completion, students should be able to set up and monitor safe indoor and outdoor environments and implement a nutrition education program.

- EDU 186 Reading & Writing Methods** 3-0-3  
This course covers concepts, resources, and methods for teaching reading and writing to school-age 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 developmentally appropriate reading and writing experiences. *This course is a unique concentration requirement in the Teacher Associate concentration in the Early Childhood Associate program.*
- EDU 221 Children with Sp Needs** 3-0-3  
*Prerequisites: EDU 144 and EDU 145 or PSY 244 and PSY 245*  
This course introduces working with children with special needs. Emphasis is placed on the characteristics and assessment of children and strategies for adapting the home and classroom environment. Upon completion, students should be able to recognize atypical development, make appropriate referrals, and work collaboratively to plan, implement, and evaluate inclusion strategies.
- EDU 235 School-Age Dev & 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 & 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 & 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 275 Effective Teach Train** 2-0-2  
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 285 Internship Exp-School Age** 1-0-1  
*Prerequisites: ENG 111*  
*Corequisites: COE 121 or COE 122*  
This course provides an opportunity to discuss internship experiences with peers and faculty. Emphasis is placed on evaluating and integrating practicum experiences. Upon completion, students should be able to demonstrate competence in early childhood education. *This course is a unique concentration requirement in the Teacher Associate concentration in the Early Childhood Associate program.*
- ENG 111 Expository Writing** 3-0-3  
*Prerequisites: 80 CPT reading score and 86 CPT writing score, or 18 ACT score, or 450 verbal SAT score, or satisfactory completion of developmental requirements.*  
*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: 80 CPT reading and 86 CPT writing score, or 18 ACT score, or 450 verbal SAT score, or satisfactory completion of developmental requirements.*  
*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 & 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: CPT arithmetic score of 57 and algebra score of 38, or ACT score of 18, or SAT mathematics score of 450, or successful completion of developmental requirements*

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.*

**SPA 111 Elementary Spanish I**

3-0-3

This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*