



Program Planning Guide

Early Childhood Education/Career Track, Associate in Applied Science Degree (A55220C)

Program Length: 5 Semesters

Program Sites: Lee Main Campus - Day with some evening classes available; Distance Education - select courses available

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

Suggested Course Schedule		Class	Lab	Work	Credits	Notes:
1st Semester (fall)						
ACA 122	College Transfer	0	2	0	1	
EDU 119	Intro to Early Child Education	4	0	0	4	
EDU 131	Child, Family, and Community	3	0	0	3	
EDU 144	Child Development I	3	0	0	3	
ENG 111	Writing & Inquiry	3	0	0	3	
	Total Semester Hours	13	2	0	14	
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 & Nutrition	3	0	0	3	
Communications Elective		3	0	0	3	
	Total Semester Hours	15	0	0	15	
3rd Semester (summer)						
EDU 221	Children with Exceptionalities	3	0	0	3	
Humanities Elective		3	0	0	3	
	Total Semester Hours	6	0	0	6	



4th Semester (fall)						
EDU 234	Infants, Toddlers, and Twos	3	0	0	3	
EDU 252	Math & Science Activities	3	0	0	3	
EDU 271	Educational Technology	2	2	0	3	
Social/Behavioral Science Elective		3	0	0	3	
Mathematics Requirement		2/3	2	0	3/4	
Total Semester Hours		13/14	4	0	15/16	
5th Semester (spring)						
EDU 259	Curriculum Planning	3	0	0	3	
EDU 280	Literacy Experiences	3	0	0	3	
EDU 284	Early Child Capstone Prac	1	9	0	4	
Early Childhood Electives (take 2 courses)					5	
Total Semester Hours					15	
Total Semester Hours Credit Required for Graduation: 65						



Electives Listings

Approved Humanities/Fine Arts Electives Associate in Applied Science Degree/Diploma		Approved Social/Behavioral Science Electives Associate in Applied Science Degree/Diploma	
ART 111	Art Appreciation	ANT 210	General Anthropology
ART 114	Art History Survey I	ANT 220	Cultural Anthropology
ART 115	Art History Survey II	ECO 151	Survey of Economics
DRA 111	Theatre Appreciation	ECO 251	Principles of Microeconomics
ENG 125	Creative Writing I	ECO 252	Principles of Macroeconomics
ENG 231	American Literature I	HIS 111	World Civilization I
ENG 232	American Literature II	HIS 112	World Civilization II
ENG 241	British Literature I	HIS 131	American History I
ENG 242	British Literature II	HIS 132	American History II
HUM 110	Technology & Society	HIS 222	African-American History I
HUM 115	Critical Thinking	HIS 223	African-American History II
HUM 120	Cultural Studies	HIS 226	The Civil War
HUM 122	Southern Culture	HIS 236	North Carolina History
HUM 150	American Women's Studies	POL 120	American Government
HUM 160	Introduction to Film	PSY 150	General Psychology
MUS 110	Music Appreciation	PSY 237	Social Psychology
MUS 112	Introduction to Jazz	PSY 241	Developmental Psychology
PHI 240	Introduction to Ethics	PSY 246	Adolescent Psychology
REL 110	World Religions	PSY 281	Abnormal Psychology
REL 211	Intro to Old Testament	SOC 210	Introduction to Sociology
REL 212	Intro to New Testament	SOC 213	Sociology of the Family
Communications; select one:		SOC 220	Social Problems
ENG 112	Writing/Research in the Disc	SOC 225	Social Diversity
ENG 114	Prof Research & Reporting	SOC 232	Social Context of Aging
ENG 115	Oral Communication	SOC 240	Social Psychology
ENG 116	Technical Report Writing	Mathematics; select one:	
COM 110	Introduction to Communication	MAT 110	Math Measurement & Literacy
COM 120	Intro Interpersonal Com	MAT 143	Quantitative Literacy
COM 231	Public Speaking	PHY 121	Applied Physics I

[Catalog Course Description Section](#)

Early Childhood Electives; select two:

EDU 158	Healthy Lifestyles-Youth
EDU 163	Classroom Management & Instruction
EDU 216	Foundations of Education
EDU 235	School-Age Develop & Programs
EDU 261	Early Childhood Admin I
EDU 262	Early Childhood Admin II
EDU 263	School-Age Program Admin
EDU 281	Instruc Strat/Read & Writing



Course Descriptions

ACA 122 College Transfer Success

This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college policies and 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/ICAA as a premajor and/or elective course requirement.

EDU 119 Intro to Early Childhood Educ

This course introduces the foundations of culturally responsive, equitable and inclusive early childhood education, planning intentional developmentally appropriate experiences, learning activities, and teaching strategies for indoor and outdoor environments for all young children, guidance techniques, and professionalism. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, guidance techniques, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to implement developmentally appropriate environments, guidance techniques, schedules, and teaching strategies across developmental domains to support culturally, linguistically, and ability diverse children and their families in inclusive settings, and design a personal career/professional development plan.

EDU 131 Child, Family, & Community

This course covers the development of partnerships among culturally, linguistically and ability diverse families, children, schools and communities through the use of evidence-based strategies. Emphasis is placed on developing skills and identifying benefits for establishing and supporting respectful relationships between diverse families, programs/schools, and community agencies/resources reflective of the NAEYC Code of Ethical Conduct and the Code of Ethics for North Carolina Educators. Upon completion, students should be able to identify appropriate relationship building strategies between diverse families, children birth through adolescence, schools, and communities and demonstrate a variety of communication skills including appropriate use of technology to support every child.

EDU 144 Child Development I

This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

EDU 145 Child Development II

This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

EDU 146 Child Guidance

This course introduces evidence-based strategies to build nurturing relationships with each child by applying principles and practical techniques to facilitate developmentally appropriate guidance. Topics include designing responsive/supportive learning environments, cultural, linguistic and socio-economic influences on behavior, appropriate expectations, the importance of communication with children/families including using technology and the use of formative assessments in establishing intentional strategies for children with unique needs. Upon completion, students should be able to demonstrate direct/indirect strategies to encourage social skills, self-regulation, emotional expression and positive behaviors while recognizing the relationship between children's social, emotional and cognitive development.

**EDU 151 Creative Activities**

This course introduces developmentally supportive, diverse, equitable, and inclusive creative learning environments with attention to divergent thinking, creative problem-solving, evidence-based teaching practices, and open-ended learning materials and activities that align with the NC Foundations for Early Learning and Development. Emphasis is placed on best practices providing process-driven culturally diverse, learning experiences in art, music, creative movement, dance, and dramatic play integrated across all domains and academic content in indoor/outdoor environments for every young child age birth through age eight. Upon completion, students should be able to observe, examine, create, adapt, and advocate for developmentally appropriate creative learning materials, experiences, and environments for children that are culturally, linguistically, and ability diverse.

EDU 153 Health, Safety, and Nutrition

This course covers promoting and maintaining the health and well-being of every child. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, health benefits of active play, recognition and reporting of abuse/neglect, and state regulations. Upon completion, students should be able to apply knowledge of NC Foundations for Early Learning and Development for health, safety, nutritional needs and safe learning environments.

EDU 221 Children with Exceptional

Prerequisite. Take one set: 1) EDU 144 and EDU 145; 2) PSY 244, PSY 245

This course covers atypical patterns of child development, inclusive/diverse settings, evidenced-based educational/family plans, differentiated instruction, adaptive materials, and assistive technology. Emphasis is placed on the characteristics of exceptionalities and delays, early intervention/special education, transitions, observation, developmental screening, formative assessment of children, and collaborating with families and community partners. Upon completion, students should be able to recognize diverse abilities, describe the referral process, identify community resources, explain the importance of collaboration with families/professionals, and develop appropriate strategies/adaptations to support children in all environments with best practices as defined by laws, policies and the NC Foundations for Early Learning and Development. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

EDU 234 Infants, Toddlers, & Twos

Prerequisite: EDU 119

This course covers the development of high-quality, individualized, responsive/engaging relationships and experiences for infants, toddlers, and twos. Emphasis is placed on typical and atypical child development, working with diverse families to provide positive, supportive, and engaging early learning activities and interactions through field experiences and the application of the NC Foundations for Early Learning and Development. Upon completion, students should be able to demonstrate responsive curriculum planning, respectful relationships and exposure to a variety of developmentally appropriate experiences/materials that support a foundation for healthy development and growth of culturally, linguistically and ability diverse children birth to 36 months.

EDU 252 Math and Sci Activities

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

Prerequisite: EDU 119

This course is designed to focus on using content knowledge to build effective developmentally appropriate approaches that are culturally responsive, equitable, and ability diverse for young children. Topics include components of curriculum, a variety of curriculum models, authentic observation and assessment, and planning developmentally appropriate experiences and indoor/outdoor environments aligned with the NC Foundations for Early Learning and Development. Upon completion, students should be able to understand, evaluate, and use developmentally appropriate curriculum to plan for the individual/group needs of young children.

EDU 271 Educational Technology

This course introduces the appropriate and ethical use of technology that is inclusive of digital and analog materials/tools to enhance teaching and learning in all educational settings. Emphasis is placed on the developmentally appropriate use of technology with children, ethical issues, digital citizenship, instructional strategies, assistive technology, and the use of technology for professional development and communication with families. Upon completion, student should be able to demonstrate professional and ethical implementation of various modes of technology in culturally responsive and equitable ways to support diverse children, families and communities.

EDU 280 Language and Literacy

This course provides evidence-based strategies for enhancing language and literacy experiences that align with NC Foundations for Early Learning and Development. Topics include developmental sequences for children's emergent receptive and expressive language, print concepts, appropriate observations/assessments, literacy enriched environments, quality selection of diverse literature, interactive media, and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate language and literacy experiences for children who are culturally, linguistically and ability diverse.

**EDU 284 Early Childhood Capstone Prac**

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

This course is designed to allow students to demonstrate acquired 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/engaging families; and modeling reflective and professional practices based on national and state guidelines. Upon completion, students should be able to apply NC Foundations for Early Learning and Development to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors, including the use of appropriate technology, as indicated by assignments and onsite faculty assessments.

ENG 111 Writing and Inquiry

Prerequisite: Take one set: Set 1: DRE 097; Set 2: ENG 002; Set 3: BSP 4002

Corequisite: Take ENG 011

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/ICAA as a general education course in English Composition.