

# Education (EDU)

## **EDU 119. Introduction to Early Childhood Education. 4.0 Credits.**

Class-4.0. Clinical-0.0. Lab-0.0. Work-0.0

This course introduces the foundations of early childhood education, the diverse educational settings for young children, professionalism and planning intentional developmentally appropriate experiences for each child. 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, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career/professional development plan, appropriate environments, schedules, and activity plans.

## **EDU 131. Child, Family, and Community. 3.0 Credits. Class-3.0.**

Clinical-0.0. Lab-0.0. Work-0.0

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. 3.0 Credits. Class-3.0. Clinical-0.0.**

Lab-0.0. Work-0.0

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.

## **EDU 145. Child Development II. 3.0 Credits. Class-3.0. Clinical-0.0.**

Lab-0.0. Work-0.0

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.

## **EDU 146. Child Guidance. 3.0 Credits. Class-3.0. Clinical-0.0. Lab-0.0. Work-0.0**

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. 3.0 Credits. Class-3.0. Clinical-0.0.**

Lab-0.0. Work-0.0

This course introduces developmentally supportive creative learning environments with attention to divergent thinking, creative problem-solving, evidence-based teaching practices, and open-ended learning materials while applying NC Foundations for Early Learning and Development. Emphasis is placed on observation of process driven learning experiences in art, music, creative movement, dance, and dramatics for every young child age birth through eight, integrated through all domains and academic content. Upon completion, students should be able to examine, create, and adapt developmentally creative learning materials, experiences, and environments for children that are culturally, linguistically, and ability diverse.

Corequisites: Take EDU 151A

## **EDU 151A. Creative Activities Lab. 1.0 Credit. Class-0.0. Clinical-0.0.**

Lab-2.0. Work-0.0

This course provides a laboratory component to complement EDU 151. Emphasis is placed on practical experiences that enhance concepts introduced in the classroom. Upon completion, students should be able to demonstrate a practical understanding of the development and implementation of appropriate creative activities.

Corequisites: Take EDU 151

## **EDU 153. Health, Safety and Nutrition. 3.0 Credits. Class-3.0.**

Clinical-0.0. Lab-0.0. Work-0.0

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 154. Social/Emotion/Behavior Development. 3.0 Credits.**

Class-3.0. Clinical-0.0. Lab-0.0. Work-0.0

This course covers the emotional/social development of children and the causes, expressions, prevention and management of challenging behaviors in all children. Emphasis is placed on caregiver/family/child relationships, positive emotional/social environments, developmental concerns, risk factors, and intervention strategies. Upon completion, students should be able to identify factors influencing emotional/social development, utilizing screening measures, and designing positive behavioral supports.

Prerequisites: Take One Set: Set 1: EDU 144 and EDU 145; Set 2: PSY 244 and PSY 245

**EDU 157. Active Play. 3.0 Credits.** Class-2.0. Clinical-0.0. Lab-2.0. Work-0.0

This course introduces physical activities to promote the development of the whole child, birth through middle childhood. Topics include active play, outdoor learning, design of the environment, development of play skills, loose parts play, nature play, risk benefit assessment, advocacy, and family/community connection. Upon completion, students should be able to discuss the stages of play, the role of teachers in play, active play environments, advocate for the child's right to play, and plan and assess appropriate experiences using NC Foundations for Early Learning and Development.

**EDU 158. Healthy Lifestyles-Youth. 3.0 Credits.** Class-3.0. Clinical-0.0. Lab-0.0. Work-0.0

This course introduces the topics of health, safety, nutrition, physical activities and environments for the school-age child/youth that promote development, fitness and healthy lifestyles. Topics include the use of physical and nutritional/cooking activities (indoor/outdoor, teacher-directed/youth-directed) appropriate for youth developing typically/atypically; safe/healthy menu planning; safe/healthy environmental design, assessment and supervision. Upon completion, students should be able to plan/facilitate safe/healthy physical and nutritional/cooking activities, discuss safety policies/regulations and identify health/safety/nutritional needs of youth.

**EDU 162. Observation and Assessment in Early Childhood Education. 3.0 Credits.** Class-3.0. Clinical-0.0. Lab-0.0. Work-0.0

This course introduces the research, benefits, goals, and ethical considerations associated with observation and formative assessment in early childhood education. Emphasis is placed on the implementation of multiple observation/assessment strategies including anecdotal records, event samples, rating scales, and portfolios to create appropriate learning experiences. Upon completion, students should be able to practice responsible assessment and effectively use tools to assess the child, teacher practices and indoor and outdoor environments to enhance programming; and explain the importance of assessment partnerships with families and other professionals.

**EDU 163. Classroom Management and Instruction. 3.0 Credits.** Class-3.0. Clinical-0.0. Lab-0.0. Work-0.0

This course examines classroom management and evidence-based instructional strategies that create supportive learning environments to provide developmentally appropriate guidance for school-age populations. Topics include classroom management and organization, teaching strategies, individual student differences and learning styles, ongoing systematic observation, and developmentally appropriate classroom guidance techniques. Upon completion, students should be able to utilize developmentally appropriate behavior management and high quality instructional strategies that enhance the teaching/learning process and promote students' academic success.

**EDU 187. Teaching and Learning for All. 4.0 Credits.** Class-3.0. Clinical-0.0. Lab-3.0. Work-0.0

This course introduces students to knowledge, concepts, and best practices needed to provide developmentally appropriate, effective, inclusive, and culturally responsive educational experiences in the classroom. Topics include growth and development, learning theory, student motivation, teaching diverse learners, classroom management, inclusive environments, student-centered practices, instructional strategies, teaching methodologies, observation/assessment techniques, educational planning, reflective practice, collaboration, cultural competence, ethics, professionalism, and leadership. Upon completion, students should be able to identify the knowledge, skills, roles, and responsibilities of an effective educator as defined by state and national professional teaching standards.

**EDU 188. Issues in Early Childhood Education. 2.0 Credits.** Class-2.0. Clinical-0.0. Lab-0.0. Work-0.0

This course covers topics and issues in early childhood education. Emphasis is placed on current advocacy issues, emerging technology, professional growth experiences, and other related topics. Upon completion, students should be able to list, discuss, and explain current topics and issues in early childhood education.

**EDU 216. Foundations of Education. 3.0 Credits.** Class-3.0. Clinical-0.0. Lab-0.0. Work-0.0

This course introduces the examination of the American educational systems and the teaching profession. Topics include the historical and philosophical influences on education, various perspectives on educational issues, and experiences in birth through grade 12 classrooms. Upon completion, students should be able to reflect on classroom observations, analyze the different educational approaches, including classical/traditional and progressive, and have knowledge of the various roles of educational systems at the federal, state and local level.

**EDU 221. Children With Exceptionalities. 3.0 Credits.** Class-3.0. Clinical-0.0. Lab-0.0. Work-0.0

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. Prerequisites: Take one set: Set 1: EDU 144 and EDU 145; Set 2: PSY 244 and PSY 245

**EDU 234. Infants, Toddlers, and Twos. 3.0 Credits.** Class-3.0.

Clinical-0.0. Lab-0.0. Work-0.0

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.

Prerequisites: Take EDU 144

**EDU 235. School-Age Development and Programs. 3.0 Credits.**

Class-3.0. Clinical-0.0. Lab-0.0. Work-0.0

This course includes developmentally appropriate practices in group settings for school-age children. Emphasis is placed on principles of development, environmental planning, and positive guidance techniques and program development. Upon completion, students should be able to discuss developmental principles for culturally, linguistically, and ability diverse children ages five to twelve and plan and implement developmentally appropriate programs and activities.

**EDU 243. Learning Theory. 3.0 Credits.** Class-3.0. Clinical-0.0. Lab-0.0.

Work-0.0

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 244. Human Growth and Development. 3.0 Credits.** Class-3.0.

Clinical-0.0. Lab-0.0. Work-0.0

This course introduces lateral entry teachers to theories and ages and stages related to human growth and development from birth through adolescence. Emphasis is placed on development through the stages of a child's life in the areas of physical, emotional, social, intellectual, and moral development. Upon completion, students should be able to identify and describe milestones of each stage in all areas of development and discuss factors that influence growth.

**EDU 245. Policies and Procedures. 3.0 Credits.** Class-3.0. Clinical-0.0.

Lab-0.0. Work-0.0

This course is designed to introduce new lateral entry teachers to the policies and procedures established by the local education agency. Topics include emergency situation procedures, acceptable discipline, chain of command, role of mentors, evaluation procedures, employment requirements, dress codes, and other policies and procedures. Upon completion, students should be able to explain the policies and procedures to students, parents, or others and discuss the purpose of each policy category.

**EDU 250. Teacher Licensure Preparation. 3.0 Credits.** Class-3.0.

Clinical-0.0. Lab-0.0. Work-0.0

This course provides information and strategies necessary for transfer to a teacher licensure program at a senior institution. Topics include entry level teacher licensure exam preparation, performance based assessment systems, requirements for entry into teacher education programs, the process to become a licensed teacher in North Carolina, and professionalism including expectations within the field of education. Upon completion, students should be able to utilize educational terminology and demonstrate knowledge of teacher licensure processes including exam preparation, technology based portfolio assessment, and secondary admissions processes to the school of education at a senior institution. Prerequisites: Take One Set: Set 1: ENG 111 and MAT 143; Set 2: ENG 111 and MAT 152; Set 3: ENG 111 and MAT 171

**EDU 251. Exploration Activities. 3.0 Credits.** Class-3.0. Clinical-0.0.

Lab-0.0. Work-0.0

This course covers fundamental concepts in the content areas of science, technology, engineering, math and social studies through investigative experiences. Emphasis is placed on exploring fundamental concepts, developmentally appropriate scope and sequence, and teaching strategies to engage each child in the discovery approach. Upon completion, students should be able to understand major concepts in each content area and implement appropriate experiences for young children.

Prerequisites: Take EDU 119, EDU 144, EDU 151, EDU 151A

**EDU 251A. Exploration Activities Lab. 1.0 Credit.** Class-0.0.

Clinical-0.0. Lab-2.0. Work-0.0

This course provides a laboratory component to practice content knowledge gained from EDU 251. Emphasis is placed on practical experience that enhances the fundamental concepts. Upon completion, students should be able to demonstrate the discovery approach to teaching and plan appropriate science, technology, engineering, math, and social studies experiences for each child.

Prerequisites: Take EDU 119, EDU 144, EDU 151, EDU 151A

Corequisites: Take EDU 251

**EDU 254. Music and Movement for Children. 2.0 Credits.** Class-1.0.

Clinical-0.0. Lab-2.0. Work-0.0

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 Credits.** Class-3.0. Clinical-0.0.

Lab-0.0. Work-0.0

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

Prerequisites: Take EDU 119, EDU 145, EDU 151, EDU 151A

**EDU 261. Early Childhood Administration I. 3.0 Credits.** Class-3.0. Clinical-0.0. Lab-0.0. Work-0.0

This course introduces principles and practices essential to preparing and supporting child care administrators. Topics include program philosophy, policies and procedures, NC Child Care Law and Rules, business planning, personnel and fiscal management, and NAEYC Code of Ethical Conduct Supplement for Early Childhood Program Administration. Upon completion, students should be able to articulate a developmentally appropriate program philosophy, locate current state licensing regulations, analyze a business plan and examine comprehensive program policies and procedures.

Corequisites: Take EDU 119

**EDU 262. Early Childhood Administration II. 3.0 Credits.** Class-3.0. Clinical-0.0. Lab-0.0. Work-0.0

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.

Prerequisites: Take all: EDU 119 and EDU 261

**EDU 263. School-Age Program Administration. 2.0 Credits.** Class-2.0. Clinical-0.0. Lab-0.0. Work-0.0

This course introduces the methods and procedures for development and administration of school-age programs in the public or proprietary setting. Emphasis is placed on the construction and organization of the physical environment. Upon completion, students should be able to plan, develop and administer a quality school-age program.

**EDU 271. Educational Technology. 3.0 Credits.** Class-2.0. Clinical-0.0. Lab-2.0. Work-0.0

This course introduces the ethical use of technology to enhance teaching and learning in all educational settings. Emphasis is placed on technology concepts, ethical issues, digital citizenship, instructional strategies, assistive technology, and the use of technology for professional development and communication. Upon completion, students should be able to discuss technology concepts, ethically use a variety of technology resources, demonstrate appropriate technology skills in educational environments, and identify assistive technology.

Prerequisites: Take EDU 221

**EDU 279. Literacy Development and Instruction. 4.0 Credits.**

Class-3.0. Clinical-0.0. Lab-3.0. Work-0.0

This course is designed to provide students with concepts and skills of literacy development, instructional methods/materials and assessment techniques needed to provide scientifically-based, systematic reading and writing instruction into educational practice. Topics include literacy concepts, reading and writing development, developmentally appropriate pedagogy, culturally-responsive instruction, standards-based outcomes, lesson planning, formative/summative assessment, recognizing reading difficulties, research-based interventions, authentic learning experiences, classroom implementation, and reflective practice. Upon completion, students should be able to plan, implement, assess, evaluate, and demonstrate developmentally appropriate literacy instruction aligned to the NC Standard Course of Study and other state and national standards.

**EDU 280. Language and Literacy Experiences. 3.0 Credits.** Class-3.0. Clinical-0.0. Lab-0.0. Work-0.0

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.

Prerequisites: Take EDU 119 EDU 144 EDU 151 EDU 151A

**EDU 280A. Literacy Experiences Lab. 1.0 Credit.** Class-0.0. Clinical-0.0. Lab-2.0. Work-0.0

This course provides a laboratory component to complement EDU 280.

Emphasis is placed on practical experiences that enhance concepts introduced in the classroom. Upon completion, students should be able to demonstrate a practical understanding of the development and implementation of appropriate early literacy experiences.

Corequisites: Take EDU 280

**EDU 284. Early Childhood Capstone Practicum. 4.0 Credits.** Class-1.0. Clinical-0.0. Lab-9.0. Work-0.0

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.

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, EDU 144, PSY 245, EDU 146, and EDU 151; Set 4: EDU 119, PSY 244, EDU 145, EDU 146, and EDU 151

**EDU 288. Advanced Issues in Early Childhood Education. 2.0 Credits.** Class-2.0. Clinical-0.0. Lab-0.0. Work-0.0

This course covers advanced topics and issues in early childhood.

Emphasis is placed on current advocacy issues, emerging technology, professional growth experiences, and other related topics. Upon completion, students should be able to list, discuss, and explain advanced current topics and issues in early childhood education.