

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 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, 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, 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 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 young children and the varied causes, expressions, prevention methods and management strategies of challenging behaviors. Emphasis is placed on culturally responsive and supportive caregiver/family/child relationships, positive emotional/social environments, developmental concerns, risk factors, and planning culturally responsive, equitable, developmentally appropriate intervention strategies. Upon completion, students should be able to identify factors that influence emotional/social development, utilize screening measures, and design positive behavioral supports for children and the environment, as well as effective teaching strategies.

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 children with diverse abilities, 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 culturally responsive, equitable and developmentally 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 covers maintaining the health and well-being of all school-age children. Topics include health, safety, nutrition, physical activities and environments that promote development, fitness, and healthy lifestyles. Upon completion, students should be able to plan developmentally appropriate, safe/healthy physical activities that support the healthy development of school-age children, be able to plan and identify healthy eating choices that support healthy development as well as design safety policies and procedures and environments that promote healthy lifestyles.

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 identify specific needs of individual children with diverse abilities and 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 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. Trends and Policies in Early Childhood. 3.0 Credits. Class-3.0. Clinical-0.0. Lab-0.0. Work-0.0

This course covers current topics and policies in the diverse and inclusive field of early childhood education that affect young children, families, communities, and professionals. Emphasis is placed on but not limited to advocacy, equity, bias and social justice, emerging research, professionalism, reflective practice, and legal/ethical concerns. Upon completion, student should be able to list, discuss, and explain current trends/policies in early childhood education as well as develop an advocacy plan based on course content.

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 aligned with NC Foundations for Early Learning and Development. Emphasis is placed on exploring fundamental concepts, scope and sequence, and teaching strategies to engage each child through play and open-ended discovery in indoor/outdoor environments. Upon completion, students should be able to understand major concepts in each content area and implement developmentally appropriate, culturally responsive, equitable, and inclusive experiences for all 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 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.

Prerequisites: TAKE 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 270. Effective Instructional Environments. 2.0 Credits. Class-2.0. Clinical-0.0. Lab-0.0. Work-0.0

This course is designed to provide learners with the knowledge and skills to create, manage, and assess effective instructional environments, learning attitudes, and behaviors for today's diverse learning population. Topics include organizing the learning environment, fostering positive learning attitudes, supporting healthy stakeholder partnerships, engaging students using effective differentiated instruction, guiding, and managing student behaviors, and assessing student progress. Upon completion of this course, learners will demonstrate effective dispositions of the professional educator that include managing schedules, spaces, and resources, promoting supportive learning mindsets, engaging students with diverse instructional strategies, guiding student behaviors to maximize both the instructional and social climate, and analyzing and effectively responding to student progress.

EDU 272. Technology, Data, and Assessment. 3.0 Credits. Class-2.0. Clinical-0.0. Lab-3.0. Work-0.0

This course is designed to provide students with the knowledge and skills to utilize digital instructional technologies and technology-based assessments to plan and implement appropriate educational experiences and interventions in the classroom. Topics include educational technology to enhance instruction, instructional technologies for teaching, technology-based assessment, formative and summative assessments, data to inform practice, and ethical practices for technology and assessment. Upon completion, students will be able to demonstrate effective integration of educational technology into classroom practice, appropriate use of technology-based assessments, and practical application of data to inform educational planning and interventions.

EDU 277. Integrated Curriculum and Instructional Strategies: Math/ Science. 3.0 Credits. Class-2.0. Clinical-0.0. Lab-3.0. Work-0.0

This course is designed to provide learners with the content knowledge, instructional methods/materials, and assessment techniques needed to provide research-based math and science K - 12 instruction. Topics include essential math and science concepts and skills, developmentally appropriate pedagogy, culturally responsive instruction, standards-based outcomes, technology enhanced lesson planning, formative/summative assessments, research-based interventions, authentic learning experiences, and reflective practice. Upon completion, learners will be able to plan, implement, assess, and reflect on developmentally appropriate math and science instruction aligned to the NC Standard Course of Study, other professional and national standards.

EDU 278. Integrated Curriculum and Instructional Strategies: Social Studies/ELA. 3.0 Credits. Class-2.0. Clinical-0.0. Lab-3.0. Work-0.0

This course is designed to provide learners with the content knowledge, instructional methods/materials, and assessment techniques needed to provide research-based social studies and ELA K -12 instruction. Topics include essential social studies and ELA concepts and skills, developmentally appropriate pedagogy, culturally responsive instruction, standards-based outcomes, technology enhanced lesson planning, formative/summative assessments, research-based interventions, authentic learning experiences, and reflective practice. Upon completion, learners will be able to plan, implement, assess, and reflect on developmentally appropriate social studies and ELA instruction aligned to the NC Standard Course of Study, other professional and national standards.

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 283. Educator Preparation Practicum. 3.0 Credits. Class-2.0. Clinical-0.0. Lab-3.0. Work-0.0

This course is designed to allow learners to demonstrate acquired skills and competencies in a developmentally appropriate learning environment. Topics include dispositions of effective teachers, portfolio assessment development, reflective practice, teaching methods, assessment strategies, and professional practices based on state and national Teaching Standards. Upon completion, learners should be able to provide a portfolio assessment with evidence of ethical/professional standards, respect for a diverse population in learning environments, content knowledge, appropriate guidance intervention, and grade-level technology enhanced lesson planning/assessments through practices in the classroom environment.

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.