

ALL COURSES

EDUCATION

EDU-119 Intro to Early Childhood Education

Lec 4 Lab 0 Clinic 0 Credit 4

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.

Co-Requisites: None

Pre-Requisites: None

EDU-131 Child, Family, and Community

Lec 3 Lab 0 Clinic 0 Credit 3

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.

Co-Requisites: None

Pre-Requisites: None

EDU-144 Child Development I

Lec 3 Lab 0 Clinic 0 Credit 3

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.

Co-Requisites: None

Pre-Requisites: None

EDU-145 Child Development II

Lec 3 Lab 0 Clinic 0 Credit 3

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.

Co-Requisites: None

Pre-Requisites: None

EDU-146 Child Guidance

Lec 3 Lab 0 Clinic 0 Credit 3

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.

Co-Requisites: None

Pre-Requisites: None

EDU-151 Creative Activities**Lec 3 Lab 0 Clinic 0 Credit 3**

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.

Co-Requisites: None**Pre-Requisites:** None**EDU-153 Health, Safety and Nutrition****Lec 3 Lab 0 Clinic 0 Credit 3**

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.

Co-Requisites: None**Pre-Requisites:** None**EDU-187 Teaching and Learning for All****Lec 3 Lab 3 Clinic 0 Credit 4**

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.

Co-Requisites: None**Pre-Requisites:** None**EDU-216 Foundations of Education****Lec 3 Lab 0 Clinic 0 Credit 3**

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.

Co-Requisites: None**Pre-Requisites:** None**EDU-221 Children With Exceptionalities****Lec 3 Lab 0 Clinic 0 Credit 3**

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.

Co-Requisites: None**Pre-Requisites:** one set: Set 1: EDU-144 and EDU-145 Set 2: PSY-244 and PSY-245**EDU-234 Infants, Toddlers, and Twos****Lec 3 Lab 0 Clinic 0 Credit 3**

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.

Co-Requisites: None**Pre-Requisites:** EDU-119

EDU-235 School-Age Activities**Lec 3 Lab 0 Clinic 0 Credit 3**

This course introduces developmentally supportive, inclusive, and creative learning environments for school-age programs, focusing on diverse, equitable, and engaging experiences in art, music, movement, and dramatic play. Emphasis is placed on fostering divergent thinking, creative problem-solving, and integrating process-driven activities across academic subjects in both indoor and outdoor settings. Upon completion, students should be able to observe, analyze, design, adapt, and advocate for creative learning opportunities that reflect the cultural, linguistic, and ability diversity of school-age children, ensuring accessibility and meaningful engagement in developmentally appropriate and inclusive educational experiences.

Co-Requisites: None**Pre-Requisites:** None**EDU-250 Teacher Licensure Preparation****Lec 3 Lab 0 Clinic 0 Credit 3**

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.

Co-Requisites: one set: Set 1: ENG-111 and MAT-143 Set 2: ENG-111 and MAT-152 Set 3: ENG-111 and MAT-171**Pre-Requisites:** None**EDU-259 Curriculum Planning****Lec 3 Lab 0 Clinic 0 Credit 3**

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.

Co-Requisites: None**Pre-Requisites:** EDU-119**EDU-261 Early Childhood Administration I****Lec 3 Lab 0 Clinic 0 Credit 3**

This course provides an overview of essential administrative components for managing early childhood programs, including child development, program frameworks, North Carolina child care rules and regulations, effective leadership practices, reflective supervision, and the NAEYC Code of Ethical Conduct. Emphasis is placed on personnel management, financial planning, reflective supervision strategies, child development principles, ethical decision-making, and ensuring compliance with state regulations to maintain high-quality learning environments. Upon completion, students should be able to apply program standards, manage staffing and budgets, implement reflective supervision to support professional growth, integrate child development knowledge into program planning, uphold ethical responsibilities following the NAEYC Code of Ethical Conduct, and navigate regulatory requirements to support successful early childhood program operations.

Co-Requisites: EDU-119**Pre-Requisites:** None**EDU-262 Early Childhood Administration II****Lec 3 Lab 0 Clinic 0 Credit 3**

This course is designed to prepare students for leadership roles in licensed child care facilities in North Carolina by focusing on curriculum development, program assessment, and resource management for centers and families. Emphasis is placed on best practices in early childhood curriculum, quality improvement strategies, advocacy, and leadership in early learning environments. Upon completion, students should be able to implement developmentally appropriate curriculum, assess program effectiveness, support families with relevant resources, and advocate for policies that enhance early childhood education and program quality.

Co-Requisites: EDU-119;**Pre-Requisites:** EDU-261;**EDU-279 Literacy Development and Instruction****Lec 3 Lab 3 Clinic 0 Credit 4**

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.

Co-Requisites: None

Pre-Requisites: None

EDU-280 Language and Literacy Experiences

Lec 3 Lab 0 Clinic 0 Credit 3

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.

Co-Requisites: None

Pre-Requisites: None

EDU-284 Early Childhood Capstone Practicum

Lec 1 Lab 9 Clinic 0 Credit 4

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.

Co-Requisites: None

Pre-Requisites: 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