



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
Dr. R. Scott Ralls, President

June 20, 2008

RESPOND BY: Friday, July 11, 2008

TO: Chief Academic Officers
FROM: Delores A. Parker
Senior Vice President
Chief Academic Officer
SUBJECT: Early Childhood Education Curriculum Improvement Project

The Early Childhood Education Curriculum Improvement Project (CIP) for 2006-2008 has completed its work. Attached are the recommended changes to the EDU prefix courses and the recommended changes to the following curriculum standards:

- Early Childhood Education (A55220)
- Early Childhood Education/ Special Education (A5522A)
- Early Childhood Education/ Teacher Associate (A5522B)
- Infant/Toddler Care Certificate (C55290)

Please use the enclosed form to indicate your approval or disapproval of the proposed changes. Please keep in mind that the EDU course revisions may impact multiple curriculum programs on your campus (Ex. Lateral Entry, Occupational Education Associate, etc.), so please consult program faculty accordingly as you consider your votes.

Once the responses have been received at the System Office, the courses will be presented to the Curriculum Review Committee (CRC) for action at its September meeting. The curriculum standard revisions will then be presented to the State Board in the following months for action along with a proposal for a new curriculum standard called School Age Education.

For any course/program that you are not approved to offer please mark the "Decline to Vote" box and indicate the reason in the comment area. Please also indicate reasons for "No" votes or to convey other information to the staff that would be pertinent to review for CRC/State Board action. Additional information concerning rationale for recommendations has been attached.

CC08-140
Email

Presidents
Chief Academic Officers
June 20, 2008
Page 2

You will find the following documents/files included with this voting packet.

1. Rationale information
2. EDU course list
3. Current and Proposed Curriculum Standard- A55220
4. Curriculum Standard- A5522A (Current/ To be Archived)
5. Curriculum Standard- A5522B (Current/ To be Archived)
6. Current and Proposed Curriculum Standard- C55290
7. Proposed new School Age Education Curriculum Standard (for your reference)
8. College Voting Ballot

Please complete and return the voting ballot to Ms. Erin Speer Smith by Friday, July 11, 2008. You may mail your response to Ms. Smith at the address on the form or fax your response to 919-807-7164. If you have questions, you may contact Ms. Smith at 919-807-7122 or smithe@nccommunitycolleges.edu

Thank you for your prompt attention to this matter.

DAP/ES/gr
Attachments

c: Presidents
Dr. Judith C. Mann
Ms. Jennifer Frazelle
Ms. Erin S. Smith

CC08-140
Email

Rationales for Course and Curriculum Recommendations

The Early Childhood/EDU CIP was funded by the North Carolina Community College System (NCCCS) for a two-year period (July 1, 2006 – June 30, 2008). Forsyth Technical Community College led the collaboration of the efforts of all 58 colleges and early childhood partners to provide course and curriculum standard recommendations. The rationale for the overall recommendations include:

- improved student and child outcomes
- alignment with associate degree early childhood accreditation standards
- alignment with industry needs
- provide quality programs based on current research of Early Childhood Education and Adult Learning
- provide necessary editorial corrections to the Combined Course Library
- to update terminology used in the field of Early Childhood
- alignment with Early Childhood state and national standards

The following information provides rationales for some of the specific proposed changes.

EDU New Courses

- To fill in gaps of content indicated by faculty and industry.
- Three of the proposed new courses create various levels of student teaching/practical experience courses (introductory, intermediate and capstone) for Early Childhood students.

EDU Course Archives

- To eliminate duplication in the Combined Course Library (CCL).
- To eliminate courses that very few colleges were using.

Developmental English and Reading Prerequisite Requirements for EDU courses

- To improve student success for all students including those at the certificate and special credit level.
- To provide stronger literacy skills for students thus the ability to provide positive literacy impacts on children with whom these students work.

EDU 147 and EDU 148 (Revise to EDU 222 and EDU 223)

- To indicate scope of high level course similar to the existing 200 level special education courses.
- To provide better sequence to accommodate revised prerequisites.
- To group typical development in the 100 level and atypical development in the 200 level of the CCL.

EDU 186 (Revise to EDU 281)

- To indicate course content and level of skill/knowledge of the content.
- Beneficial for articulation purposes to four year schools.
- To make all instructional strategies courses be at the 200 level in the CCL.

Archive the Early Childhood Education Concentrations (Special Education and Teacher Associate)

- Allows the EDU courses that are currently unique to the concentrations (and thus can only be used in the concentration programs), to be available for inclusion into multiple curriculum programs, including the general Early Childhood Education degree (A55220).

Infant-Toddler Care Certificate (C55290) Curriculum Standard Revision

- Provide more accurate curriculum description based on the coursework that is included.

Early Childhood Education (A55220) Curriculum Standard Revision

- The new EDU 284 capstone student teaching course is being proposed to be included in the core in lieu of the current COE 111. This new EDU course was proposed for the core to assist with some of the following challenges that programs faced with the COE:
 - Broad COE descriptions (because it was written for multiple program use) create state-wide inconsistencies in the ECE core/foundation because there is no direct Early Childhood language within the description to define student competence related to early childhood experiences. Thus programs used the COE course with different emphasis (focus on observation, capstone student teaching, types and number of assignments, number and detail of visits, etc.).
 - Students taking COE coursework were not given credit for the coursework towards their employment's star rated education points/license because of the broad non-Early Childhood related COE course description. The change to EDU is highly supported by Industry leaders/ CIP Industry Advisory Committee.
 - The new NAEYC Associate Degree Accreditation criteria looks for strong practical experiences within the degree and one that provides instructor/student feedback and mentoring on teaching practices. Currently with COE, ECE faculty may not be the ones supervising/visiting students at their field sites and/or may be visiting them minimally.

Please note: COE coursework will still be an option for colleges to include in their Early Childhood Education programs if they wish to do so, as "COE" will still be an allowed prefix in the other major hours on the curriculum standard.

New Curriculum Standard-School-Age Education (A55xxx)

- To provide learning opportunity for para-professionals (instructional teacher assistants/ pre-public school teachers) wishing to work and focus on school age children specifically.
- To provide a program that can potentially articulate bilaterally into elementary education degrees.
- To provide a more specific curriculum focused on children in elementary through middle grades versus the Early Childhood program which often focuses more on younger children.
- Reflects similar current paths for higher education in our four year schools and universities (Birth to Kindergarten/ AAS in Early Childhood Education degree versus Elementary Education degree/ possible articulation with AAS in School-Age Education).
- Provides early on hands-on practical experiences with children and education coursework which will help motivate students versus the typical four year education degree that often does not incorporate these skills until third or fourth year.

Please note: This curriculum standard has been included in this packet for your information only and does not require a vote. It will be proposed that if a college is currently approved to offer the Early Childhood Education: Teacher Associate (A5522B) program, which is proposed to be archived, the college will be given automatic approval for the new School-Age Education program and the college may then choose not to offer the new program.

is placed on observing children and assisting in the implementation of developmentally appropriate activities/environments for all children; and modeling reflective/professional practices. Upon completion, students should be able to demonstrate developmentally appropriate interactions with children and ethical/professional behaviors as indicated by assignments and onsite faculty visits.

PROPOSED NEW COURSE- EDU 214

*Effective term- Fall 2009 [2009*03]*

EDU 214 Early Child Interm Pract (Early Childhood Intermediate Practicum)

1 9 4

Prerequisites: EDU 119, EDU 144, EDU 146, RED 090 and ENG 090 or ENG 095

Co-Requisites: None

This course is designed to allow students to apply skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on observing children and assisting with the implementation of developmentally appropriate activities and environments for all children; modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors as indicated by assignments and onsite faculty visits.

PROPOSED NEW COURSE- EDU 220

*Effective Term- Fall 2009 [2009*03]*

EDU 220 Prog Poli in Early Interv (Program Policies in Early Intervention) 3 0 3

Prerequisites: (ENG 090 and RED 090) or ENG 095
and EDU 144 or EDU 234 or PSY 244

Corequisites: None

This course covers program policies, issues, legislation, and service delivery models included in early intervention. Emphasis is placed on trends and policies in early intervention relating to programs for infants and young children with disabilities, family roles, and research outcomes. Upon completion, students should be able to identify roles and responsibilities, describe the referral and placement options and explain the different service delivery models.

PROPOSED NEW COURSE- EDU 234A

*Effective Term- Fall 2009 [2009*03]*

EDU 234A Infants/Toddlers/Twos Lab 0 2 1

Prerequisites: (ENG 090 and RED 090) or ENG 095

Corequisites: EDU 234

This course focuses on practical application that support the healthy development of very young children by applying principles of quality inclusive early care and education. Emphasis is placed

on recognizing the interrelated factors that impact children’s development through planning, evaluating and adapting quality environments, including activities and adult/child interactions. Upon completion, students should be able to demonstrate the ability to engage in respectful, responsive care that meets the unique needs of individual children/families.

PROPOSED NEW COURSE- EDU 258

*Effective Term- Fall 2009 [2009*03]*

EDU 258	Inst Strategies/Science (Instructional Strategies in Science)	2	2	3
Prerequisites:	(ENG 090 and RED 090) or ENG 095			
Corequisites:	None			

This course covers objectives, content, materials, and instructional approaches to natural sciences for elementary through middle grades. Topics include classroom and laboratory science experiences, research/study techniques, and critical thinking. Upon completion, students should be able to assess/plan/implement/evaluate developmentally appropriate learning experiences in science as related to the North Carolina Standard Course of Study.

PROPOSED NEW COURSE- EDU 284

*Effective Term- Fall 2009 [2009*03]*

EDU 284	Early Child Capstone Prac (Early Childhood Capstone Practicum)	1	9	4
Prerequisites:	EDU 119, EDU 144, EDU 145, EDU 146, EDU 151, and (RED 090 and ENG 090) or ENG 095			
Corequisites:	None			

This course is designed to allow students to apply 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/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors as indicated by assignments and onsite faculty visits.

PROPOSED NEW COURSE- EDU 289

*Effective Term- Fall 2009 [2009*03]*

EDU 289	Adv Issues/School Age (Advanced Issues/ School Age)	2	0	2
Prerequisites:	(ENG 090 and RED 090) or ENG 095			
Corequisites:	None			

This course covers advanced topics and issues that relate to school-age programs. Emphasis is placed on current advocacy issues, emerging technology, professional growth, ethics, and organizations for providers/teachers working with school-age populations. Upon completion,

students should be able to list, discuss, and explain advanced current topics and issues surrounding school-aged populations.

EDUCATION

PROPOSED COURSES TO BE ARCHIVED

*End Term- Fall 2009 [2009*03]*

Effective Term – Summer 1997 [1997*02]

EDU 155	Art & Drama for Children	1	2	2
Prerequisites:	None			
Corequisites:	None			

This course introduces the use of visual art and drama for children. Emphasis is placed on the development of basic forms and planning, designing, and implementing visual art and drama for children. Upon completion, students should be able to discuss the development of basic form and plan, design, and implement visual art and drama in an educational setting.

*End Term- Fall 2009 [2009*03]*

Effective Term – Summer 1997 [1997*02]

EDU 156	Community as Classroom	1	2	2
Prerequisites:	None			
Corequisites:	None			

This course provides an opportunity for off-campus learning opportunities. Emphasis is placed on field trips, effective communication with community agencies and speakers, and awareness of the natural environment and local cultural heritage. Upon completion, students should be able to conduct appropriate field trips and site visits and interact professionally with community resources and contacts.

*End Term- Fall 2009 [2009*03]*

Effective Term – Summer 1997 [1997*02]

EDU 242	Life Span Development	4	0	4
Prerequisites:	None			
Corequisites:	None			

This course, for early childhood educators, covers growth and development from conception to death. Emphasis is placed on theories of human development, characteristics of individuals at each developmental stage, appropriate environments and experiences, and assessment of normal development. Upon completion, students should be able to identify and describe developmental characteristics of each stage, factors influencing development, and methods of assessing development.

EDUCATION

PROPOSED COURSES TO BE REVISED

CURRENT- EDU 118

EDU 118	Teach Assoc Princ & Prac	3	0	3
Prerequisites:	None			
Corequisites:	None			

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 Education program.*

PROPOSED- EDU 118

*Effective Term- Fall 2009 [2009*03]*

EDU 118	Princ & Prac of Inst Asst (Principles & Practices of the Instructional Assistant) 3	0	3	
Prerequisites:	(ENG 080 and RED 080) or ENG 085			
Corequisites:	None			

This course covers the instructional assistant’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 role of the instructional assistant, demonstrate positive communication skills, and discuss educational philosophy.

CURRENT- EDU 119

EDU 119	Intro to Early Child Educ	4	0	4
Prerequisites:	None			
Corequisites:	None			

This course covers the foundations of the education profession, the diverse educational settings for young children, professionalism and planning developmentally appropriate programs for children. Topics include historical foundations, program types, career options, professionalism, and creating inclusive environments and curriculum that are responsive to the needs of children and families. Upon completion, students should be able design career plans and develop appropriate schedules, environments and activity plans while incorporating adaptations for children with exceptionalities. *This course is also available through the Virtual Learning Community (VLC).*

PROPOSED- EDU 119

*Effective Term- Fall 2009 [2009*03]*

EDU 119	Intro to Early Child Educ (Introduction to Early Childhood Education)	4	0	0
Prerequisites:	(ENG 080 and RED 080) or ENG 085			

Combined Course Library

Corequisites: None

This course covers the foundations of the education profession, the diverse educational settings for young children, professionalism and planning developmentally appropriate programs for all children. Topics include historical foundations, program types, career options, professionalism and creating inclusive environments and curriculum responsive to the needs of all children and families. Upon completion, students should be able to design career plans and develop schedules, environments and activity plans appropriate for all children. *This course is also available through the Virtual Learning Community (VLC).*

CURRENT- EDU 125

EDU 125 Sign Lang. for Educators 3 0 3

Prerequisites: None

Corequisites: None

This course introduces students to the sign language systems commonly used in educational environments. Topics include fingerspelling, receptive and expressive sign language usage, a comparison of sign language systems, and forms of relevant technology. Upon completion, students should be able to communicate at an introductory level using various English-based sign language systems including Manually Coded English.

PROPOSED- EDU 125

*Effective Term – Fall 2009 [2009*03]*

EDU 125 Sign Lang. for Educators (Sign Language for Educators) 3 0 3

Prerequisites: (ENG 080 and RED 080) or ENG 085

Corequisites: None

This course introduces students to the sign language systems commonly used in educational environments. Topics include fingerspelling, receptive and expressive sign language usage, a comparison of sign language systems, and forms of relevant technology. Upon completion, students should be able to communicate at an introductory level using various English-based sign language systems including Manually Coded English.

CURRENT- EDU 126

EDU 126 Early Childhood Seminar I 2 0 2

Prerequisites: EDU 119 or EDU 111 and EDU 112; or EDU 111 and EDU 113

Corequisites: COE 111, COE 112, COE 113, or COE 114

This course will introduce the students to the early childhood classroom setting and the roles that professionals play in that setting. Emphasis is placed on observations of children/teachers in the classroom, and the use of assessment tools to enhance planning and implementation of curricular experiences. Upon completion, students should be able to use various child assessment tools, determine developmental characteristics of children, and plan developmentally appropriate curricula.

PROPOSED- EDU 126

*Effective Term – Fall 2009 [2009*03]*

EDU 126 **Early Childhood Seminar I** 2 0 2

Prerequisites: (ENG 080 and RED 080) or ENG 085
and EDU 119

Corequisites: None

This course introduces the students to the early childhood classroom setting and the roles that professionals play in that setting. Emphasis is placed on observations of children/teachers in the classroom, and the use of assessment tools to enhance planning and implementation of curricular experiences. Upon completion, students should be able to use various child assessment tools, determine developmental characteristics of children, and plan developmentally appropriate curricula.

CURRENT- EDU 131

EDU 131 **Child, Family, & Commun** 3 0 3

Prerequisites: None

Corequisites: None

This course covers the development of partnerships between families, inclusive programs for children/schools that serve young children with and without disabilities, and the community. Emphasis is placed on requisite skills and benefits for successfully establishing, supporting, and maintaining respectful collaborative relationships between today’s diverse families, centers/schools, and community resources. Upon completion, students should be able to describe appropriate relationships with parents/caretakers, center/school colleagues, and community agencies that enhance the educational experiences/well-being of all children. *This course is also available through the Virtual Learning Community (VLC).*

PROPOSED- EDU 131

*Effective Term- Fall 2009 [2009*03]*

EDU 131 **Child, Family, & Commun** (Child, Family & Community) 3 0 3

Prerequisites: (ENG 080 and RED 080) or ENG 085

Corequisites: None

This course covers the development of partnerships between culturally and linguistically diverse families, children, schools and communities. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources. Upon completion, students should be able to explain appropriate relationships between families, educators, and professionals that enhance development and educational experiences of all children. *This course is also available through the Virtual Learning Community (VLC).*

CURRENT- EDU 144

EDU 144 Child Development I 3 0 3

Prerequisites: None

Corequisites: None

This course covers the theories of child development, developmental sequences, and factors that influence children’s development, from conception through pre-school for all children. Emphasis is placed on sequences in physical/motor, social, emotional, cognitive, and language development and the multiple influences on development and learning of the whole child. Upon completion, students should be able to identify typical and atypical developmental characteristics, plan experiences to enhance development, and describe appropriate interaction techniques and environments. *This course is also available through the Virtual Learning Community (VLC).*

PROPOSED- EDU 144

*Effective Term- Fall 2009 [2009*03]*

EDU 144 Child Development I 3 0 3

Prerequisites: (ENG 080 and RED 080) or ENG 085

Corequisites: None

This course includes the theories of child development, needs, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development. *This course is also available through the Virtual Learning Community (VLC).*

CURRENT- EDU 145

EDU 145 Child Development II 3 0 3

Prerequisites: None

Corequisites: None

This course covers theories of child development, developmental sequences, and factors that influence children’s development, from pre-school through middle childhood for all children. Emphasis is placed on sequences in physical/motor, social, emotional, cognitive, and language development multiple influences on development and learning of the whole child. Upon completion, students should be able to identify typical and atypical developmental characteristics, plan experiences to enhance development, and describe appropriate interaction techniques and environments. *This course is also available through the Virtual Learning Community (VLC).*

PROPOSED- EDU 145

*Effective Term- Fall 2009 [2009*03]*

EDU 145 Child Development II 3 0 3

Combined Course Library

Prerequisites: (ENG 080 and RED 080) or ENG 085
 Corequisites: None

This course includes the theories of child development, needs, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development. *This course is also available through the Virtual Learning Community (VLC).*

CURRENT- EDU 146

EDU 146 Child Guidance 3 0 3

Prerequisites: None
 Corequisites: None

This course introduces practical principles and techniques for providing developmentally appropriate guidance for all children with and without disabilities, including those at risk. Emphasis is placed on encouraging self-esteem, cultural awareness, effective communication skills, direct/indirect techniques/strategies and observation to understand the underlying causes of behavior. Upon completion, students should be able to demonstrate appropriate interactions with children and families and promote conflict resolution, self-control, self-motivation, and self-esteem in children. *This course is also available through the Virtual Learning Community (VLC).*

PROPOSED- EDU 146

*Effective Term- Fall 2009 [2009*03]*

EDU 146 Child Guidance 3 0 3

Prerequisites: (ENG 080 and RED 080) or ENG 085
 Corequisites: None

This course introduces principles and practical techniques including the design of learning environments for providing developmentally appropriate guidance for all children, including those at risk. Emphasis is placed on observation skills, cultural influences, underlying causes of behavior, appropriate expectations, development of self control and the role of communication and guidance. Upon completion, students should be able to demonstrate direct/indirect strategies for preventing problem behaviors, teaching appropriate/acceptable behaviors, negotiation, setting limits and recognizing at risk behaviors. *This course is also available through the Virtual Learning Community (VLC).*

CURRENT- EDU 147

EDU 147 Behavior Disorders 3 0 3

Prerequisites: None
 Corequisites: None

This course is a comprehensive study of behavior disorders encompassing characteristics, assessments, and placement alternatives. Topics include legislation, appropriate management interventions, and placement options for children with behavior disorders. Upon completion, students should be able to identify, develop, and utilize appropriate behavior management applications. *This course is a unique concentration requirement in the Special Education concentration in the Early Childhood Education program.*

PROPOSED- EDU 147/ 222

*Effective Term- Fall 2009 [2009*03]*

EDU 147 (*222) Learn w/ Behav Disord (*EDU 222 replaces EDU 147) 3 0 3

(Learners with Behavior Disorders)

Prerequisites: (ENG 090 and RED 090) or ENG 095
and (EDU 144 and EDU 145) or (PSY 244 and PSY 245)

Corequisites: None

This course provides a comprehensive study of learners with behavioral disorders encompassing characteristics, assessments, placement alternatives, inclusion and family interventions. Topics include legislation, appropriate management interventions, and placement options for children with behavior disorders. Upon completion, students should be able to identify, develop, and utilize positive behavior support systems.

CURRENT- EDU 148

EDU 148 Learning Disabilities 4 2 5

Prerequisites: None

Corequisites: None

This course is a comprehensive study of the characteristics, teaching strategies, assessment tools, and placement alternatives for children with learning disabilities. Topics include characteristics, causes, assessment instruments, learning strategies, and collaborative methods for children with learning disabilities. Upon completion, students should be able to assist in identifying, assessing, and providing educational interventions for children with learning disabilities. *This course is a unique concentration requirement in the Special Education concentration in the Early Childhood Education program.*

PROPOSED- EDU 148/ 223

*Effective Term- Fall 2009 [2009*03]*

EDU 148 (*223) Specific Learning Disab (*EDU 223 replaces EDU 148) 3 0 3

(Specific Learning Disabilities)

Prerequisites: (ENG 090 and RED 090) or ENG 095
and (EDU 144 and EDU 145) or (PSY 244 and PSY 245)

Corequisites: None

This course provides a comprehensive study of characteristics, alternative assessments, teaching strategies, placement options, inclusion, and family intervention for children with specific learning disabilities. Topics include causes, assessment instruments, learning strategies, and

collaborative/inclusion methods for children with specific learning disabilities. Upon completion, students should be able to assist in identifying, assessing, and providing educational interventions for children with specific learning disabilities and their families.

CURRENT- EDU 151

EDU 151	Creative Activities	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course covers planning, creation and adaptation of developmentally supportive learning environments with attention to curriculum, interactions, teaching practices and learning materials. Emphasis is placed on creating and adapting integrated, meaningful, challenging and engaging developmentally supportive learning experiences in art, music, movement and physical skills, and dramatics. Upon completion, students should be able to create, manage, adapt and evaluate developmentally supportive learning materials, experiences and environments. *This course is also available through the Virtual Learning Community (VLC).*

PROPOSED- EDU 151

*Effective Term- Fall 2009 [2009*03]*

EDU 151	Creative Activities	3	0	3
Prerequisites:	(ENG 080 and RED 080) or ENG 085			
Corequisites:	None			

This course covers planning, creation and adaptation of developmentally supportive learning environments with attention to curriculum, interactions, teaching practices and learning materials. Emphasis is placed on creating and adapting integrated, meaningful, challenging and engaging developmentally supportive learning experiences in art, music, movement and dramatics for all children. Upon completion, students should be able to create, adapt, implement and evaluate developmentally supportive learning materials, experiences and environments. *This course is also available through the Virtual Learning Community (VLC).*

CURRENT- EDU 151A

EDU 151A	Creative Activities Lab	0	2	1
Prerequisites:	None			
Corequisites:	EDU 151			

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.

PROPOSED- EDU 151A

Effective Term – Fall 2009 [2009*03]

EDU 151A	Creative Activities Lab	0	2	1
Prerequisites:	(ENG 080 and RED 080) or ENG 085			
Corequisites:	EDU 151			

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.

CURRENT- EDU 152

EDU 152	Music, Movement, & Lang	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course introduces a historical perspective of music and movement and integrates the whole language concept with emphasis on diversity. Emphasis is placed on designing an environment that emphasizes language development through developmentally and culturally appropriate music and movement. Upon completion, students should be able to design an environment that develops language through a music and movement curriculum that emphasizes diversity.

PROPOSED- EDU 152

Effective Term – Fall 2009 [2009*03]

EDU 152	Music, Movement, & Lang (Music, Movement & Language)	3	0	3
Prerequisites:	(ENG 080 and RED 080) or ENG 085			
Corequisites:	None			

This course introduces a historical perspective of music and movement and integrates the whole language concept with emphasis on diversity. Emphasis is placed on designing an environment that emphasizes language development through developmentally and culturally appropriate music and movement. Upon completion, students should be able to design an environment that develops language through a music and movement curriculum that emphasizes diversity.

CURRENT- EDU 152A

EDU 152A	Music, Move, & Lang Lab	0	2	1
Prerequisites:	None			
Corequisites:	EDU 152			

This course provides a laboratory component to complement EDU 152. 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 music, movement, and language activities.

PROPOSED- EDU 152A

*Effective Term- Fall 2009 [2009*03]*

EDU 152A	Music, Move, & Lang Lab (Music, Movement & Language Lab)	0	2	1
Prerequisites:	(ENG 080 and RED 080) or ENG 085			
Corequisites:	EDU 152			

This course provides a laboratory component to complement EDU 152. 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 music, movement, and language activities.

CURRENT- EDU 153

EDU 153	Health, Safety, & Nutrit	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course focuses on promoting and maintaining the health and well-being of all children. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, recognition and reporting of abuse and neglect and state regulations. Upon completion, students should be able to demonstrate knowledge of health, safety, and nutritional needs, implement safe learning environments, and adhere to state regulations. *This course is also available through the Virtual Learning Community (VLC).*

PROPOSED- EDU 153

*Effective Term- Fall 2009 [2009*03]*

EDU 153	Health, Safety & Nutrit (Health, Safety & Nutrition)	3	0	3
Prerequisites:	(ENG 080 and RED 080) or ENG 085			
Corequisites:	None			

This course covers promoting and maintaining the health and well-being of all children. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, recognition and reporting of abuse and neglect and state regulations. Upon completion, students should be able to demonstrate knowledge of health, safety, and nutritional needs, safe learning environments, and adhere to state regulations. *This course is also available through the Virtual Learning Community (VLC).*

CURRENT- EDU 153A

EDU 153A	Health, Safety, & Nut Lab	0	2	1
Prerequisites:	None			
Corequisites:	EDU 153			

Combined Course Library

This course provides a laboratory component to complement EDU 153. 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 safe indoor/outdoor environments and nutrition education programs.

PROPOSED- EDU 153A

Effective Term – Fall 2009 [2009*03]

EDU 153A	Health, Safety, & Nut Lab (Health, Safety & Nutrition Lab)	0	2	1
Prerequisites:	(ENG 080 and RED 080) or ENG 085			
Corequisites:	EDU 153			

This course provides a laboratory component to complement EDU 153. 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 safe indoor/outdoor environments and nutrition education programs.

CURRENT- EDU 154

EDU 154	Social/Emotion/Behav Dev	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course covers the social-emotional and behavioral development of children and the causes, expressions, and prevention and management of challenging behaviors in all children. Emphasis is placed on caregiver-child relationships, positive social-emotional environments, developmental concerns, risk factors, early identification and screening and intervention strategies. Upon completion, students should be able to identify factors influencing social-emotional development and behaviors, utilize screening measures, design behavioral plans and make appropriate referrals.

PROPOSED- EDU 154

*Effective Term- Fall 2009 [2009*03]*

EDU 154	Social/Emotion/Behav Dev (Social/Emotional/Behavior Development)	3	0	0
Prerequisites:	(ENG 080 and RED 080) or ENG 085 and (EDU 144 and EDU 145) or (PSY 244 and PSY 245)			
Corequisites:	None			

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.

CURRENT- EDU 157

EDU 157	Active Play	2	2	3
Prerequisites:	None			
Corequisites:	None			

This course introduces the use of indoor and outdoor physical activities to promote the physical, cognitive, and social/emotional development of children. Topics include the role of active play, development of play skills, playground design, selection of safe equipment, and materials and surfacing for active play. Upon completion, students should be able to discuss the stages of play, the role of teachers in play, and the design of appropriate active play areas and activities.

PROPOSED- EDU 157

Effective Term – Fall 2009 [2009*03]

EDU 157	Active Play	2	2	3
Prerequisites:	(ENG 080 and RED 080) or ENG 085			
Corequisites:	None			

This course introduces the use of indoor and outdoor physical activities to promote the physical, cognitive, and social/emotional development of children. Topics include the role of active play, development of play skills, playground design, selection of safe equipment, and materials and surfacing for active play. Upon completion, students should be able to discuss the stages of play, the role of teachers in play, and the design of appropriate active play areas and activities.

CURRENT- EDU 161

EDU 161	Intro to Exceptional Chil	3	3	4
Prerequisites:	None			
Corequisites:	None			

This course covers exceptional children as learners within the context of the community, school, and family. Emphasis is placed on the legal, social, physical, political, and cultural issues relating to the analysis and teaching of exceptional children. Upon completion, students should be able to demonstrate knowledge of identification processes, mainstreaming techniques, and professional practices and attitudes.

PROPOSED- EDU 161

*Effective Term- Fall 2009 [2009*03]*

EDU 161	Intro to Exceptional Chil (Introduction to Exceptional Children)	3	0	3
Prerequisites:	(ENG 080 and RED 080) or ENG 085			

Corequisites: None

This course covers children with exceptionalities as life long learners within the context of the community, school and family. Emphasis is placed on inclusion, legal, social/political, environmental, and cultural issues relating to the teaching of children with exceptionalities. Upon completion, students should be able to demonstrate knowledge of identification processes, inclusive techniques, and professional practices and attitudes.

CURRENT- EDU 162

EDU 162 Early Exp/Prosp Teachers 1 2 2
Prerequisites: None
Corequisites: None

This course provides an opportunity to observe teachers and pupils in a natural classroom environment. Emphasis is placed on observation methods, planning, teaching, evaluation, personal goal assessment, and curriculum. Upon completion, students should be able to demonstrate an understanding of their own personal teaching goals, teaching methods, planning methods, and student performance evaluation.

PROPOSED- EDU 162

*Effective Term- Fall 2009 [2009*03]*

EDU 162 Observ & Assess in ECE 3 0 3
(Observation & Assessment in Early Childhood Education)
Prerequisites: (ENG 080 and RED 080) or ENG 085
Corequisites: None

This course introduces the research, benefits, goals, and ethical considerations associated with observation and assessment in Early Childhood environments. 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 use assessments to enhance programming and collaboration for children and families.

CURRENT- EDU 163

EDU 163 Classroom Mgt & Instruct 3 0 3
Prerequisites: None
Corequisites: None

This course examines management and instructional techniques with school-age populations. Topics include classroom management and organization, teaching strategies, individual student differences and learning styles, and developmentally appropriate classroom guidance techniques. Upon completion, students should be able to developmentally appropriate behavior management

and instructional strategies that enhance the teaching/learning process and promote students' academic success.

PROPOSED- EDU 163

*Effective Term – Fall 2009 [2009*03]*

EDU 163	Classroom Mgt & Instruct	3	0	3
Prerequisites:	(ENG 080 and RED 080) or ENG 085			
Corequisites:	None			

This course covers management and instructional techniques with school-age populations. Topics include classroom management and organization, teaching strategies, individual student differences and learning styles, and developmentally appropriate classroom guidance techniques. Upon completion, students should be able to utilize developmentally appropriate behavior management and instructional strategies that enhance the teaching/learning process and promote students' academic success.

CURRENT- EDU 171

EDU 171	Instructional Media	1	2	2
Prerequisites:	None			
Corequisites:	None			

This course covers the development and maintenance of effective teaching materials and the operation of selected pieces of equipment. Topics include available community resources, various types of instructional materials and bulletin boards, and audiovisual and computer use with children. Upon completion, students should be able to construct and identify resources for instructional materials and bulletin boards and use audiovisual and computer equipment.

PROPOSED- EDU 171

Effective Term –Fall 2009 [2009*03]

EDU 171	Instructional Media	1	2	2
Prerequisites:	(ENG 080 and RED 080) or ENG 085			
Corequisites:	None			

This course covers the development and maintenance of effective teaching materials and the operation of selected pieces of equipment. Topics include available community resources, various types of instructional materials and bulletin boards, and audiovisual and computer use with children. Upon completion, students should be able to construct and identify resources for instructional materials and bulletin boards and use audiovisual and computer equipment.

CURRENT- EDU 172

EDU 172	Education Tools	2	2	3
Prerequisites:	None			
Corequisites:	None			

This course covers practical applications of technology in educational settings. Topics include software selection for classroom usage, record keeping, and adaptive technology for children with special needs. Upon completion, students should be able to demonstrate appropriate computer skills for the educational environment.

PROPOSED- EDU 172

Effective Term – Fall 2009 [2009*03]

EDU 172	Education Tools	2	2	3
Prerequisites:	(ENG 080 and RED 080) or ENG 085			
Corequisites:	None			

This course covers practical applications of technology in educational settings. Topics include software selection for classroom usage, record keeping, and adaptive technology for children with special needs. Upon completion, students should be able to demonstrate appropriate computer skills for the educational environment.

CURRENT- EDU 175

EDU 175	Intro to Trade & Industri	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course introduces the philosophy, scope, and objectives of industrial education. Topics include the development of industrial education, employment opportunities, current events, current practices, and emerging trends. Upon completion, students should be able to describe the history, identify current practices, and describe current trends in industrial education.

PROPOSED- EDU 175

Effective Term –Fall 2009 [2009*03]

EDU 175	Intro to Trade & Industri (Introduction to Trade & Industrial Education)	3		0
Prerequisites:	(ENG 080 and RED 080) or ENG 085			
Corequisites:	None			

This course introduces the philosophy, scope, and objectives of industrial education. Topics include the development of industrial education, employment opportunities, current events, current practices, and emerging trends. Upon completion, students should be able to describe the history, identify current practices, and describe current trends in industrial education.

CURRENT- EDU 176

EDU 176	Occ Analysis & Course Dev	3	0	3
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Prerequisites: None

Corequisites: None

This course covers the principles and techniques of analyzing occupations to select suitable competencies and teaching methods for learning activities. Topics include occupational analysis, instructional methods, competency identification, and curriculum writing. Upon completion, students should be able to identify competencies, organize instructional materials, and select appropriate instructional methods.

PROPOSED- EDU 176

Effective Term – Fall 2009 [2009*03]

EDU 176	Occ Analysis & Course Dev	3	0	3
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Prerequisites: (ENG 080 and RED 080) or ENG 085

Corequisites: None

This course covers the principles and techniques of analyzing occupations to select suitable competencies and teaching methods for learning activities. Topics include occupational analysis, instructional methods, competency identification, and curriculum writing. Upon completion, students should be able to identify competencies, organize instructional materials, and select appropriate instructional methods.

CURRENT- EDU 177

EDU 177	Instructional Methods	2	2	3
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Prerequisites: None

Corequisites: None

This course covers instructional methods in technical education with emphasis on competency-based instruction. Topics include writing objectives, industrial methods, and determining learning styles. Upon completion, students should be able to select and demonstrate the use of a variety of instructional methods.

PROPOSED- EDU 177

Effective Term – Fall 2009 [2009*03]

EDU 177	Instructional Methods	2	2	3
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Prerequisites: (ENG 080 and RED 080) or ENG 085

Corequisites: None

This course covers instructional methods in technical education with emphasis on competency-based instruction. Topics include writing objectives, industrial methods, and determining learning styles. Upon completion, students should be able to select and demonstrate the use of a variety of instructional methods.

CURRENT- EDU 178

EDU 178	Facilities Org & Planning	2	2	3
Prerequisites:	None			
Corequisites:	None			

This course is a study of the problems related to educational facilities planning, layout, and management. Emphasis is placed on applying basic principles to actual projects relating to specific occupational areas. Upon completion, students should be able to lay out an educational facility for an occupational area and develop a plan for the facilities use.

PROPOSED- EDU 178

Effective Term – Fall 2009 [2009*03]

EDU 178	Facilities Org & Planning	2	2	3
Prerequisites:	(ENG 080 and RED 080) or ENG 085			
Corequisites:	None			

This course is a study of the problems related to educational facilities planning, layout, and management. Emphasis is placed on applying basic principles to actual projects relating to specific occupational areas. Upon completion, students should be able to lay out an educational facility for an occupational area and develop a plan for the facilities use.

CURRENT- EDU 179

EDU 179	Vocational Student Organ.	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course covers planning and organizing vocational youth clubs by understanding the structure and operating procedures to use club activities for personal and professional growth. Topics include self-assessment to set goals, club structure, election and installation of officers, club activities, function of committees, running meetings, contest preparation, and leadership skills. Upon completion students should be able to set personal goals, outline club structure, elect and install officers.

PROPOSED- EDU 179

*Effective Term – Fall 2009 [2009*03]*

EDU 179	Vocational Student Organ. (Vocational Student Organizations)	3	0	3
Prerequisites:	(ENG 080 and RED 080) or ENG 085			
Corequisites:	None			

This course covers planning and organizing vocational youth clubs by understanding the structure and operating procedures to use club activities for personal and professional growth. Topics include self-assessment to set goals, club structure, election and installation of officers, club activities, function of committees, running meetings, contest preparation, and leadership

skills. Upon completion students should be able to set personal goals, outline club structure, elect and install officers.

CURRENT- EDU 185

EDU 185	Cognitive & Lang Act	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course covers methods of developing cognitive and language/communication skills in children. Emphasis is placed on planning the basic components of language and cognitive processes in developing curriculum activities. Upon completion, students should be able to identify, plan, select materials and equipment, and implement and evaluate developmentally appropriate curriculum activities.

PROPOSED- EDU 185

Effective Term – Fall 2009 [2009*03]

EDU 185	Cognitive & Lang Act	3	0	3
Prerequisites:	(ENG 080 and RED 080) or ENG 085			
Corequisites:	None			

This course covers methods of developing cognitive and language/communication skills in children. Emphasis is placed on planning the basic components of language and cognitive processes in developing curriculum activities. Upon completion, students should be able to identify, plan, select materials and equipment, and implement and evaluate developmentally appropriate curriculum activities.

CURRENT- EDU 185A

EDU 185A	Cognitive & Lang Act Lab	0	2	1
Prerequisites:	None			
Corequisites:	EDU 185			

This course provides a laboratory component to complement EDU 185. 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 cognitive language activities.

PROPOSED- EDU 185A

Effective Term – Fall 2009 [2009*03]

EDU 185A	Cognitive & Lang Act Lab	0	2	1
Prerequisites:	(ENG 080 and RED 080) or ENG 085			
Corequisites:	EDU 185			

This course provides a laboratory component to complement EDU 185. 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 cognitive language activities.

CURRENT- EDU 186

EDU 186	Reading & Writing Methods	3	0	3
Prerequisites:	None			
Corequisites:	None			

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 Education program. This course is also available through the Virtual Learning Community (VLC).*

PROPOSED- EDU 186/ 281

*Effective Term- Fall 2009 [2009*03]*

EDU 186 (*281)	Instruc Strat/Read & Writ (*EDU 281 replaces EDU 186)	2	2	3
	(Instructional Strategies in Reading & Writing)			
Prerequisites:	(ENG 090 and RED 090) or ENG 095			
Corequisites:	None			

This course covers concepts, resources, and methods for teaching reading and writing to elementary through middle-grade 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 school-age literacy experiences as related to the North Carolina Standard Course of Study. *This course is also available through the Virtual Learning Community (VLC).*

CURRENT- EDU 188

EDU 188	Issues in Early Child Ed	2	0	2
Prerequisites:	None			
Corequisites:	None			

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.

PROPOSED- EDU 188

Effective Term – Fall 2009 [2009*03]

EDU 188 **Issues in Early Child Ed** 2 0 2
Prerequisites: (ENG 080 and RED 080) or ENG 085
Corequisites: None

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.

CURRENT- EDU 216

EDU 216 **Foundations of Education** 3 2 4
Prerequisites: None
Corequisites: None

This course introduces the American educational system and the teaching profession. Topics include historical and philosophical foundations of education, contemporary educational, structural, legal, and financial issues, PRAXIS I preparation and observation and participation in public school classrooms. Upon completion, students should be able to relate classroom observations to the roles of teachers and schools and the process of teacher education. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement at select institutions only. This course is also available through the Virtual Learning Community (VLC).*

PROPOSED- EDU 216

*Effective Term- Fall 2009 [2009*03]*

EDU 216 **Foundations of Education** 4 0 4
Prerequisites: (ENG 090 and RED 090) or ENG 095
Corequisites: None

This course introduces the American educational system and the teaching profession. Topics include historical and philosophical foundations of education, contemporary educational, structural, legal, and financial issues, and experiences in public school classrooms. Upon completion, students should be able to relate classroom observations to the roles of teachers and schools and the process of teacher education. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement at select institutions only. This course is also available through the Virtual Learning Community (VLC).*

CURRENT- EDU 221

EDU 221 **Children with Exceptional** 3 0 3
Prerequisites: EDU 144 and EDU 145 or PSY 244 and PSY 245

Corequisites: None

This course, based on the foundation of typical development, introduces working with children with exceptionalities. Emphasis is placed on the characteristics and assessment of children and strategies for adapting the learning environment. Upon completion, students should be able to recognize atypical development, make appropriate referrals, collaborate with families and professionals to plan, implement, and evaluate inclusion strategies. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement at select institutions only. This course is also available through the Virtual Learning Community (VLC).*

PROPOSED- EDU 221

*Effective Term- Fall 2009 [2009*03]*

EDU 221 Children with Exceptional (Children with Exceptionalities) 3 0 3

Prerequisites: (ENG 090 and RED 090) or ENG 095
and (EDU 144 and EDU 145) or (PSY 244 and PSY 245)

Corequisites: None

This course introduces children with exceptionalities, their families, support services, inclusive/diverse settings, and educational/family plans based on the foundations of child development . Emphasis is placed on the characteristics of exceptionalities, observation and assessment of children, strategies for adapting the learning environment, and identification of community resources. Upon completion, students should be able to recognize diverse abilities, describe the referral process, and depict collaboration with families/professionals to plan/implement, and promote best practice.

CURRENT- EDU 226

EDU 226 Early Childhd. Seminar II 2 0 2

Prerequisites: COE 111; EDU 144 or EDU 145; EDU 146

Corequisites: COE 121, COE 122, COE 123, or COE 124

This course is designed to expand students' knowledge of the early childhood classroom and the roles professional play in that setting. Emphasis is placed on creating child portfolios that enhance planning and implementation of curriculum for all children and the development of individual professional portfolios. Upon completion, students should be able to develop child portfolios and create individual professional development plans.

PROPOSED- EDU 226

*Effective Term – Fall 2009 [2009*03]*

EDU 226 Early Childhd. Seminar II 2 0 2

Prerequisites: (ENG 090 and RED 090) or ENG 095
and EDU 144 or EDU 145
and EDU 146

Corequisites: None

This course is designed to expand students' knowledge of the early childhood classroom and the roles professional play in that setting. Emphasis is placed on creating child portfolios that enhance planning and implementation of curriculum for all children and the development of individual professional portfolios. Upon completion, students should be able to develop child portfolios and create individual professional development plans.

CURRENT- EDU 234

EDU 234	Infants, Toddlers, & Twos	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course covers the skills needed to effectively implement group care for infants, toddlers, and two-year olds. Emphasis is placed on child development and developmentally appropriate practices. Upon completion, students should be able to identify, plan, select materials and equipment, and implement and evaluate a developmentally appropriate curriculum.

PROPOSED- EDU 234

*Effective Term- Fall 2009 [2009*03]*

EDU 234	Infants, Toddlers, & Twos	3	0	3
Prerequisites:	(ENG 090 and RED 090) or ENG 095 and EDU 119			
Corequisites:	None			

This course covers the unique needs and rapid changes that occur in the first three years of life and the inter-related factors that influence development. Emphasis is placed on recognizing and supporting developmental milestones through purposeful strategies, responsive care routines and identifying elements of quality, inclusive early care and education. Upon completion, students should be able to demonstrate respectful relationships that provide a foundation for healthy infant/toddler/twos development, plan/select activities/materials, and partner with diverse families.

CURRENT- EDU 235

EDU 235	School-Age Dev & Program	2	0	2
Prerequisites:	None			
Corequisites:	None			

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.

PROPOSED- EDU 235

*Effective Term- Fall 2009 [2009*03]*

EDU 235	School-Age Dev & Program (School Age Development & Programs)	3	0	3
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Combined Course Library

Prerequisites: (ENG 090 and RED 090) or ENG 095
 Corequisites: None

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. Upon completion, students should be able to discuss developmental principles for all children ages five to twelve and plan and implement developmentally-appropriate activities.

CURRENT- EDU 240

EDU 240	Wk-Based Lrning Prac & Te	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course covers definitions and implementation strategies for various work-place learning programs including apprenticeship, cooperative education, entrepreneurship, field trip, internship, mentorship, school-based enterprise, service learning and shadowing. Topics include preparing vocational teachers to guide and involve students in work-based learning programs to help prepare for entry into the workforce. Upon completion, students should be able to work with students to assist with selection and involvement in work-based learning programs for career development.

PROPOSED- EDU 240

*Effective Term – Fall 2009 [2009*03]*

EDU 240	Wk-Based Lrning Prac & Te	3	0	3
	(Work-Based Learning Practices & Techniques)			
Prerequisites:	(ENG 090 and RED 090) or ENG 095			
Corequisites:	None			

This course covers definitions and implementation strategies for various work-place learning programs including apprenticeship, cooperative education, entrepreneurship, field trip, internship, mentorship, school-based enterprise, service learning and shadowing. Topics include preparing vocational teachers to guide and involve students in work-based learning programs to help prepare for entry into the workforce. Upon completion, students should be able to work with students to assist with selection and involvement in work-based learning programs for career development.

CURRENT- EDU 241

EDU 241	Adult-Child Relations	2	0	2
Prerequisites:	None			
Corequisites:	None			

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.

PROPOSED- EDU 241

Effective Term – Fall 2009 [2009*03]

EDU 241	Adult-Child Relations	2	0	2
Prerequisites:	(ENG 090 and RED 090) or ENG 095			
Corequisites:	None			

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.

CURRENT- EDU 243

EDU 243	Learning Theory	3	0	3
Prerequisites:	None			
Corequisites:	None			

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.

PROPOSED- EDU 243

Effective Term – Fall 2009 [2009*03]

EDU 243	Learning Theory	3	0	3
Prerequisites:	(ENG 090 and RED 090) or ENG 095			
Corequisites:	None			

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.

CURRENT- EDU 244

EDU 244	Human Growth/Development	3	0	3
Prerequisites:	None			
Corequisites:	None			

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.

PROPOSED- EDU 244

Effective Term – Fall 2009 [2009*03]

EDU 244	Human Growth/Development	3	0	3
Prerequisites:	(ENG 090 and RED 090) or ENG 095			
Corequisites:	None			

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.

CURRENT- EDU 245

EDU 245	Policies and Procedures	3	0	3
Prerequisites:	None			
Corequisites:	None			

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.

PROPOSED- EDU 245

Effective Term – Fall 2009 [2009*03]

EDU 245	Policies and Procedures	3	0	3
Prerequisites:	(ENG 090 and RED 090) or ENG 095			
Corequisites:	None			

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.

CURRENT- EDU 247

EDU 247	Physical Disabilities	3	0	3
Prerequisites:	EDU 144 or PSY 244			
Corequisites:	None			

This course covers characteristics, intervention strategies, adaptive procedures, and technologies for children with physical disabilities. Topics include intervention strategies, inclusive placement options, and utilization of support services for children with physical disabilities. Upon completion, students should be able to identify and utilize intervention strategies for specific disabilities and service delivery options for those disabilities. *This course is a unique concentration requirement in the Special Education concentration in the Early Childhood Education program.*

PROPOSED- EDU 247

*Effective Term- Fall 2009 [2009*03]*

EDU 247	Sensory & Physical Disab (Sensory & Physical Disabilities)	3	0	3
Prerequisites:	(ENG 090 and RED 090) or ENG 095 and (EDU 144 and EDU 145) or (PSY 244 and PSY 245)			
Corequisites:	None			

This course covers characteristics, intervention strategies, assistive technologies, and inclusive practices for children with sensory and physical disabilities. Topics include inclusive placement options, utilization of support services, other health impairments and family involvement for children with sensory and physical disabilities. Upon completion, students should be able to identify and utilize intervention strategies and service delivery options for those specific disabilities.

CURRENT- EDU 248

EDU 248	Mental Retardation	2	2	3
Prerequisites:	EDU 221			
Corequisites:	None			

This course covers the causes and assessment of mental retardation and individualized instruction and curriculum for children with mental retardation. Emphasis is placed on definition, characteristics, assessment, and educational strategies for children with mental retardation. Upon completion, students should be able to identify, assess, and plan educational intervention strategies for children with mental retardation. *This course is a unique*

concentration requirement in the Special Education concentration in the Early Childhood Education program.

PROPOSED- EDU 248

*Effective Term- Fall 2009 [2009*03]*

EDU 248	Developmental Delays	3	0	3
Prerequisites:	(ENG 090 and RED 090) or ENG 095 and (EDU 144 and EDU 145) or (PSY 244 and PSY 245)			
Corequisites:	None			

This course covers the causes and assessment of developmental delays and individualized instruction and curriculum for children with developmental delays. Emphasis is placed on definition, characteristics, assessment, educational strategies, inclusion, family involvement, and services for children with developmental delays. Upon completion, students should be able to identify, assess, and plan educational intervention strategies for children with developmental delays and their families.

CURRENT- EDU 250

EDU 250	PRAXIS I Preparation	1	0	1
Prerequisites:	None			
Corequisites:	None			

This course is designed to prepare potential teachers for the PRAXIS I exam that is necessary to enter the field of education. Emphasis is placed on content specifications of the PRAXIS I exam, study skills and simulated examinations. Upon completion, students should be able demonstrate an understanding of the content necessary for successful completion of the PRAXIS I exam.

PROPOSED- EDU 250

*Effective Term – Fall 2009 [2009*03]*

EDU 250	PRAXIS I Preparation	1	0	1
Prerequisites:	(ENG 090 and RED 090) or ENG 095			
Corequisites:	None			

This course is designed to prepare potential teachers for the PRAXIS I exam that is necessary to enter the field of education. Emphasis is placed on content specifications of the PRAXIS I exam, study skills and simulated examinations. Upon completion, students should be able demonstrate an understanding of the content necessary for successful completion of the PRAXIS I exam.

CURRENT- EDU 251

EDU 251	Exploration Activities	3	0	3
Prerequisites:	None			
Corequisites:	None			

Combined Course Library

This course covers discovery experiences in science, math, and social studies. Emphasis is placed on developing concepts for each area and encouraging young children to explore, discover, and construct concepts. Upon completion, students should be able to discuss the discovery approach to teaching, explain major concepts in each area, and plan appropriate experiences for children.

PROPOSED- EDU 251

Effective Term –Fall 2009 [2009*03]

EDU 251	Exploration Activities	3	0	3
Prerequisites:	(ENG 090 and RED 090) or ENG 095			
Corequisites:	None			

This course covers discovery experiences in science, math, and social studies. Emphasis is placed on developing concepts for each area and encouraging young children to explore, discover, and construct concepts. Upon completion, students should be able to discuss the discovery approach to teaching, explain major concepts in each area, and plan appropriate experiences for children.

CURRENT- EDU 251A

EDU 251A	Exploration Act Lab	0	2	1
Prerequisites:	None			
Corequisites:	EDU 251			

This course provides a laboratory component to complement EDU 251. 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 science, math, and social studies activities for children.

PROPOSED- EDU 251A

Effective Term – Fall 2009 [2009*03]

EDU 251A	Exploration Act Lab	0	2	1
Prerequisites:	(ENG 090 and RED 090) or ENG 095			
Corequisites:	EDU 251			

This course provides a laboratory component to complement EDU 251. 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 science, math, and social studies activities for children.

CURRENT- EDU 252

EDU 252	Math & Sci Activities	3	0	3
Prerequisites:	None			
Corequisites:	None			

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.

PROPOSED- EDU 252

*Effective Term- Fall 2009 [2009*03]*

EDU 252	Math & Sci Activities	3	0	3
Prerequisites:	(ENG 090 and RED 090) or ENG 095			
Corequisites:	None			

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.

CURRENT- EDU 252A

EDU 252A	Math & Sci Act Lab	0	2	1
Prerequisites:	None			
Corequisites:	EDU 252			

This course provides a laboratory component to complement EDU 252. 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 math and science activities.

PROPOSED- EDU 252A

*Effective Term- Fall 2009 [2009*03]*

EDU 252A	Math & Sci Act Lab	0	2	1
Prerequisites:	(ENG 090 and RED 090) or ENG 095			
Corequisites:	EDU 252			

This course provides a laboratory component to complement EDU 252. 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 math and science activities.

CURRENT- EDU 253

EDU 253	Music for Children	1	2	2
Prerequisites:	None			
Corequisites:	None			

This courses covers theory, methods, and integration of music into a total early childhood experience. Topics include music theory, musical instruments, song design, and performance on the keyboard and autoharp. Upon completion, students should be able to play and sing a song and integrate musical skills into the curriculum.

PROPOSED- EDU 253

Effective Term – Fall 2009 [2009*03]

EDU 253	Music for Children	1	2	2
Prerequisites:	(ENG 090 and RED 090) or ENG 095			
Corequisites:	None			

This courses covers theory, methods, and integration of music into a total early childhood experience. Topics include music theory, musical instruments, song design, and performance on the keyboard and autoharp. Upon completion, students should be able to play and sing a song and integrate musical skills into the curriculum.

CURRENT- EDU 254

EDU 254	Music & Move for Child	1	2	2
Prerequisites:	None			
Corequisites:	None			

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.

PROPOSED- EDU 254

Effective Term – Fall 2009 [2009*03]

EDU 254	Music & Move for Child	1	2	2
Prerequisites:	(ENG 090 and RED 090) or ENG 095			
Corequisites:	None			

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.

CURRENT- EDU 256

EDU 256	Sci & Soc Studies Methods	3	2	4
Prerequisites:	None			
Corequisites:	None			

This course covers objectives, content, materials, and instructional approaches to natural sciences and social studies. Topics include classroom and laboratory science experiences; integration of history, geography, economics, and government materials; research/study techniques; and critical thinking. Upon completion, students should be able to assess, plan, implement, and evaluate developmentally appropriate learning experiences in science and social studies.

PROPOSED- EDU 256

*Effective Term- Fall 2009 [2009*03]*

EDU 256	Inst Strat/Social Studies (Instructional Strategies in Social Studies)	2	2	3
Prerequisites:	(ENG 090 and RED 090) or ENG 095			
Corequisites:	None			

This course covers objectives, content, materials, and instructional approaches to social studies. Topics include the integration of history, geography, economics, and government materials; research/study techniques; and critical thinking. Upon completion, students should be able to assess, plan, implement, and evaluate developmentally appropriate experiences as it relates to the NC Standard Course of Study.

CURRENT- EDU 257

EDU 257	Math Methods & Materials	2	2	3
Prerequisites:	None			
Corequisites:	None			

This course covers concepts, activities, methods, and materials for teaching mathematics in elementary through middle school grades. Topics include individual instruction, developmental skill building, manipulatives, problem solving, critical thinking, and numerical concepts. Upon

completion, students should be able to assess, plan, implement, and evaluate developmentally appropriate math experiences.

PROPOSED- EDU 257

*Effective Term- Fall 2009 [2009*03]*

EDU 257	Inst Strat/Math (Instructional Strategies in Math)	2	2	3
Prerequisites:	(ENG 090 and RED 090) or ENG 095 and MAT 060			
Corequisites:	None			

This course covers concepts, activities, methods, and materials for teaching mathematics in elementary through middle school grades. Topics include individual instruction, developmental skill building, manipulatives, problem solving, critical thinking and numerical concepts. Upon completion, students should be able to assess, plan, implement and evaluate developmentally appropriate math experiences relating to the NC Standard Course of Study.

CURRENT- EDU 259

EDU 259	Curriculum Planning	3	0	3
Prerequisites:	EDU 112 or EDU 113 or EDU 119			
Corequisites:	None			

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.

PROPOSED- EDU 259

*Effective Term- Fall 2009 [2009*03]*

EDU 259	Curriculum Planning	3	0	3
Prerequisites:	(ENG 090 and RED 090) or ENG 095 and EDU 119			
Corequisites:	None			

This course is designed to focus on curriculum planning for three to five year olds. Topics include philosophy, curriculum models, indoor and outdoor environments, scheduling, authentic assessment, and planning developmentally appropriate experiences. Upon completion, students should be able to evaluate children's development, critique curriculum, plan for individual and group needs, and assess and create quality environments.

CURRENT- EDU 261

EDU 261 **Early Childhood Admin I** 3 0 3
Prerequisites: None
Corequisites: None

This course covers the policies, procedures, and responsibilities for the management of early childhood education programs. Topics include implementation of goals, principles of supervision, budgeting and financial management, and meeting the standards for a NC Child Day Care license. Upon completion, students should be able to develop program goals, explain licensing standards, determine budgeting needs, and describe effective methods of personnel supervision. *This course is also available through the Virtual Learning Community (VLC).*

PROPOSED- EDU 261

*Effective Term- Fall 2009 [2009*03]*

EDU 261 **Early Childhood Admin I** (Early Childhood Administration I) 3
0 3
Prerequisites: (ENG 090 & RED 090) or ENG 095
Corequisites: EDU 119

This course introduces principles of basic programming and staffing, budgeting/financial management and marketing, and rules and regulations of diverse early childhood programs. Topics include program structure and philosophy, standards of NC child care programs, finance, funding resources, and staff and organizational management. Upon completion, students should be able to develop components of program/personnel handbooks, a program budget, and demonstrate knowledge of fundamental marketing strategies and NC standards. *This course is also available through the Virtual Learning Community (VLC).*

CURRENT- EDU 262

EDU 262 **Early Childhood Admin II** 3 0 3
Prerequisites: EDU 261
Corequisites: None

This course provides a foundation for budgetary, financial, and personnel management of the child care center. Topics include budgeting, financial management, marketing, hiring, supervision, and professional development of a child care center. Upon completion, students should be able to formulate marketing, financial management, and fund development plans and

develop personnel policies, including supervision and staff development plans. *This course is also available through the Virtual Learning Community (VLC).*

PROPOSED- EDU 262

*Effective Term- Fall 2009 [2009*03]*

EDU 262	Early Childhood Admin II	3	0	3
Prerequisites:	(ENG 090 & RED 090) or ENG 095 and EDU 261			
Corequisites:	EDU 119			

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. *This course is also available through the Virtual Learning Community (VLC).*

CURRENT- EDU 263

EDU 263	Dev School-Age Prog	2	0	2
Prerequisites:	None			
Corequisites:	None			

This course introduces the methods and procedures for operating a school-age program in either the public or proprietary setting. Emphasis is placed on constructing and organizing the physical environment as well as planning and developing a school-age program. Upon completion, students should be able to plan and develop a quality school-age program.

PROPOSED- EDU 263

*Effective Term- Fall 2009 [2009*03]*

EDU 263	School-Age Program Admin (School age Program Administration)	2	0	2
Prerequisites:	(ENG 090 and RED 090) or ENG 095			
Corequisites:	None			

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.

CURRENT- EDU 271

EDU 271	Educational Technology	2	2	3
Prerequisites:	None			
Corequisites:	None			

This course introduces the use of technology to enhance teaching and learning in all educational settings. Topics include technology concepts, instructional strategies, materials and adaptive technology for children with exceptionalities, facilitation of assessment/evaluation, and ethical issues surrounding the use of technology.

Upon completion, students should be able to apply technology enhanced instructional strategies, use a variety of technology resources and demonstrate appropriate technology skills in educational environments. *This course is also available through the Virtual Learning Community (VLC).*

PROPOSED- EDU 271

*Effective Term – Fall 2009 [2009*03]*

EDU 271	Educational Technology	2	2	3
Prerequisites:	(ENG 090 and RED 090) or ENG 095			
Corequisites:	None			

This course introduces the use of technology to enhance teaching and learning in all educational settings. Topics include technology concepts, instructional strategies, materials and adaptive technology for children with exceptionalities, facilitation of assessment/evaluation, and ethical issues surrounding the use of technology.

Upon completion, students should be able to apply technology enhanced instructional strategies, use a variety of technology resources and demonstrate appropriate technology skills in educational environments. *This course is also available through the Virtual Learning Community (VLC).*

CURRENT- EDU 275

EDU 275	Effective Teach Train	2	0	2
Prerequisites:	None			
Corequisites:	None			

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.

PROPOSED- EDU 275

Effective Term – Fall 2009 [2009*03]

EDU 275	Effective Teach Train (Effective Teacher Training)	2	0	2
Prerequisites:	(ENG 090 and RED 090) or ENG 095			
Corequisites:	None			

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.

CURRENT- EDU 280

EDU 280	Language & Literacy Exp	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course explores the continuum of children's communication development, including verbal and written language acquisition and other forms of communication . Topics include selection of literature and other media, the integration of literacy concepts throughout the classroom environment, inclusive practices and appropriate assessments. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate literacy experiences. *This course is also available through the Virtual Learning Community (VLC).*

PROPOSED- EDU 280

*Effective Term- Fall 2009 [2009*03]*

EDU 280	Language & Literacy Exp (Language & Literacy Experiences)	3	0	3
Prerequisites:	(ENG 090 and RED 090) or ENG 095			
Corequisites:	None			

This course is designed to expand students' understanding of children's language and literacy development and provides strategies for enhancing language/literacy experiences in an enriched environment. Topics include selection of diverse literature and interactive media, the integration of literacy concepts throughout the curriculum, appropriate observations/assessments and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate and diverse language/literacy experiences. *This course is also available through the Virtual Learning Community (VLC).*

CURRENT- EDU 280A

EDU 280A	Literacy Exp Lab	0	2	1
Prerequisites:	None			
Corequisites:	EDU 280			

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.

PROPOSED- EDU 280A

Effective Term – Fall 2009 [2009*03]

EDU 280A	Literacy Exp Lab (Literacy Experiences Lab)	0	2	1
Prerequisites:	(ENG 090 and RED 090) or ENG 095			
Corequisites:	EDU 280			

Combined Course Library

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.

CURRENT- EDU 282

EDU 282	Early Childhood Lit	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course covers the history, selection, and integration of literature and language in the early childhood curriculum. Topics include the history and selection of developmentally appropriate children’s literature and the use of books and other media to enhance language and literacy in the classroom. Upon completion, students should be able to select appropriate books for storytelling, reading aloud, puppetry, flannel board use, and other techniques.

PROPOSED- EDU 282

Effective Term – Fall 2009 [2009*03]

EDU 282	Early Childhood Lit (Early Childhood Literature)	3	0	3
Prerequisites:	(ENG 090 and RED 090) or ENG 095			
Corequisites:	None			

This course covers the history, selection, and integration of literature and language in the early childhood curriculum. Topics include the history and selection of developmentally appropriate children’s literature and the use of books and other media to enhance language and literacy in the classroom. Upon completion, students should be able to select appropriate books for storytelling, reading aloud, puppetry, flannel board use, and other techniques.

CURRENT- EDU 285

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 Education program.*

PROPOSED- EDU 285

*Effective Term- Fall 2009 [2009*03]*

EDU 285	Internship Exp-School Age (Internship Experiences-School Age)	1	9	4
Prerequisites:	(ENG 090 and RED 090) or ENG 095 and EDU 144, EDU 145, EDU 118, and EDU 163			
Corequisites:	None			

This course is designed to allow students to apply skills in a quality public or private school environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate lesson plans/assessments, appropriate guidance techniques, ethical/professional behaviors as indicated by assignments and onsite faculty visits.

CURRENT- EDU 286

EDU 286	Early Childhood Issues	1	0	1
Prerequisites:	ENG 111			
Corequisites:	COE 111 or COE 121			

This course provides an opportunity to discuss the application of skills in a developmentally appropriate early childhood environment. Emphasis is placed on developing strategies for reaching competency goals and objectives and on planning and developing curriculum. Upon completion, students should be able to demonstrate competence in classroom management skills and in developing, implementing, and evaluating curriculum plans.

PROPOSED- EDU 286

*Effective Term – Fall 2009 [2009*03]*

EDU 286	Early Childhood Issues	1	0	1
Prerequisites:	(ENG 090 and RED 090) or ENG 095			
Corequisites:	None			

This course provides an opportunity to discuss the application of skills in a developmentally appropriate early childhood environment. Emphasis is placed on developing strategies for reaching competency goals and objectives and on planning and developing curriculum. Upon completion, students should be able to demonstrate competence in classroom management skills and in developing, implementing, and evaluating curriculum plans.

CURRENT- EDU 287

EDU 287	Leadership/Early Child Ed	3	0	3
Prerequisites:	Choose one set: EDU 111, EDU 112, EDU 131, EDU 144 & EDU 145 OR EDU 111, EDU 113, EDU 131, EDU 144 & EDU 145 OR EDU 119, EDU 131, EDU 144 & EDU 145 OR EDU 111, EDU 112, EDU 131, PSY 244 & PSY 245 OR EDU 111, EDU 113, EDU 131, PSY 244 & PSY 245 OR EDU 119, EDU 131, PSY 244 & PSY 245			

Corequisites: None

This course is designed to facilitate and guide the development of early childhood professionals preparing for leadership roles in improving community early childhood services. Topics include principles of social change, characteristics of effective leaders, techniques of action research, childcare funding mechanisms, quality initiatives, and key issues in early care. Upon completion, students should be able to identify key issues; develop strategic plans; establish relationships with community leaders; and identify opportunities and barriers for advocacy.

PROPOSED- EDU 287

*Effective Term – Fall 2009 [2009*03]*

EDU 287 Leadership/Early Child Ed (Leadership in Early Childhood Education) 3 0

Prerequisites: (ENG 090 and RED 090) or ENG 095
and EDU 119, EDU 131, (EDU 144 & EDU 145) or
EDU 119, EDU 131, (PSY 244 & PSY 245)

Corequisites: None

This course is designed to facilitate and guide the development of early childhood professionals preparing for leadership roles in improving community early childhood services. Topics include principles of social change, characteristics of effective leaders, techniques of action research, childcare funding mechanisms, quality initiatives, and key issues in early care. Upon completion, students should be able to identify key issues; develop strategic plans; establish relationships with community leaders; and identify opportunities and barriers for advocacy.

CURRENT- EDU 288

EDU 288 Adv Issues/Early Child Ed 2 0 2

Prerequisites: None

Corequisites: None

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.

PROPOSED- EDU 288

Effective Term – Fall 2009 [2009*03]

EDU 288 Adv Issues/Early Child Ed 2 0 2

(Advanced Issues in Early Childhood Education)

Prerequisites: (ENG 090 and RED 090) or ENG 095

Corequisites: None

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.

Curriculum Program Title	Early Childhood Education	Code	A55220
Concentration	(not applicable)		

Curriculum Description

The Early Childhood Education 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 child 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.

Curriculum Requirements*

- I. General Education.** Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.
- II. Major Hours.** AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work experience, including cooperative education, practicums, and internships, may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit. *(See second page for additional information.)*
- III. Other Required Hours.** A college may include courses to meet graduation or local employer requirements in a certificate, diploma, or associate in applied science program. These curriculum courses shall be selected from the Combined Course Library and must be approved by the System Office prior to implementation. Restricted, unique, or free elective courses may not be included as other required hours.

	AAS	Diploma	Certificate
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
Total Semester Hours Credit in Program	64-76	36-48	12-18

**Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers.*

Major Hours

- A. Core.** The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.
- B. Concentration** (*if applicable*). A concentration of study must include a minimum of 12 semester hours credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.
- C. Other Major Hours.** Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work experience, including cooperative education, practicums, and internships, may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit.

Early Childhood Education A55220

	AAS	Diploma	Certificate
Minimum Major Hours Required	49 SHC	30 SHC	12 SHC
A. CORE <i>Courses required for the diploma are designated with *</i> Required Courses: <ul style="list-style-type: none"> * COE 111 Co-op Work Experience I 1 SHC * EDU 119 Intro to Early Childhood Education 4 SHC * EDU 131 Children, Family, and Community 3 SHC * EDU 146 Child Guidance 3 SHC * EDU 151 Creative Activities 3 SHC * EDU 153 Health, Safety and Nutrition 3 SHC * EDU 221 Children with Exceptionalities 3 SHC EDU 271 Educational Technology 3 SHC EDU 280 Language & Literacy Experiences 3 SHC Required Subject Area: *Child Development. Select one set: <ul style="list-style-type: none"> EDU 144 Child Development I 3 SHC & EDU 145 Child Development II 3 SHC <i>or</i> PSY 244 Child Development I 3 SHC & PSY 245 Child Development II 3 SHC 	32 SHC	26 SHC	6 SHC
B. CONCENTRATION (<i>Not applicable</i>)			

Early Childhood Education A55220 (Continued)

C. OTHER MAJOR HOURS			
<p><i>The remaining other major hours may be chosen from the following prefixes:</i> ACC, ANT, ART, ASL, AST, BIO, BUS, CHM, CIS, COE, COM, CSC, CTS, DAN, DBA, DRA, ECO, EDU, ENG, FRE, GEO, GER, HEA, HIS, HUM, MUS, OST, PED, PHI, PHS, POL, PSY, REL, SCI, SOC, SPA and WEB</p> <p><i>Foreign language courses (including ASL) that are not designated as approved other major hours may be included in all programs up to a maximum of 3 semester hours of credit.</i></p>			

Curriculum Program Title

Early Childhood Education

Code

A55220

Concentration

(not applicable)

Curriculum Description

The Early Childhood Education curriculum prepares individuals to work with children from birth through eight 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 child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with families 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.

Curriculum Requirements*

- I. **General Education.** Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.
- II. **Major Hours.** AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work experience, including cooperative education, practicums, and internships, may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit. *(See second page for additional information.)*
- III. **Other Required Hours.** A college may include courses to meet graduation or local employer requirements in a certificate, diploma, or associate in applied science program. These curriculum courses shall be selected from the Combined Course Library and must be approved by the System Office prior to implementation. Restricted, unique, or free elective courses may not be included as other required hours.

	AAS	Diploma	Certificate
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
Total Semester Hours Credit in Program	64-76	36-48	12-18

**Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers.*

Major Hours

- A. Core.** The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.
- B. Concentration** (*if applicable*). A concentration of study must include a minimum of 12 semester hours credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.
- C. Other Major Hours.** Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work experience, including cooperative education, practicums, and internships, may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit.

Early Childhood Education A55220

	AAS	Diploma	Certificate
Minimum Major Hours Required	49 SHC	30 SHC	12 SHC
A. CORE <i>Courses required for the diploma are designated with *</i> Required Courses: <ul style="list-style-type: none"> * EDU 119 Intro to Early Childhood Education 4 SHC * EDU 131 Children, Family, and Community 3 SHC * EDU 146 Child Guidance 3 SHC * EDU 151 Creative Activities 3 SHC * EDU 153 Health, Safety and Nutrition 3 SHC * EDU 221 Children with Exceptionalities 3 SHC EDU 271 Educational Technology 3 SHC EDU 280 Language & Literacy Experiences 3 SHC EDU 284 Early Child Capstone Practicum 4 SHC Required Subject Area: *Child Development. Select one set: <ul style="list-style-type: none"> EDU 144 Child Development I 3 SHC & EDU 145 Child Development II 3 SHC <ul style="list-style-type: none"> <i>or</i> PSY 244 Child Development I 3 SHC & PSY 245 Child Development II 3 SHC 	35 SHC	25 SHC	
D. CONCENTRATION (<i>Not applicable</i>)			

Early Childhood Education A55220 (Continued)

E. OTHER MAJOR HOURS			
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<p><i>The remaining other major hours may be chosen from the following prefixes:</i> ACC, ART, ANT, ASL, AST, BIO, BUS, CHM, CIS, COE, COM, CSC, CTS, DAN, DBA, DRA, ECO, EDU, ENG, FRE, GEO, GER, HEA, HIS, HUM, MUS, PED, OST, PHI, PHS, POL, PSY, REL, SCI, SOC, SPA, and WEB</p> <p><i>Foreign language courses (including ASL) that are not designated as approved other major hours may be included in all programs up to a maximum of 3 semester hours of credit.</i></p>			
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CURRENT

CURRICULUM STANDARD

Effective Term
Fall 2007
[2007*07]

Curriculum Program Title

Infant/Toddler Care (Certificate)

Code

C55290

Concentration

(not applicable)

Curriculum Description

The curriculum prepares individuals to work with children from infancy to three years of age in diverse learning environments. Students will combine learned theories, competency-based knowledge, and practice in actual settings with young children under the supervision of qualified teachers.

Course work includes infant/toddler growth and development: physical/nutritional needs of infants and toddlers; safety issues in the care of infants and toddlers; care and guidance; communication skills with parents and children; design an implementation of appropriate curriculum; and other related topics.

Graduates should be prepared to plan and implement developmentally appropriate infant/toddler programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Early Head Start Programs, and other infant/toddler programs.

Curriculum Requirements*

- I. General Education.** Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.
- II. Major Hours.** AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work experience, including cooperative education, practicums, and internships, may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit. *(See second page for additional information.)*
- III. Other Required Hours.** A college may include courses to meet graduation or local employer requirements in a certificate, diploma, or associate in applied science program. These curriculum courses shall be selected from the Combined Course Library and must be approved by the System Office prior to implementation. Restricted, unique, or free elective courses may not be included as other required hours.

	AAS	Diploma	Certificate
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
Total Semester Hours Credit in Program	64-76	36-48	12-18

Approved by the State Board of Community Colleges on September 16, 2005; SBCC Revised 07/20/07; SBCC Revised 09/21/07.

Major Hours

- A. Core.** The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.
- B. Concentration** (*if applicable*). A concentration of study must include a minimum of 12 semester hours credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.
- C. Other Major Hours.** Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work experience, including cooperative education, practicums, and internships, may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit.

Infant/Toddler Care (Certificate) C55290

	AAS	Diploma	Certificate																							
Minimum Major Hours Required	49 SHC	30 SHC	12 SHC																							
<p>A. CORE</p> <p>Required Courses:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">EDU 119</td> <td style="width: 55%;">Intro to Early Childhood Ed</td> <td style="width: 15%; text-align: right;">4 SHC</td> <td style="width: 15%;"></td> </tr> <tr> <td>EDU 144</td> <td>Child Development I</td> <td style="text-align: right;">3 SHC</td> <td rowspan="2" style="vertical-align: middle; text-align: center;">or</td> </tr> <tr> <td>PSY 244</td> <td>Child Development I</td> <td style="text-align: right;">3 SHC</td> </tr> <tr> <td>EDU 131</td> <td>Child, Family & Community</td> <td style="text-align: right;">3 SHC</td> <td></td> </tr> <tr> <td>EDU 153</td> <td>Health, Safety, & Nutrition</td> <td style="text-align: right;">3 SHC</td> <td></td> </tr> <tr> <td>EDU 234</td> <td>Infant, Toddlers, and Twos</td> <td style="text-align: right;">3 SHC</td> <td></td> </tr> </table> <p>Required Subject Areas: None</p>	EDU 119	Intro to Early Childhood Ed	4 SHC		EDU 144	Child Development I	3 SHC	or	PSY 244	Child Development I	3 SHC	EDU 131	Child, Family & Community	3 SHC		EDU 153	Health, Safety, & Nutrition	3 SHC		EDU 234	Infant, Toddlers, and Twos	3 SHC				16 SHC
EDU 119	Intro to Early Childhood Ed	4 SHC																								
EDU 144	Child Development I	3 SHC	or																							
PSY 244	Child Development I	3 SHC																								
EDU 131	Child, Family & Community	3 SHC																								
EDU 153	Health, Safety, & Nutrition	3 SHC																								
EDU 234	Infant, Toddlers, and Twos	3 SHC																								
B. CONCENTRATION (<i>Not applicable</i>)																										
<p>C. OTHER MAJOR HOURS</p> <p><i>To be selected from the following prefixes:</i></p> <p>ACC, ART, ASL, BIO, BUS, CHM, CIS, COE, CSC, DAN, EDU, HEA, HIS, MUS, OST, PHS, PSY, SCI, and SOC</p> <p><i>Foreign language courses (including ASL) that are not designated as approved other major hours may be included in all programs up to a maximum of 3 semester hours of credit.</i></p>																										

PROPOSED

CURRICULUM STANDARD

Effective Term
Fall 2009
[2009*03]

Curriculum Program Title

Infant/Toddler Care (Certificate)

Code

C55290

Concentration

(not applicable)

Curriculum Description

The curriculum prepares individuals to work with children from infancy to three years of age in diverse learning environments. Students will combine learned theories, competency-based knowledge, and practice in actual settings with infants and toddlers.

Course work includes infant/toddler growth and development: physical/nutritional needs of infants and toddlers; safety issues in the care of infants and toddlers; care and guidance; communication skills with families and children; design an implementation of appropriate curriculum; and other related topics.

Graduates should be prepared to plan and implement developmentally appropriate infant/toddler programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Early Head Start Programs, and other infant/toddler programs.

Curriculum Requirements*

- II. **General Education.** Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.
- II. **Major Hours.** AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work experience, including cooperative education, practicums, and internships, may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit. *(See second page for additional information.)*
- III. **Other Required Hours.** A college may include courses to meet graduation or local employer requirements in a certificate, diploma, or associate in applied science program. These curriculum courses shall be selected from the Combined Course Library and must be approved by the System Office prior to implementation. Restricted, unique, or free elective courses may not be included as other required hours.

	AAS	Diploma	Certificate
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
Total Semester Hours Credit in Program	64-76	36-48	12-18

Major Hours

- A. Core.** The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.
- B. Concentration** (*if applicable*). A concentration of study must include a minimum of 12 semester hours credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.
- C. Other Major Hours.** Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work experience, including cooperative education, practicums, and internships, may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit.

Infant/Toddler Care (Certificate) C55290

	AAS	Diploma	Certificate
Minimum Major Hours Required	49 SHC	30 SHC	12 SHC
A. CORE Required Courses: EDU 119 Intro to Early Childhood Ed 4 SHC EDU 144 Child Development I 3 SHC or PSY 244 Child Development I 3 SHC EDU 131 Child, Family & Community 3 SHC EDU 153 Health, Safety, & Nutrition 3 SHC EDU 234 Infant, Toddlers, and Twos 3 SHC Required Subject Areas: None			16 SHC
B. CONCENTRATION (<i>Not applicable</i>)			
C. OTHER MAJOR HOURS <i>To be selected from the following prefixes:</i> ACC, ART, ASL, BIO, BUS, CHM, CIS, COE, CSC, DAN, EDU, HEA, HIS, MUS, OST, PHS, PSY, SCI, and SOC <i>Foreign language courses (including ASL) that are not designated as approved other major hours may be included in all programs up to a maximum of 3 semester hours of credit.</i>			

Curriculum Program Title

Early Childhood Education

Code

A5522A

Concentration

Special Education

Curriculum Description

Special Education is a concentration under the curriculum title of Early Childhood Education. 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 childcare programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-age programs.

Curriculum Requirements*

- I. **General Education.** Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.
- II. **Major Hours.** AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work experience, including cooperative education, practicums, and internships, may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit. *(See second page for additional information.)*
- III. **Other Required Hours.** A college may include courses to meet graduation or local employer requirements in a certificate, diploma, or associate in applied science program. These curriculum courses shall be selected from the Combined Course Library and must be approved by the System Office prior to implementation. Restricted, unique, or free elective courses may not be included as other required hours.

	AAS	Diploma	Certificate
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
Total Semester Hours Credit in Program	64-76	36-48	12-18

ARCHIVE

Major Hours

- A. Core.** The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.
- B. Concentration** *(if applicable)*. A concentration of study must include a minimum of 12 semester hours credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.
- C. Other Major Hours.** Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work experience, including cooperative education, practicums, and internships, may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit.

Early Childhood Education/Special Education A5522A

	AAS	Diploma	Certificate
Minimum Major Hours Required	49 SHC	30 SHC	12 SHC
A. CORE <i>Courses required for the diploma are designated with *</i>	32 SHC	26 SHC	6 SHC
Required Courses: <ul style="list-style-type: none"> * COE 111 Co-op Work Experience I 1 SHC * EDU 119 Early Childhood Education 4 SHC * EDU 131 Children, Family, and Community 3 SHC * EDU 146 Child Guidance 3 SHC * EDU 151 Creative Activities 3 SHC * EDU 153 Health, Safety, & Nutrition 3 SHC * EDU 221 Children with Exceptionalities 3 SHC EDU 271 Educational Technology 3 SHC EDU 280 Language & Literacy Experiences 3 SHC Required Subject Area: <ul style="list-style-type: none"> * Child Development. Select one set: EDU 144 Child Development I 3 SHC & EDU 145 Child Development II 3 SHC <i>or</i> PSY 244 Child Development I 3 SHC & PSY 245 Child Development II 3 SHC 			
B. CONCENTRATION <i>Courses unique to the concentration are designated with **</i>	14 SHC	14 SHC	

<p>** EDU 147 Behavior Disorders 3 SHC ** EDU 148 Learning Disabilities 5 SHC ** EDU 247 Physical Disabilities 3 SHC ** EDU 248 Mental Retardation 3 SHC</p>			
Early Childhood Education/Special Education A5522A (Continued)			
<p>C. OTHER MAJOR HOURS <i>To be selected from the following prefixes:</i></p> <p>ARCHIVE</p> <p>ACC, ART, ANT, ASL, AST, BIO, BUS, CHM, CIS, COE, COM, CSC, CTS, DAN, DBA, DRA, ECO, EDU, ENG, FRE, GEO, GER, HEA, HIS, HUM, MUS, PED, OST, PHI, PHS, POL, PSY, REL, SCI, SOC, SPA, and WEB</p> <p><i>Foreign language courses (including ASL) that are not designated as approved other major hours may be included in all programs up to a maximum of 3 semester hours of credit.</i></p>			

Curriculum Program Title	Early Childhood Education	Code	A5522B
Concentration	Teacher Associate		

Curriculum Description

Teacher Associate is a concentration under the curriculum title of Early Childhood Education. 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 child 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.

Curriculum Requirements*

- I. General Education.** Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.
- II. Major Hours.** AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work experience, including cooperative education, practicums, and internships, may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit. *(See second page for additional information.)*
- III. Other Required Hours.** A college may include courses to meet graduation or local employer requirements in a certificate, diploma, or associate in applied science program. These curriculum courses shall be selected from the Combined Course Library and must be approved by the System Office prior to implementation. Restricted, unique, or free elective courses may not be included as other required hours.

	AAS	Diploma	Certificate
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
Total Semester Hours Credit in Program	64-76	36-48	12-18

ARCHIVE

Major Hours

- A. Core.** The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.
- B. Concentration** *(if applicable)*. A concentration of study must include a minimum of 12 semester hours credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.
- C. Other Major Hours.** Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work experience, including cooperative education, practicums, and internships, may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit.

Early Childhood Education/Teacher Associate A5522B

	AAS	Diploma	Certificate
Minimum Major Hours Required	49 SHC	30 SHC	12 SHC
A. CORE <i>Courses required for the diploma are designated with *</i>	32 SHC	26 SHC	6 SHC
Required Courses: <ul style="list-style-type: none"> * COE 111 Co-op Work Experience I 1 SHC * EDU 119 Intro to Early Childhood Education 4 SHC * EDU 131 Children, Family, and Community 3 SHC * EDU 146 Child Guidance 3 SHC * EDU 151 Creative Activities 3 SHC * EDU 153 Health, Safety and Nutrition 3 SHC * EDU 221 Children with Exceptionalities 3 SHC EDU 271 Educational Technology 3 SHC EDU 280 Language & Literacy Experiences 3 SHC Required Subject Area: <ul style="list-style-type: none"> * Child Development. Select one set: <ul style="list-style-type: none"> EDU 144 Child Development I 3 SHC & EDU 145 Child Development II 3 SHC or PSY 244 Child Development I 3 SHC & PSY 245 Child Development II 3 SHC 			
F. CONCENTRATION <i>(Not applicable)</i>	12 SHC	12 SHC	

<p>COE 121 Co-op Work Experience II 1 SHC ** EDU 118 Teacher Associate Principles & Practices 3 SHC ** EDU 186 Reading and Writing Methods 3 SHC EDU 235 School Age Development & Programs 2 SHC EDU 275 Effective Teaching Training 2 SHC ** EDU 285 Internship Experiences-School-Age 1 SHC</p>			
<p>ARCHIVE</p> <p>Early Childhood Education/Teacher Associate A5522B (Continued)</p> <p>C. OTHER MAJOR HOURS</p>			
<p><i>The remaining other major hours may be chosen from the following prefixes:</i> ACC, ART, ANT, ASL, AST, BIO, BUS, CHM, CIS, COE, COM, CSC, CTS, DAN, DBA, DRA, ECO, EDU, ENG, FRE, GEO, GER, HEA, HIS, HUM, MUS, PED, OST, PHI, PHS, POL, PSY, REL, SCI, SOC, SPA, and WEB</p> <p><i>Foreign language courses (including ASL) that are not designated as approved other major hours may be included in all programs up to a maximum of 3 semester hours of credit.</i></p>			

Curriculum Program Title	School-Age Education	Code	A55xxx
Concentration	(not applicable)		

Curriculum Description

This curriculum prepares individuals to work with children in elementary through middle grades in diverse learning environments. Students will combine learned theories with practice in actual settings with school-age children under the supervision of qualified teachers.

Course work includes child growth/development; computer technology in education; physical/nutritional needs of school-age children; care and guidance of school-age children; and communication skills with families and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of school-age populations.

Graduates are prepared to plan and implement developmentally appropriate programs in school-aged environments. Employment opportunities include school-age teachers in child care programs, before/after-school programs, paraprofessional positions in public/ private schools, recreational centers, and other programs that work with school-age populations.

Curriculum Requirements*

- I. **General Education.** Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.
- II. **Major Hours.** AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work experience, including cooperative education, practicums, and internships, may be included in a degree or diploma program up to a maximum of 8 semester hours and in a certificate program up to a maximum of 2 semester hours. (*see back of page for Major Hours requirements*)
- III. **Other Required Hours.** A college may require other subjects or courses to complete graduation requirements. These requirements may include electives, orientation, study skills courses, or other graduation requirements.

	AAS	Diploma	Certificate
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
Total Semester Hours Credit in Program	64-76	36-48	12-18

**Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers.*

Major Hours

- A. Core.** The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.
- B. Concentration** (*if applicable*). A concentration of study must include a minimum of 12 semester hours credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.
- C. Other Major Hours.** Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work experience, including cooperative education, practicums, and internships, may be included in associate in applied science degree and diploma curriculum programs up to a maximum of 8 semester hours credit and in certificate programs up to a maximum of 2 semester hours credit.

School-Age Education A55xxx

	AAS	Diploma	Certificate
Minimum Major Hours Required	49 SHC	30 SHC	12 SHC
A. CORE <i>Courses required for the diploma are designated with *</i> Required Courses: *EDU 131 Child Family and Community 3 SHC *EDU 163 Classroom Mgt. & Instruction 3 SHC *EDU 271 Educational Technology 3 SHC *EDU 285 Internship Experience School-age 4 SHC EDU 289 Adv. Issues/School age Populations 2 SHC Required Subject Areas: *Child Development. Select one set: EDU 144 Child Development I 3 SHC & EDU 145 Child Development II 3 SHC or PSY 244 Child Development I 3 SHC & PSY 245 Child Development II 3 SHC *Special Education. Select one of the following: EDU 161 Intro. To Exceptional Child 3 SHC or EDU 221 Intro. To Exceptional Child 3 SHC *Education Overview. Select one of the following: EDU 118 Principles and Practices of Inst. Assistant 3 SHC or EDU 216 Foundations of Education 4 SHC	27-28 SHC	25-26 SHC	
B. CONCENTRATION (<i>Not applicable</i>)			

C. OTHER MAJOR HOURS

To be selected from the following prefixes:

ACC, ANT, ART, ASL, AST, BIO, BUS, CHM, CIS, COE, COM, CSC,
CTS, DAN, DBA, DRA, ECO, EDU, ENG, FRE, GEO, GER, HEA, HIS,
HUM, MAT, MUS, PED, OST, PHI, PHS, POL, PSY, REL, SCI, SOC,
SPA, and WEB

*Foreign Language courses (including ASL) that are not designated as approved
other major hours may be included in all programs up to a maximum of 3 semester
hours of credit.*

Approved by the State Board of Community Colleges on _____.

Education Curriculum Improvement Project Voting Ballot
Proposed Course Revisions and Curriculum Standard Revisions

** Please note: New proposed EDU courses and a new proposed Curriculum Standard (School-Age Education) have been included for your information as part of this packet. New courses and new curriculum standards do not require college votes for approval, thus are not included on the ballot below.

We have reviewed the proposed changes and recommend the following:

Curriculum Standard	Curriculum Standard Title	Yes	No	Decline to Vote				
A55220	Early Childhood Education							
A5522A	Early Childhood Education- Special Education							
*A5522B	Early Childhood Education- Teacher Associate							
C55290	Infant/Toddler Care (Certificate)							

*Please Note: If this concentration (Teacher Associate) is archived and the new School-age Education curriculum standard is approved, it will be requested that all colleges that currently are approved for the A5522B program receive automatic approval for the new School-Age Education curriculum program.