CENTRAL CAROLINA
COMMUNITY COLLEGE

Program Planning Guide
Early Childhood Diploma, D55220

Program Length: 4 semesters
Career Pathway Options: Associate in Applied Science Degree in Early Childhood Education (Higher entrance standards required); Early Childhood Diploma
Program Site: Lee Main Campus, Day; Selected Evening Courses; Selected Distance Education Courses

Suggested Course Schedule:		Hours				Notes:
		Class	Lab	Clinical	Credit	
1st Semester (Fall)						
EDU 119	Intro to Early Childhood Education	4	0	0	4	
EDU 131	Children, Family Community	3	0	0	3	
EDU 144	Child Development I	3	0	0	3	
	Social/Behavioral Science Elective	3	0	0	3	
					13	
2nd Semester (Spring)						
ACA	Student Success Course				1	
EDU 145	Child Development II	3	0	0	3	
EDU 146	Child Guidance	3	0	0	3	
EDU 151	Creative Activities	3	0	0	3	
EDU 153	Health, Safety, and Nutrition	3	0	0	3	
ENG 111	Writing and Inquiry	3	0	0	3	
					16	
3rd Semester (Summer)						
EDU 221	Children with Exceptional Needs	3	0	0	3	
		3	0	0	3	
4th Semester (Fall)						
EDU 252	Math and Science Activites	3	0	0	3	
EDU 259	Curriculum Planning	3	0	0	3	
EDU 271	Educational Technology	2	2	0	3	
EDU 284	Early Childhood Capstone Practicum	1	9	0	4	
					13	

Total Semester Hours Credit required for graduation: 45

ACA 111   College Student Success   1-0-1
This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives.

ACA 115   Success and Study Skills   0-2-1
This course provides an orientation to the campus resources and academic skills necessary to achieve educational objectives. Emphasis is placed on an exploration of facilities and services, study skills, library skills, self-assessment, wellness, goal-setting, and critical thinking. Upon completion, students should be able to manage their learning experiences to successfully meet educational goals.

ACA 122   College Transfer Success   1-0-1
This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.

EDU 119   Intro to Early Child Educ   4-0-4
This course introduces the foundations of early childhood education, the diverse educational settings for young children, professionalism and planning intentional developmentally appropriate experiences for each child. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career/professional development plan, appropriate environments, schedules, and activity plans.

EDU 131   Child, Family, & Community   3-0-3
Corequisites: DRE 097
This course covers the development of partnerships between culturally, linguistically and ability diverse families, children, schools and communities through the use of evidence-based strategies. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources reflective of the NAEYC Code of Ethical Conduct. Upon completion, students should be able to identify appropriate relationship building strategies between diverse families, children, schools, and

communities and demonstrate a variety of communication skills including appropriate use of technology to support every child.

EDU 144   Child Development I   3-0-3
Corequisites: DRE 097
This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.

EDU 145   Child Development II   3-0-3
Corequiste: DRE 097
This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.

EDU 146   Child Guidance   3-0-3
Corequisite: DRE 097
This course introduces evidence-based strategies to build nurturing relationships with each child by applying principles and practical techniques to facilitate developmentally appropriate guidance. Topics include designing responsive/supportive learning environments, cultural, linguistic and socio-economic influences on behavior, appropriate expectations, the importance of communication with children/families including using technology and the use of formative assessments in establishing intentional strategies for children with unique needs. Upon completion, students should be able to demonstrate direct/indirect strategies to encourage social skills, self-regulation, emotional expression and positive behaviors while recognizing the relationship between children's social, emotional and cognitive development.

EDU 151   Creative Activities   3-0-3
Corequisite: DRE 097
This course introduces developmentally supportive creative learning environments with attention to divergent thinking, creative problem-solving, evidence-based teaching practices, and open-ended learning materials while applying NC Foundations for Early Learning and Development. Emphasis is placed on

observation of process driven learning experiences in art, music, creative movement, dance, and dramatics for every young child age birth through eight, integrated through all domains and academic content. Upon completion, students should be able to examine, create, and adapt developmentally creative learning materials, experiences, and environments for children that are culturally, linguistically, and ability diverse.

EDU 153   Health, Safety & Nutrition   3-0-3
Corequisite: DRE 097
This course covers promoting and maintaining the health and well-being of every child. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, health benefits of active play, recognition and reporting of abuse/neglect, and state regulations. Upon completion, students should be able to apply knowledge of NC Foundations for Early Learning and Development for health, safety, nutritional needs and safe learning environments.

EDU 221   Children With Exceptionalities   3-0-3
Prerequisite: Take one set: Set 1: EDU 144, EDU 145;
Set 2: PSY 244, PSY 245
Corequisite: DRE 098
This course covers atypical patterns of child development, inclusive/diverse settings, evidenced-based educational/family plans, differentiated instruction, adaptive materials, and assistive technology. Emphasis is placed on the characteristics of exceptionalities and delays, early intervention/special education, transitions, observation, developmental screening, formative assessment of children, and collaborating with families and community partners. Upon completion, students should be able to recognize diverse abilities, describe the referral process, identify community resources, explain the importance of collaboration with families/professionals, and develop appropriate strategies/adaptations to support children in all environments with best practices as defined by laws, policies and the NC Foundations for Early Learning and Development. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.

EDU 252   Math & Science Activities   3-0-3
Corequisite: DRE 098
This course introduces discovery experiences in math and science. Topics include concepts, facts, phenomena, and skills in each area. Upon completion, students should be able to identify, plan, select materials and equipment, and implement and evaluate developmentally appropriate curriculum materials.

EDU 259   Curriculum Planning   3-0-3
Prerequisites: EDU 119
Corequisites: DRE 098
This course is designed to focus on using content knowledge to build developmentally effective approaches for culturally/linguistically/ability diverse young children. Topics include components of curriculum, a variety of curriculum models, authentic observation and assessment, and planning developmentally appropriate experiences aligned with the NC Foundations for Early Learning and Development. Upon completion, students should be able to understand, evaluate, and use curriculum to plan for individual/group needs.

EDU 271   Educational Technology   2-2-3
Corequisite: DRE 098
This course introduces the ethical use of technology to enhance teaching and learning in all educational settings. Emphasis is placed on technology concepts, ethical issues, digital citizenship, instructional strategies, assistive technology, and the use of technology for professional development and communication. Upon completion, students should be able to discuss technology concepts, ethically use a variety of technology resources, demonstrate appropriate technology skills in educational environments, and identify assistive technology.

ENG 111   Writing and Inquiry   3-0-3
Prerequisites: Take one set: RED 090 and ENG 090, ENG 095, DRE 098, or appropriate placement test scores.
This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This course has been approved for transfer under the CAA and ICAA as a general education course in English Composition.