**Early Childhood Education Preschool Certificate (C55220P)**

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| **EDU-119** | **Intro to Early Child Educ** | **EDU-119** |

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| 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. |

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| State Prerequisites | None |

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| State Corequisites | None | |
| **EDU-153** | **Health, Safety and Nutrition** | **EDU-153** |

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| 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. |

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| State Prerequisites | None |

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| State Corequisites | None |

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| **EDU-131** | **Child, Family, and Community** | **EDU-131** |

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| This course covers the development of partnerships among culturally, linguistically and ability diverse families, children, schools and communities through the use of evidence-based strategies. Emphasis is placed on developing skills and identifying benefits for establishing and supporting respectful relationships between diverse families, programs/schools, and community agencies/resources reflective of the NAEYC Code of Ethical Conduct and the Code of Ethics for North Carolina Educators. Upon completion, students should be able to identify appropriate relationship building strategies between diverse families, children birth through adolescence, schools, and communities and demonstrate a variety of communication skills including appropriate use of technology to support every child. |

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| State Prerequisites | None |

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| State Corequisites | None |

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| College Transfer | This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. | | |
| **EDU-145** | | **Child Development II** | **EDU-145** |

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| 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. |

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| State Prerequisites | None |

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| State Corequisites | None |

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| College Transfer | This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. | | |
| **EDU-146** | | **Child Guidance** | **EDU-146** |

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| 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. |

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| State Prerequisites | None |

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| State Corequisites | None |