

MOUNT OLIVE COLLEGE
EARLY CHILDHOOD EDUCATION PROGRAM

Admission Requirements

- High school graduate or equivalent
- 21 years or older
- Interview with Program Representative

Program Format

- 14 courses (39 credits) in modular format
- 68 weeks, divided into three academic terms
- One four-hour class meeting weekly

Degree Opportunities

The B.S. in Early Childhood Education prepares students to work with children from infancy through kindergarten in various learning environments, applying theory to practice under qualified supervision. Course work includes child growth and development with a focus on fostering cognitive, emotional, physical, and creative skills; curriculum planning; field experience; family and social issues; communication skills; and preschool programs and administration. Graduates are prepared to plan and implement developmentally appropriate programs in diverse early childhood settings.

Early Childhood Education Program Calendar

Semester 1	Weeks	Semester Hours
Convocation		
Module 1 EDU 300	5	3
Module 2 EDU 315	6	3
Module 3 EDU 325	5	3
Module 4 EDU 330	6	3
Module 5 EDU 385	2	1
Semester 2		
Module 6 EDU 350	7	4
Module 7 EDU 360	6	3
Module 8 EDU 370	6	3
Module 9 EDU 386	2	1
Module 14A EDU 495A	2	2
Semester 3		
Module 10 EDU 420	7	4
Module 11 EDU 430	5	3
Module 12 EDU 440	5	3
Module 13 EDU 387	2	1
Module 14B EDU 495B	2	2

Course Descriptions

ECU 300 Early Childhood Education Programs (3 sh). Survey of early childhood programs and developmentally appropriate practices for typically and atypically developing young children. Includes history of the field, theoretical and educational designs, the theoretical foundations of play, and goals for early childhood education. Emphasis on observation and comparison of programs. Includes an introduction to the Senior Thesis.

EDU 315 Early Childhood Development (3 sh).

Study of child development from conception to age six, with emphasis on cognitive, social, emotional, moral, and physical development. Discussion of practicum expectations and goal-setting. Six to eight practicum hours (See EDU 385) and student reflections required.

EDU 325 Assessment and Evaluation of Young Children (3 sh).

Study of the principles and practices of types of assessments (informal, formal, rating scales, portfolios, anecdotal records, and standardized tests) of young children and early childhood programs and how these assessments are used in various learning environments (day care centers, special programs including Head Start, and public schools). Examines the assessment of culturally diverse populations and children with special needs. Six to eight practicum hours and student reflections required (See EDU 385). Prerequisite: PSY 210.

EDU 330 Curriculum and Methods for Infants & Toddlers (3sh).

Study of exemplary approaches to the education of infants and toddlers (birth-3). Emphasis on developmentally appropriate settings and curriculum activities for very young children, ways of working with parents, and methods of providing a quality program for infants and toddlers. Six to eight practicum hours (See EDU 385) and student reflections required.

EDU 350 Psychological and Sociological Foundations of Education (4 sh).

Study of the psychological and sociological variables that impact learning and teaching. Focus on understanding learners' cognitive, social, and emotional development related to learning and educational settings; learner differences including cultural, racial, and gender differences; behavioral, cognitive, and constructivist views of learning; motivation; learning environments; effective teaching; behavior management; and assessment. Addresses the special needs of children deemed at-risk.

EDU 360 Curriculum and Methods of Teaching Young Children: Ages 3-5 (3 sh).

Study that provides understandings, skills, and abilities necessary to implement an effective preschool or kindergarten program. Emphasis on curriculum content and design and the effective integration of content in an early childhood program built on developmentally appropriate practices. Includes methodology, organization of instruction, classroom management, and prescriptive instructional planning. Examines state curriculum guides, their relationship to instructional planning, and state and local

education agencies' mandated assessments. Six to eight practicum hours (See EDU 386) and student reflections required.

EDU 370 Exceptional Children in Early Childhood Programs (3 sh). Study of the nature and needs of exceptional children: the gifted, mentally handicapped, learning disabled, speech impaired, physically and health impaired, sensory impaired, emotionally handicapped, and developmentally delayed. Emphasis on specific intervention techniques and practices for children with atypical development. Attention given to the inclusion classroom model for typically and atypically developing young children. Six to eight practicum hours (See EDU 386) and student reflections required.

EDU 385 Practicum I Seminar: Infants & Toddlers (1sh). Observation of infants and/or toddlers in an approved child care setting followed by discussion, analysis, problem-solving, and goal-setting. Settings might include developmental schools, pediatric units, preschools, and private homes under the supervision of licensed service providers. Practicum may include the use of observation instruments applicable to that setting. Student reflections and presentations on these experiences required.

EDU 386 Practicum II Seminar: Exceptional Children/Special Needs (1 sh). Observation of young children with special needs in a child care or public school setting to develop an understanding of the programming for those students, ways curriculum or environments have been adapted, and learning methods for the inclusion of exceptional students within a class of typical and atypically developing students. Includes discussion, student reflections, analysis, and problem-solving.

EDU 387 Practicum III Seminar: Pre-Kindergarten & Kindergarten (1 sh). Observation of children in a public school pre-kindergarten and/or kindergarten classroom followed by discussion, analysis, and problem-solving. May include the use of observation or assessment instruments applicable to that setting. Student reflections on these experiences required.

EDU 420 Literacy & Literature for Early Childhood Education (4sh). Study of the development of literacy in early childhood emphasizing language acquisition, communication, emergent reading, emergent writing, and spelling. Examination and practice of developmentally appropriate curriculum and teaching methods for children's literature, beginning reading, and the language arts. Explores the roles of teachers and parents in developing literacy, the creation of print-rich environments, and multicultural contributions to

literature and literacy. Eight practicum hours (See EDU 387) and student reflections are required.

EDU 430 Parent Education & Family Involvement (3 sh). Study of the theories and methods of working with parents, including those with children having exceptional educational needs, and with the agencies serving them. Students will develop communicative skills that enable them to support, educate, and involve parents, paraprofessionals, and other professionals involved in the child's total developmental and educative process. Six to eight practicum hours (See EDU 387) and student reflections required.

EDU 440 Administration of Early Childhood Programs (3 sh). Study that acquaints students with the legal, business, and educational aspects involved in initiating and conducting an early childhood program. Examines political, social, and economic factors involved in current mandates for early childhood education. Topics examined also include professionalism, program and staff support, staff development, supervision, leadership styles, community agencies and resources, curriculum development, and the change process. Six to eight practicum hours (EDU 387) and student reflections included.

EDU 495A & B Senior Thesis (2 sh each). A capstone course that includes an extensive research project on a topic in the field of early childhood education developed throughout the major course of study for the B.S. in Early Childhood Development. The paper and oral presentation or the portfolio of materials related to the topic and oral presentation will be shared in EDU 495B. The portfolio will be accompanied by a review of the literature related to the topic presented. In EDU 495A, progress toward the project will be presented to the class followed by discussion, critiques, and problem-solving.

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