

Child Development Degree Programs

Child Development: Caring for the Future

Student Advising Guide

**Associate in Arts Degree
2008 - 2013**



Health & Human Service Careers Department

Lansing Community College offers a variety of programs in Child Development. Each addresses the various components of high quality developmentally-based early education and care in a variety of settings and for all ages, including infants, toddlers, preschoolers, and school-aged children. Instructional methods include lecture-discussion, hands-on experiences, and supervised fieldwork. Many courses are offered on-line.

Certificate & Degree Programs

The Child Development Certificate of Achievement (34 semester credits) and the Associate Degree in Child Development (64 semester credits) prepare students for a variety of positions as caregiving personnel in early education and childcare centers, family childcare and group family childcare homes. The Associate Degree fulfills the educational requirements for childcare center program directors as specified by the State of Michigan Child Day Care Licensing Regulations. The associate degree also meets federal regulations for Teacher Para- Professionals/Teacher Aide positions in public schools.

CDA Training

The CDA Training program is designed for the early education and care worker wishing to become a Child Development Associate (CDA). The CDA Credential is independently awarded by the National Council for Professional Recognition to those demonstrating competence in their work with children in early education and care programs. LCC's CDA Training Program provides the required formal training and prepares caregivers for assessment through lecture-discussion sessions and through field observations. Five courses (18 credits) meet the CDA credential training requirements. CDA Training courses can be applied toward the LCC Child Development Certificate or Associate Degree. The CDA training program is designed for individuals already working in early education and care with children five years of age and younger. Those not employed should contact the CDA coordinator for field placement advice.

Seminars for Childcare Providers

Child Development Seminars supplement the core courses and provide training for childcare personnel. A variety of times and formats meet the needs of early education and care workers, including weekends and online.

Early LCC

The Early Learning Children's Community (Early LCC) is full-day early education and care classrooms for three to five year-olds and for toddlers 15 months to three years. They are the academic laboratories for LCC students learning about children and families. Child development students may do fieldwork at this program. There are two Early LCC locations. The Early LCC-EC3 site is housed in the Educational Childcare Center at 1715 W. Main Street. The Early LCC-Head Start Preschool and Toddler site is located at 820 N. Washington Avenue.

Transfer Opportunities

Child Development coursework transfers to the following bachelor degree programs:

- **Western Michigan University**, Online Program: Family Studies, Child Development Emphasis Bachelor Degree.
 - This degree prepares graduates to work in agencies with children and families, but does not grant an elementary teaching certificate.
 - The entire Child Development Associate Degree is used, leaving only 60 credits to be taken at WMU.
- **Ferris State University**: Some Child development courses may be used to meet the Elementary Education, Early Childhood endorsement requirements. Those who already have an elementary teaching certificate can LCC child development courses to receive this endorsement from FSU.
 - Early Childhood Education: Bachelor of Science Degree, Big Rapids Campus: the entire LCC Child Development Associate degree is used, leaving 60 credits to be taken at FSU
- **Michigan State University**, Family and Child Studies: Family Community Services (non-teaching) and Child Development (teaching certificate/ZA endorsement, limited enrollment) majors.
 - These degrees use some of the coursework of the Child Development Associate Degree. Contact a Child Development advisor for information
- **Spring Arbor University**: Some child development courses may be used to meet the Elementary Education, Early Childhood endorsement requirements.

Mission Statement

With a deep commitment to children's development and early education, the Child Development and Early Education Program advances professional growth by connecting classroom learning to practical application and building reciprocal relationships among faculty, students and community.

Vision

A community that appreciates children's capacities, respects early education, and values professional growth, all occurring in the context of inclusive and supportive relationships.

PROGRAM OUTCOMES

Based on National Association for the Education of Young Children Accreditation Standards for Early Childhood Associate Degree programs, the successful Child Development Program graduate will:

I. Construct environments that are healthy, respectful, supportive and challenging for children based on an understanding of development and theories as well as individual and cultural attributes.

COMPETENCIES:

- A. Use knowledge of the characteristics of children from birth through age ten in the areas of physical, social, emotional, cognitive and language development to create healthy, respectful, supportive and challenging environments.
- B. Apply knowledge of the influences of maturation, individual attributes and environment (including familial and cultural attributes) on children's development to create appropriate physical and emotional environments.
- C. Demonstrate understanding of principles and environmental factors which promote health (including nutrition), and prevent or reduce injuries in young children.
- D. Use knowledge of developmental stages, processes and theories of development in planning and implementing environments for all children.

II. Use developmentally appropriate strategies for teaching and learning, as well as knowledge of academic disciplines, to design and implement curriculum that promotes positive development and learning for all children in each developmental area.

COMPETENCIES:

- A. Demonstrate an understanding of developmentally appropriate practice, including individual, cultural and developmental principles.
- B. Use a variety of strategies to support children's development and learning, including helping children construct knowledge through play, exploration and active learning.
- C. Use observing, documenting and authentic assessment to gain an understanding of the child, and to assist in planning and interacting.
- D. Plan a meaningful integrative curriculum which includes experiences to develop the whole child and incorporates all content areas.

III. Demonstrate a respectful, supportive and positive relationship with young children fostering their individual social and emotional development and learning.

COMPETENCIES:

- A. Demonstrate the ability to understand and build positive relationships and developmentally appropriate supportive interactions with each child.
- B. Demonstrate knowledge and skill in using developmentally appropriate guidance approaches, such as redirection, problem-solving, encouragement and authentic praise.
- C. Demonstrate effective communication techniques considering the individual and diverse backgrounds of children.

IV. Demonstrate effective respectful partnerships with families to enhance children's development.

COMPETENCIES:

- A. Demonstrate an understanding of the complex strengths and diversity of families, and the critical importance of the parent/child relationships, and its reciprocal nature.
- B. Apply strategies for communicating respectfully with, and involving, families to enhance and support families' roles in promoting their children's development.
- C. Identify community strengths and resources, as well as strategies for communicating this information, acknowledging individual family attributes.

V. Apply the principles and standards of the early childhood education and care profession, and engage in continuous learning and reflection to inform practice.

COMPETENCIES:

- A. Use the Code of Ethical Conduct as defined by NAEYC.
- B. Apply reflective thinking, collaborative and continuous learning and use of professional resources to inform practice and assess personal goals.
- C. Use professional behaviors and employment work standards, including: Dress Code, Attitudes, Punctuality, Completing Work and Teamwork.
- D. Interact professionally with adults, including families, in the early childhood setting, both verbally and in writing.
- E. Demonstrate knowledge of federal, state and local regulations and public policy regarding programs and services for young children.
- F. Engage in informed advocacy for children by articulating child development principles to others.

THEMES THAT RUN THROUGH THE ENTIRE PROGRAM

Cross Class Concepts

1. Diversity
2. Observing and recording children's behavior
3. Team work and communication skills
4. Self-assessment
5. Writing
6. Employability skills (accuracy, promptness, attention to detail, timeliness)
7. Health, safety and nutrition
8. Children with special needs/inclusion

National Association for the Education of Young Children Accreditation Standards For Early Childhood Associate Degree Programs

Standard 1: Promoting Child Development and Learning

Key elements:

- a. Knowing and understanding young children's characteristics and needs
- b. Knowing and understanding the multiple influences on development and learning
- c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Standard 2: Building Family and Community Relationships

Key elements:

- a. Knowing about and understanding family and community characteristics
- b. Supporting and empowering families and communities through respectful, reciprocal relationships
- c. Involving families and communities in their children's development and learning

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

Key elements:

- a. Understanding the goals, benefits, and uses of assessment
- b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
- c. Understanding and practicing responsible assessment
- d. Knowing about assessment partnerships with families and other professionals

Standard 4: Teaching and Learning

Key elements:

- a. Knowing, understanding, and using positive relationships and supportive interactions
- b. Knowing, understanding, and using effective approaches, strategies, and tools for early education
- c. Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines
- d. Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes

Standard 5: Becoming Professional

Key elements:

- a. Identifying and involving oneself with the early childhood field
- b. Knowing about and upholding ethical standards and other professional guidelines
- c. Engaging in continuous, collaborative learning to inform practice
- d. Integrating knowledgeable, reflective, and critical perspectives on early education
- e. Engaging in informed advocacy for children and the profession

CHILD DEVELOPMENT ADVISING GUIDE
Associate in Arts Degree
Curricular Guide # 1253, Effective Fall 2008 – Summer 2013

WHAT COURSES DO I NEED TO TAKE?

Program requirements are listed on curricular guide #0133 for the Certificate of Achievement, #1253 for the Associate Degree, and #0921 for the CDA Training Certificate of Completion. Refer to those guides on the enclosed curricular requirements sheet for specific courses.

IN WHAT ORDER SHOULD I TAKE COURSES?

The Child Development program has a sequence of classes that must be taken in order. One course is the prerequisite for the next. It is **essential** that the student begin this sequence at the start of their course work; otherwise it may delay finishing their degree.

THE COURSE SEQUENCE IS: CHDV 100 → CHDV 111 (can be taken concurrently with CHDV 100) and CHDV 101 → CHDV 220 and CHDV 221 and (CHDV 112 or concurrently with CHDV 284) → CHDV 284

All CHDV courses must be completed with a 2.5 grade or better to be used as a prerequisite. It will take 4 semesters to finish the required sequence. Plan your schedule carefully to be sure you have the required courses during the correct semesters. Unless noted, some courses may **not** be taken in the same semester, as each course builds on the information in the previous course. Only CHDV 100 and 221 are offered in the summer. Most often, CHDV 284 may only be offered in Spring semester.

If possible, take CHDV 220 or CHDV 221 the semester after taking CHDV 111 to continue to build on learned skills.

WRIT 121 should be taken early in the program since all courses will require writing. Building your skills early will help to be successful in all other courses. Minimum reading and writing assessment scores are required for entry into WRIT 121.

CHDV 284 should be taken after completing most of the CHDV courses and WRIT 121.

For graduation, a student must earn a minimum of 2.5 grade in each CHDV course counted for credit toward the degree.

Associate degree students may take the general education courses at any point during their program. Some students prefer to take all their Child Development courses first; others take a combination of Child Development and general education courses. The choice is yours.

WHAT IS A PREREQUISITE?

Prerequisites are requirements that the student must meet before taking a course. Prerequisites ensure that the student has the necessary skills or knowledge to be successful in the course. A prerequisite may be a course or it may be a specific score on one of the assessment tests. Course prerequisites are listed in the curriculum guide in this booklet, and in the college catalog and schedule book. Students will be unable to register for a course unless the prerequisite has been met. If the student has transferred prerequisite courses from another college, had a prerequisite course under the term system, or has an approved waiver for a prerequisite, the student must have an override before registering. It is important to resolve any prerequisite questions prior to registration. Please contact Marcia Rysztak prior to registration to obtain the override. Please don't hesitate to call 517-483-1141.

WHAT ASSESSMENT TESTS ARE NEEDED?

LCC provides entry-level testing and placement services for reading, writing and math. **All Child Development students must take the reading and writing assessments before beginning course work.** After taking the assessment tests, assessment advisors will make recommendations for writing courses which will help students who may need to improve their reading and writing skills.

A math placement test is required before entry into math or science classes.

All assessment tests are given in the Assessment Center, Suite 2100, GVT Building. Testing is available both day, evening and weekend hours during the semester. A student with a prior degree or in doubt about whether a reading assessment has been done should see an assessment advisor. It is important to have a reading and writing level determined before the registration begins. Contact the Assessment Center (517-267-5500) for current hours.

WHAT FIELDWORK CLASSES ARE NEEDED?

There are four classes that require fieldwork (CHDV 111, 220, 221, & 284). Each requires the student to work with children in a regulated early education and care setting. If the student is currently employed as a regularly scheduled caregiver in a licensed early education and care center, group or family care home, the work-site may be used as the placement site with the center director's approval. If not employed in an early education and care setting, LCC will arrange a field placement at one of LCC's preschool laboratory classrooms (Early LCC), or a center that LCC has an instructional agreement with. Only daytime hours are available for fieldwork.

CHDV 111, 220, & 221 require that the student participate four (4) hours per week fall and spring semesters. If either of these classes is taken during the summer semester the student is required to participate eight (8) hours per week due to the shortened semester. Age requirements apply to these courses.

CHDV 284 (student teaching practicum) requires the student to participate eight (8) hours per week with the same group of children in any age group and any setting. This course requires an application for permission to register.

See the attached Field Placement Guidelines for further information.

WHAT IS THE "STUDENT TEACHING PRACTICUM"?

CHDV 284 is the practicum in Child Development. The student will work in an early education and care program for eight (8) hours per week and take a three (3) hour per week seminar. This course allows the student to integrate all of the information learned in the program. This is a "mini student teaching" because the student will take the role of the lead teacher and plan for an entire program day. The eight (8) hours per week will be performed in two (2) days of four (4) hours each.

Departmental approval is required for entry into CHDV 284. To receive approval, the student **must**:

- have completed CHDV 220 and 221 with a minimum of a 2.5 grade and CHDV 112 or plan to take it concurrently with CHDV 284. See the policies (page 17) for information on the CHDV application process.
- submit a practicum application to the Child Development Program coordinator the semester before enrolling. Applications are available from Marcia Rysztak, HHS Building, Room 108, or from the Child Development website http://www.lcc.edu/health/child_development

Before taking CHDV 284, it is suggested that most of the CHDV courses and WRIT 121 be completed.

Students employed in early education and care programs may do the practicum at their worksite. Others will be placed at Early LCC or a community program selected by the CHDV program.

CAN I EARN MY CDA CREDENTIAL ALONG WITH THE ASSOCIATE DEGREE?

Students wishing to complete the CDA credential may take CHDV 251 as their professional electives to complete CDA training and assessment requirements. Students not employed in regulated childcare must complete CHDV 284 to receive departmental approval for CHDV 251. Contact Jane Bobay, the CDA coordinator, at 1-517-483-1521 with any questions. A minimum of eight (8) hours per week of work with children is required. (See the guide on the CDA certificate (page 8) for more information).

ARE THERE SCHOLARSHIPS AVAILABLE?

The statewide T.E.A.C.H. Early Childhood® MICHIGAN program provides scholarships for individuals employed in early education and care centers or homes that are working on the associate degree, CDA, or taking CHDV 100 or 101. Contact T.E.A.C.H. toll free at 1-866-648-3224 (1-866-MI-TEACH) for more information. Additional scholarships or grants may be available through LCC's Women's Resource Center (517-483-1199), or Financial Aid Office (517-483-1200).

HOW DO I RECEIVE MY DEGREE?

The semester before completing all requirements for a degree or certificate, the student must complete a request for graduation at the Enrollment Services Office. The College will do a transcript audit to verify all of the program requirements have been met. The student will receive a copy of the audit report if there are any concerns and/or questions, contact a program advisor. Students are encouraged to apply for both the Certificate of Achievement and the Associate Degree. A \$25.00 non-refundable fee will be assessed to the student with the submission of the application for the associate degree to help defray the cost of processing the application and mailing diplomas. No fee is required for the certificate.

WHEN SHOULD I CONTACT A PROGRAM ADVISOR?

Contact a Child Development program advisor at the beginning of the program. Marcia Rysztak is the program coordinator and, Judy Goth-Owens and Charlene Cunningham are academic advisors. An appointment for advising can be scheduled by calling (517-483-1141). Students should review and update their program plan as necessary before the practicum. Jane Bobay (517-483-1521) is the CDA program advisor.

After completing CHDV 100 (Foundations in Early Childhood Education) and CHDV 111 (Positive Guidance & Communication Skills with Children) with a grade of at least 2.5, students should complete an application to the Child Development and Early Education Program. Upon receipt of a completed application the student will be assigned a CHDV program academic advisor. The academic advisor will be the student's main point of contact for program advising. The academic advisor will meet with the student to set up a program plan that includes the correct sequence of classes to fulfill the requirements for graduation. Academic advisors will also contact the student periodically to review the student's progress toward program completion.

OTHER QUESTIONS?

If you have questions, contact Marcia Rysztak (517-483-1141), or via the Internet at rysztam@lcc.edu

We are pleased that you will be a part of the child development program at Lansing Community College. We are looking forward to working closely with you as you fulfill your educational goals!

CDA TRAINING Certificate of Completion

Curricular Guide # 0921, Effective Fall 2008 – Summer 2013

WHAT IS A CDA CREDENTIAL?

The Child Development Associate Credential or CDA is a national credential awarded by the Council for Professional Recognition. It is designed for individuals who are currently employed in childcare with children five years of age or younger. The credential is earned by following the assessment procedures set by the Council. The CDA Credential may be earned in a center-based setting with preschool or infant-toddler endorsements; and in family day care. There is a \$300 assessment fee payable to the Council by the candidate.

The CDA Credential is different from the associate degree and certificate of achievement in Child Development, which are conferred by LCC after completing a specified set of courses. However, courses taken at LCC toward the CDA credential may be used toward the LCC certificate or associate degree.

WHO IS ELIGIBLE FOR THE CDA CREDENTIAL?

Individuals must have at least 480 hours of experience working with children before applying. LCC's CDA Training Program is designed for individuals already employed in early education and care over eight hours per week. Those who are not will need to volunteer in an approved setting for at least two half-days per week and complete CHDV 284. Contact Jane Bobay to discuss this option.

WHAT TYPE OF TRAINING IS REQUIRED TO BE ELIGIBLE FOR THE CDA?

Formal training must be for a minimum of 120 clock hours with no fewer than ten (10) hours in each of eight (8) required content areas.

Required content areas are:

1. Planning a safe, healthy environment to invite learning.
2. Steps to advance children's physical and intellectual development.
3. Positive ways to support children's social and emotional development.
4. Strategies to establish productive relationships with families.
5. Strategies to manage an effective program operation
6. Maintaining a commitment to professionalism.
7. Observing and recording children's behavior.
8. Principles of child growth and development.

LCC CDA Training courses meet these content areas.

WHAT COURSES SHOULD I TAKE TO MEET FORMAL TRAINING STANDARDS?

The following courses meet CDA requirements.

PRESCHOOL-BASED CREDENTIAL

CHDV 100 (3 CREDITS), OFFERED EVERY SEMESTER
 CHDV 101 (4 credits), offered every semester
 CHDV 111 (4 credits), offered Fall & Spring
 CHDV 220 (4 credits), offered Fall & Spring
 CHDV 251 (3 credits), offered Fall only

INFANT/TODDLER-BASED CREDENTIAL

CHDV 100 (3 CREDITS), OFFERED EVERY SEMESTER
 CHDV 101 (4 credits), offered every semester
 CHDV 111 (4 credits), offered Fall & Spring
 CHDV 221 (4 credits), offered Spring & Summer
 CHDV 251 (3 credits), offered Fall only

FAMILY DAY CARE CREDENTIAL

- If the children in care are primarily preschoolers, follow the courses listed for the preschool credential.
- If the children in care are primarily infants and toddlers, follow the courses listed for the infant/toddler credential.
- In addition, it is highly recommended that candidates take CHDV 131-Family Day Care Management (2 credits), 32 hours of training, fall semester

MUST I TAKE ALL OF THESE CLASSES?

Individuals who already have some training may not need to take all of these classes. Other classes, or some subset of these, may be substituted to complement the training already attained. In all cases, it is important that the standard of 10 hours of training in each of the eight specified content areas be met. After enrolling in LCC's CDA Training Program, an individualized training plan of courses will be determined for the student.

WHAT IF I AM NOT EMPLOYED IN A REGULATED CHILD CARE SETTING?

To be eligible to take CHDV 251, the CDA preparation course, students who are not employed must successfully complete CHDV 284. This will allow the student to develop lead teacher skills necessary for successful completion of the CDA requirements.

WILL THE CDA TRAINING GIVE ME ALL I NEED TO BE A DIRECTOR?

State of Michigan Child Day Care licensing requires that center director's have a combination of experience and credits. With the CDA a minimum of 18 credits in child development and 2 credits (or 3 CEU's) in child care center administration and 960 hours of experience are required. CDA training courses do not give you the required administration credits or the experience hours. You will still need to take CHDV 230 to get the required administration class.

HOW DO I EARN THE CDA CREDENTIAL?

LCC does not administer the CDA. Application must be made to the CDA National Council. After receiving training, candidates provide evidence to the CDA Council of their competence as skilled caregivers. This includes:

1. Professional Resource File
2. Parent Opinion Questionnaires
3. Formal observation by an early childhood professional
4. Oral Interview by a Council Representative
5. Written Assessment

The documentation is sent to the Council along with the \$325 assessment fee. The Council weighs this evidence and determines whether to issue the CDA Credential.

ARE THERE SCHOLARSHIPS TO HELP ME PAY FOR THE CDA CREDENTIAL?

Scholarship money is available to help pay for the \$325 credentialing fee. Scholarships are also available for training hours completed at a community college. Contact the Michigan 4C Association, T.E.A.C.H. Early Childhood® MICHIGAN program at 1-866-648-3224 (1-866-MI-TEACH) for more information.

HOW DO I BECOME A CDA CANDIDATE?

To become a CDA candidate contact the Council for Early Childhood Professional Recognition and request a direct assessment application package. The cost is \$20.00. Contact the Council at: 1-800-424-4310 or www.cdacouncil.org

If you are planning to complete the CDA training through LCC, please contact the CDA Training Coordinator, Jane Bobay, (517-483-1521) to receive a training application. This will help us coordinate your training and advising.

COURSE	CREDITS	+SEMESTER OFFERED
I. CHILD DEVELOPMENT REQUIRED COURSEWORK: 30 credits Take each of the courses listed in this section.		
CHDV 100: Foundations in Early Childhood Education <i>prereq: Reading Level 3, Writing Level 4</i>	3	All
CHDV 101: Child Growth and Development: 0-10 years <i>prereq: Reading Level 5 and Writing Level 4</i>	4	All
CHDV 111: Positive Guidance & Communication Skills with Children <i>prereq: minimum 2.5 CHDV 100 or concurrently; Reading Level 3 and Writing Level 4</i>	4	F, Sp
CHDV 112: Family Relationships in Early Childhood Programs <i>prereq: minimum 2.5 CHDV 111; Reading Level 3 and Writing Level 4</i>	2	F, Sp,
CHDV 220: Curriculum and Learning Environments for Preschoolers <i>prereq: minimum 2.5 CHDV 101 and minimum 2.5 CHDV 111</i>	4	F, Sp
CHDV 221: Infant-Toddler Program Development <i>prereq: minimum 2.5 CHDV 101 and minimum 2.5 CHDV 111</i>	4	Sp, Su
CHDV 284: Early Childhood Practicum <i>prereq: minimum 2.5 CHDV 220; and 2.5- CHDV 221 2.5 and (CHDV 112 or concurrently); and Reading Level 5 and Writing Level 6; and dept. approval</i>	5	Sp
WRIT 121 or WRIT 131 – Composition I	4	All
II. Director/Teaching Option: (Choice Area #4): 2 Credits		
CHDV 222: School-Age Childcare Program Dev <i>prereq: Reading Level 3 and Writing Level 4</i>	2	F, Sp, *Su
CHDV 230: Early Childhood Center Administration <i>prereq: minimum 2.5 CHDV 220 or 2.5 CHDV 221 ; Writing Level 6</i> (Students wishing to become a program director should choose CHDV 230.)	2	Sp
III. PROFESSIONAL RELATED ELECTIVES 2 CREDITS (Choice Area #5) <i>Choose any combination of courses from the following approved list to equal a minimum of 2 credits.</i>		
CHDV 113: Health and Safety In Early Childhood Programs <i>prereq: Reading Level 3 and Writing Level 4</i>	2	F, Sp, *Su
CHDV 120: Curriculum: Physical Development P/Z Grading	1	See
CHDV 121: Curriculum: Cognitive Development P/Z Grading	1	LCC College
CHDV 122: Curriculum: Creative Development P/Z Grading	1	Catalog
CHDV 123: Curriculum: Early Childhood Literacy P/Z Grading	1	for
CHDV 124: Curriculum: Early Math Development P/Z Grading	1	Semester
CHDV 130: Introduction to Early Care and Education	1	Offered
CHDV 131: Family Day Care Management <i>prereq: Reading Level 3 and Writing Level 4</i>	2	and
CHDV 181: Adult Communication in Early Childhood Programs P/Z Grading	1	Prerequisites
CHDV 184: Children and Stress P/Z Grading	1	
CHDV 185: Preventing Child Sexual Abuse: Teaching Personal Safety P/Z Grading	1	
CHDV 186: Children's Self Esteem and Positive Discipline P/Z Grading	1	
CHDV 188: Caring for Children with Special Needs <i>prereq: Reading Level 3 and Writing Level 4</i>	2	F, Sp
CHDV 189: Helping Children Value Diversity P/Z Grading	1	
CHDV 197: Special Topics (May be used more than once.) P/Z Grading	1 - 3	
CHDV 240: Developmental Discipline <i>prereq.: min. 2.5 CHDV 101 and 2.5 CHDV 111</i>	2	
CHDV 251: CDA Credentialing Preparation <i>prereq: min 2.5 CHDV 111 and (2.5- CHDV 220 or 2.5- CHDV 221); and Dept Approval: Employed or volunteer 8+ hrs/wk in approved regulated child care program.</i>	3	
CHDV 297: Child Development Independent Study	1	
**HUSE 100: Introduction to Human Services	3	

*CHDV 113 is offered odd numbered summers; CHDV 222 is offered even numbered summers.

**Students following MSU Family & Child Ecology Articulation should choose HUSE 100)

ALL CHDV COURSES MUST BE COMPLETED WITH A 2.5 GRADE OR BETTER

Guide Continues . . .

I. Child Development Required Courses:	30 credits
II. Director/ Teaching Option	2 credits
III. Choice 2: Professional Related Electives:	<u>2 credits</u>
 TOTAL MINIMUM CREDITS FOR CERTIFICATE	 <u>34 credits</u>

CHILD DEVELOPMENT & EARLY EDUCATION

Associate in Arts Degree - Curriculum Code: 1253

Curricular Guide Effective **Fall 2008 - Summer 2013**

COURSE	CREDITS	+SEMESTER OFFERED
I. CHILD DEVELOPMENT REQUIRED COURSEWORK: 26 credits		
<i>Take each of the courses listed in this section.</i>		
CHDV 100: Foundations in Early Childhood Education <i>prereq: Reading Level 3, Writing Level 4</i>	3	All
CHDV 101: Child Growth and Development: 0-10 years <i>prereq: Reading Level 5 and Writing Level 4</i>	4	All
CHDV 111: Positive Guidance & Communication Skills with Children <i>prereq: minimum 2.5 CHDV 100 or concurrently: Reading Level 3 and Writing Level 4</i>	4	F, Sp
CHDV 112: Family Relationships in Early Childhood Programs <i>prereq: minimum 2.5 CHDV 111: Reading Level 3 and Writing Level 4</i>	2	F, Sp,
CHDV 220: Curriculum and Learning Environments for Preschoolers <i>prereq: minimum 2.5 CHDV 101 and minimum 2.5 CHDV 111</i>	4	F, Sp
CHDV 221: Infant-Toddler Program Development <i>prereq: minimum 2.5 CHDV 101 and minimum 2.5 CHDV 111</i>	4	Sp, Su
CHDV 284: Early Childhood Practicum <i>prereq: minimum 2.5 CHDV 220; and 2.5- CHDV 221 2.5 and (CHDV 112 or concurrently); and Reading Level 5 and Writing Level 6; and dept. approval</i>	5	Sp
II. Director/Teaching Option: 2 Credits (Choice Area #4)		
<i>Choose one course.</i>		
CHDV 222: School-Age Childcare Program Dev <i>prereq: Reading Level 3 and Writing Level 4</i>	2	F, Sp, *Su
CHDV 230: Early Childhood Center Administration <i>prereq: minimum 2.5 CHDV 220 or 2.5 CHDV 221 ; Writing Level 6 (Students wishing to become a program director should choose CHDV 230.)</i>	2	Sp
III. PROFESSIONAL RELATED ELECTIVES 2 CREDITS (Choice Area #5)		
<i>Choose any combination of courses from the following approved list to equal a minimum of 2 credits.</i>		
CHDV 113: Health and Safety In Early Childhood Programs <i>prereq: Reading Level 3 and Writing Level 4</i>	2	F, Sp, *Su
CHDV 120: Curriculum: Physical Development P/Z Grading	1	See
CHDV 121: Curriculum: Cognitive Development P/Z Grading	1	LCC College
CHDV 122: Curriculum: Creative Development P/Z Grading	1	Catalog
CHDV 123: Curriculum: Early Childhood Literacy P/Z Grading	1	for
CHDV 124: Curriculum: Early Math Development P/Z Grading	1	Semester
CHDV 130: Introduction to Early Care and Education	1	Offered
CHDV 131: Family Day Care Management <i>prereq: Reading Level 3 and Writing Level 4</i>	2	and
CHDV 181: Adult Communication in Early Childhood Programs P/Z Grading	1	Prerequisites
CHDV 184: Children and Stress P/Z Grading	1	
CHDV 185: Preventing Child Sexual Abuse: Teaching Personal Safety P/Z Grading	1	
CHDV 186: Children's Self Esteem and Positive Discipline P/Z Grading	1	
CHDV 188: Caring for Children with Special Needs <i>prereq: Reading Level 3 and Writing Level 4</i>	2	F, Sp
CHDV 189: Helping Children Value Diversity P/Z Grading	1	
CHDV 197: Special Topics (May be used more than once,) P/Z Grading	1 - 3	
CHDV 240: Developmental Discipline <i>prereq.: min. 2.5 CHDV 101 and 2.5 CHDV 111</i>	2	
CHDV 251: CDA Credentialing Preparation <i>prereq: min 2.5 CHDV 111 and (2.5- CHDV 220 or 2.5- CHDV 221); and Dept Approval: Employed or volunteer 8+ hrs/wk in approved regulated child care program.</i>	3	
CHDV 297: Child Development Independent Study	1	
**HUSE 100: Introduction to Human Services	3	

*CHDV 113 is offered odd numbered summers; CHDV 222 is offered even numbered summers.

**Students following MSU Family & Child Ecology Articulation should choose HUSE 100)

ALL CHDV COURSES MUST BE COMPLETED WITH A 2.5 GRADE OR BETTER

Guide Continues

IV: LCC GENERAL EDUCATION CORE and TRANSFER COURSES: 34 credits*Take the course(s) specified for each area.***A. GENERAL EDUCATION REQUIREMENTS:** Take each course listed in this section.

WRIT 121 or WRIT 131 – Composition I - 4 credits (Sub-choice 3A)

WRIT 122 or ENGL 122 or WRIT 122 or WRIT 132 – 4 credits (Sub-choice 3B)

SOCL 120 – Introduction to Sociology - 4 credits

(LCC Global Perspectives and Diversity Core requirement)

ISCI 121 – Integrated Science for Education I - 4 credits (LCC Science Core requirement)

ENGL 208 – Children's Literature - 4 credits

Choice Area #2**B. COMMUNICATIONS:** 3 credits (LCC General Education Speech Communication Core requirement)

Choose one (1) of the following:

JAPN 121 - Elementary Japanese I - 4 cr

SPCH 110 - Oral Communication in the Workplace - 3 cr

SPCH 120 - Dynamics of Communication - 3 cr

SPCH 130 - Fundamentals of Public Speaking - 3 cr

THEA 110- Introduction to Theatre – 3 cr

GRMN 121 – Elementary German I – 4 cr

SIGN 160 - Orientation to Deafness - 3 cr

ARTS 102 - Design & Communication - 3 cr

FREN 121 – Elementary French I – 4 cr

SPAN 121 – Elementary Spanish I – 4 cr

Choice Area #2**C. MATH COMPETENCY:** 3 credits minimum

Students are required to take 3-4 math credits to meet LCC's CORE requirement or demonstrate competency by passing the MATH 112 proficiency exam. Choose from MATH 112, 115, 117, 118, or 119. Transfer students should take MATH 112.

(The LCC general education section in the college catalog has further information on meeting the math competency.)

Choice Area #1**D. SCIENCE:** 4 credits

4 credits of science or math credits from the Science and Mathematics section of the MACRAO Transfer Agreement course list in an area other than Physical Science. (BIOL 145 or ISCI 122 suggested.) (Students following MSU Family & Child Ecology Articulation should take BIOL 145.)

E. HUMANITIES: 4 credits

4 credits from the Humanities section on the MACRAO Transfer Agreement approved course list in an area other than Literature. (Students following the MSU Family & Child Ecology Articulation should take HIST 211 or HIST 212.)

I. Child Development Required Courses:	26 credits
II. Director/ Teaching Option	2 credits
III. Professional Related Electives:	2 credits
IV. General Education Courses:	<u>34 credits</u>

TOTAL MINIMUM CREDITS FOR DEGREE: 64 credits

ALL CHDV COURSES MUST BE COMPLETED WITH A 2.5 GRADE OR BETTER.

MACRAO Transfer Agreement

Effective Fall Semester 2008

The MACRAO Transfer Agreement was created to simplify the transfer of students from community colleges to baccalaureate colleges and universities. The agreement provides for transferability of up to 30 semester credits to meet many (in some cases all) of the General Education Requirements at participating Michigan four year colleges and universities. Thirty semester credit hours of 100-level and above college course work completed at one of the Michigan community colleges will "transfer" to another Michigan college or university, AND be applied toward meeting the student's General Education Requirements at the "transferred to" college or university. **Completion of requirements for the MACRAO Transfer Agreement does not necessarily mean that a student has completed the requirement for a specific Lansing Community College associate degree.**

The basic two-year requirements are:

English Composition: 6 semester hours minimum

Science and Mathematics: 8 semester hours minimum

Social Science: 8 semester hours minimum

Humanities: 8 semester hours minimum

Effective Fall 2008, the following establishes the approved list of LCC courses under the four major distribution requirements for the MACRAO Transfer Agreement. A course can be used to satisfy only one category even though it may appear in more than one category. Only courses in which at least a 2.0 is received may be applied to this agreement.

A course that is transferred to LCC from another college or university and is not equivalent to a specific LCC course may be used to satisfy MACRAO if it is a general education course, fits into one of the MACRAO areas, and meets LCC's MACRAO Guidelines. To have such a course considered for MACRAO, a student must obtain documentation about the course from the school where it was completed, and submit the documentation to the Enrollment Services Office.

▶ View [LCC General Education Core Area/MACRAO Crosswalk](#) (PDF format) to see a list of LCC Core courses that meet the 2005-06 MACRAO category requirements.

1. English Composition (minimum of 6 semester credit hours)

Any one from each group:

1. WRIT 121 or WRIT 131

2. WRIT 122 or ENGL 122 or WRIT 132 or ENGL 132

A student with waiver of WRIT 121 indicated on the transcript must elect a second course from the 200-level offerings in WRIT or ENGL. Waiver of WRIT 121 should be printed on the student's transcript.

NOTE: Areas below contain 2, 3, 4 and 5 semester credit hours, which may necessitate taking more than two courses to reach the 8 semester credit hour minimum.

2. **Science and Mathematics** (minimum of 8 semester credit hours)

Choose courses in at least two (2) subject areas, with a minimum of one laboratory science course. *Underlined courses indicate a laboratory course.*

Biological Science: BIOL 120, 121, 127, 128, 145, 201, 202, 203 and 204, 210, 229, 260, 265; ISCI 122; PFHW 123

Physical Science: ASTR 201; CHEM 120, 125, 135, 151 and 161; GEOG 121; GEOL 221, 222, 230; ISCI 121, 131; METM 190; PHYS 120, 221, 251

Mathematics and Statistics: MATH 118, 119, 120, 121, 122, 126, 130, 141, 151, 152, 161, 162, 201, 202; STAT 170, 215

(MSU does not accept Math/Stat courses for the science requirement.)

3. **Social Science** (minimum of 8 semester credit hours)

Choose courses in at least two (2) subject areas.

Economics: ECON 120, 201, 202, 213, 260

Geography: GEOG 120, 200, 202

Human Services: CHDV 101; CJUS 101, 102, 106, 255; GERO 100; SOWK 101

Political Science: POLS 120, 121, 201, 260, 270

Psychology: EDUC 204; PSYC 200, 202, 203, 205, 221, 250

Sociology/Anthropology: ANTH 270; SOCL 120, 254, 255, 260

4. **Humanities** (minimum of 8 semester credit hours)

Take one of the following combinations:

- HIST 211 & 212 *or* 214; HUMS 211 & 212; HUMS 213 & 214; ENGL 211 & 212; PHIL 211 & 212; RELG 211 & 212

OR

Take courses in at least two of the following areas:

Art History: HUMS 120, 211, 212

Foreign Language: FREN 121, 122, 201, 202; GRMN 121, 122, 201, 202; JAPN 121, 122, 201; SPAN 121, 122, 201, 202

(Note: MSU does not accept Foreign Language courses for the Humanities requirement.)

History: ECON 213; HIST 150, 211, 212, 214, 220, 230, 240, 260

Humanities: HIST 240, 250; HUMS 140, 160, 213, 214, 215

Literature: ENGL 201, 202, 203, 208, 211, 212, 255, 256, 260, 266, 267, 270, 290

Performing Arts: MUSC 199, 240, 241; THEA 110, 210

Philosophy: PHIL 151, 152, 153, 211, 212

Religion: RELG 211, 212, 241, 242, 250

NOTES

2. Students are advised to also review specific transfer guides. Some transfer institutions, for example, may require both a biological and physical science to satisfy the requirements for the degree.
3. Students seeking an LCC associate degree must fulfill specific graduation requirements including the LCC General Education Core requirements. See the LCC Catalog at [/catalog](#) for additional details.

For further information and advising, contact an LCC academic advisor or counselor located in Gannon Building, Suite 400, or by calling (517) 483-1904.

CHILD DEVELOPMENT AND EARLY EDUCATION PROGRAM POLICIES FOR FIELD PLACEMENT PARTICIPATION - UPDATED AUGUST 2008

Students who are employed in licensed or registered early childhood education and care centers or family childcare homes that meet requirements below may use their worksite as their field placement with the director's permission.

Students not employed in early childhood and care will participate in Early LCC (Early Learning Children's Community), LCC's lab classrooms. Early LCC at EC3 is located in the Educational Child Care Center, 1715 W. Main St, Lansing, 48915. Early LCC-Headstart and Early LCC-Toddler are located at 820 N. Washington Avenue, Lansing, 48906. If Early LCC spaces are filled, students will be placed at sites arranged by the CHDV program.

I. COURSE REQUIREMENT POLICIES (all sites)

A. Participation Schedule

1. Students must participate each week of the entire semester so that sequential course skills can be integrated into work with the children.
2. Field placements begin after the first class meeting.
3. CHDV 284 and summer classes begin the first week of the semester, even if the class has not yet met.
4. If the worksite is not open within two weeks of the first class meeting, arrangements must be made with the field placement coordinator for volunteer hours at an alternate site until your program opens.

B. Number of Hours Per Week Required

1. CHDV 111, 220, 221 require 60 hours of participation per semester, for 4 hours each week or 8 hours each week during the summer semester.
2. CHDV 284 requires 8 hours each week in two 4 hour blocks for 11 weeks, 12 hours per week for 4 weeks in 3 four hour blocks.
3. CHDV 251 requires 60 hours per semester. However, 8 hours per week are recommended to meet CDA lead teacher requirements.

C. Health

1. When the course requires working with children 4 hours or more per week, negative TB test results and a statement of good health signed by a physician must be filed with the center by the first day of placement. Licensing rule R400.5104b
2. Complete Bloodborn Pathogens training on course Angel site with a score of at least 80%.

D. Criminal Background

1. Students are required to have a criminal background check done by LCC to meet licensing 400.5104a (2b) which states
"A volunteer shall provide the child care center with documentation from the Department of Human Services that he or she has not been named in a central registry case as the perpetrator of child abuse or child neglect before having unsupervised contact with a child in care".
2. Students must receive written clearance from the State that they are not on the Child Abuse or Neglect registry (Rule 400.5104a of Child Day Care Center Licensing rules by the State of Michigan). This documentation must be completed before beginning field placement.
3. Any student participating as a volunteer in a field placement must, within 72 hours of arrest for any felony or misdemeanor, contact the Program Coordinator of the Child Development program.

E. Passing Grade

1. You must receive a 2.5 or better on the final evaluation of the lab experience to pass the course.

1. CHDV 284:
 - a. Applications will be due one week before the start of registration.
 - b. Prerequisites will be verified and a degree audit will be done.
 - c. Applications will be ranked for approval priority according to the following:
 - First** – Graduating current semester or before course is offered again.
 - Second** – Finishing Certificate of Achievement current semester or before course is offered again.
 - Third** – Completion of transfer requirements.
 - Fourth** – Date of application.
2. CHDV 251:
 - a. Applications are due one week before registration.
 - b. Employed students must meet requirements as stated in section IV E 4. Students not employed are unable to use worksite must have completed CHDV 284.

II. FEEDBACK AND EVALUATION

A. Students Participating at Early LCC and Family Growth Center:

1. You will be given feedback each week on your work with the children by either the early childhood specialist in your classroom or center coordinator.
2. About 4-5 times you will be formally observed and given feedback on the field observation forms. The final evaluation will be completed by the early childhood specialist or the center coordinator.
3. The final evaluation is based on your performance each week, as well as “formal” observations.

B. Students Employed or at Non-LCC Affiliated Lab Sites:

1. You will be observed at least 4 times during the semester by an LCC Field Instructor. These observations will be scheduled in advance. The Field Instructor will be taking notes on the field advising forms and will give you a copy. The advisor will give you verbal feedback at the end of the visit.
2. The Field Instructor will complete your final evaluation after the last observation based on your cumulative performance and go over this in a conference with you.

III. PROFESSIONALISM

A. Confidentiality

It is required that you maintain confidentiality of children, parents, teachers and program by not discussing children, staff or programs by name or outside the center or classroom setting. Concerns about individual children should be discussed with center staff or the instructor only and when children and parents are not present. Please see the confidentiality statement you sign for details.

B. Attendance

You are expected to be at your lab placement or worksite at scheduled times. If you are unable to be present, your early childhood specialist or field instructor **must** be notified early enough to accommodate changes.

IV. WORK-SITE REQUIREMENT POLICIES

A. Program Requirements

1. Licensed or registered by the State of Michigan Child Care Licensing. Center-based, family day care and group family day care are all acceptable.
2. Have at least three (3) children regularly enrolled and present for observation by the field instructor. At least two (2) of the children must meet the age requirement listed below for the course.
3. Programs must be within 60 miles of LCC.

B. Student Scheduling Requirements

1. Employed at least 10 hours per week in the program.
2. Scheduled with the same group of children for all of the field placement required time in a minimum of two (2) hour blocks.
3. The majority of time will be when children can freely choose activities. Times that are NOT workable are naptime, enrichment class time, teacher-directed time, and early morning school-aged child care or during/riding the bus.

4. If there is a change of employment site, you must contact the field site coordinator immediately and be working with children within a week.

C. Age Group Requirements

CHDV 111: over 30 months

CHDV 220: over 30 months

CHDV 221: under 24 months, in a program structured as a toddler program.

CHDV 251: must meet CDA setting requirement for the age group credential.

CHDV 284: Any age group

D. Field Observation Requirements

1. Field Instructor may come into the classroom/program to observe (for approximately 1-1 1/2 hours) during a time when the student can interact freely with the children (4-5 times per semester).
2. The student may leave the "classroom" for fifteen minutes following the observation to receive feedback from the Field Instructor. This may require staff coverage for the student while he/she is out of the room.
3. The Field Instructor may demonstrate or model skills in the classroom/program with the children as part of the observation. (This may also involve the Field Instructor scheduling an additional visit).

E. Course Requirements

1. The student may plan and implement activities and experiences within the program.
2. Student is able to demonstrate needed skills. This may require the student-staff member to be assigned to specific areas or activities in the classroom or take on responsibilities not usually in his/her job role.
3. The student may do written observations of the classroom and children within the classroom.
4. For CHDV 251 students must be able to be observed in a lead teaching role 8 hours per week. Students must be with the same group of children for a minimum of 2 hour blocks, working directly with them in the classroom during learning activity times.

V. LAB-SITE POLICIES (see Early LCC handbook for specific absence policies)

- A. Missed time must be made up in a timely manner, and at center's convenience.
- B. Cell phones remain outside of classroom
- C. If center closes on scheduled day, (in service, snow days, holidays) you are expected to make up that day unless LCC is closed.
- D. If you miss more than 2 field experiences in a row it may result in your being dropped from the class. Talk to your instructor about the absences. Excess and unexcused absences will affect your grade.
- E. Make-ups are arranged at the convenience of the center. You may have to rearrange your schedule to allow time for make-ups.
- F. Lateness: You are expected to be at your field placement and in the classroom ready to participate at the scheduled time. If you are late, you'll be required to make up the missed time.

CHDV100 Foundations in Early Childhood Education 3

Prerequisite: Reading Level 3 and Writing Level 4

This course provides a broad view of essential elements in early childhood education and care including the role of the early childhood education professional. Topics include elements of quality, providing a supportive emotional environment, influences on children's learning including family and culture, and the importance of matching curriculum to development. (F,Sp,Su)

CHDV101 Child Growth/Development: 0-5 Years 4

Prereq: Reading Level 5 and Writing Level 4

This course examines the growth and development patterns of children (prenatal to five years) in physical, social, emotional, cognitive, and language development. Additional topics include nutrition, health, play, families, and the preschool experience. Students acquire skills in observing and recording child behavior. (F,Sp,Su)

CHDV111 Child Guidance and Communication 4

Prereq: Minimum 2.5 in CHDV100 or concurrently, Reading Level 3 and Writing Level 4

This course, which includes field work, examines interaction skills and environmental structures which foster social and emotional growth in children in early childhood and care settings. Topics include positive guidance and discipline, effective communication with children, problem solving, social skill development, group management, and aggression prevention. (F,Sp,Su)

CHDV112 Family Relationship/Early Child Prog 2

Prereq: Minimum 2.5 in CHDV and CHDV111, Reading Level 3 and Writing Level 4

This course examines ways to establish and maintain positive and supportive relationships with families in early education and care programs. The focus includes understanding the parent's perspective, supporting the child's relationship with his or her family, encouraging parental involvement, and communicating with parents. (F,Sp)

CHDV113 Health/Safety Issue:Early Child Prog 2

Prereq: Reading Level 3 and Writing Level 4

This course examines health and safety issues in early education, care homes and centers. Topics include understanding and preventing communicable illnesses, bloodborne pathogens, safe equipment and play areas, preventing accidents, nutrition, and health and safety education. (F,Sp,Su)

CHDV131 Family Child Care Management 2

Prereq: Reading Level 3 and Writing Level 4

This course presents a systematic approach to managing a family child care home and creating a positive learning environment for young children in a home setting. Topics include business aspects, program development, professionalism, managing personnel, and organizing the environment. (F,Sp)

CHDV188 Caring for Children with Special Needs 2

Prereq: Reading Level 3 and Writing Level 4

This course focuses on the special and diverse individual needs of children and their families, including handicapping conditions, in various settings. It addresses identification of children with disabilities or in "at-risk" categories; community services; inclusion in least restrictive environments; family-centered intervention; and communication skills which enhance work with children with special needs and their families in various settings. (F,Sp)

CHDV220 Preschool Curric/Learning Environment 4

Prereq: Minimum 2.5 in CHDV101 and CHDV111

This course, with field work, explores developmentally appropriate preschool programming which promotes physical, cognitive, language, and creative development in preschool early education and care settings. Emphasis is on active involvement of children in concrete experiences. Other topics include learning environments, materials and equipment, and learning goals and objectives. (F,Sp)

CHDV221 Infant-Toddler Program Development 4

Prereq: Minimum 2.5 in CHDV101 or concurrently and 2.5 in CHDV 111

This course, which includes field work, explores physical and emotional environments needed for quality early education and care for infants and toddlers. Focus includes developing nurturing skills, developmentally appropriate activities and materials, managing schedules and routines, observation, and record keeping skills. (F,Su)

CHDV222 School-Age Child Care Prog Development 2

Prereq: Minimum 2.5 in CHDV101, Reading Level 3 and Writing Level 4

This course examines the development of child care programs to meet the developmental characteristics of school-aged children (age 5-12). Content includes growth and development patterns in the areas of physical, cognitive, social and emotional; appropriate equipment and activities; environment and program structure; and individual and group management. (F,Sp)

CHDV230 Early Childhood Center Administration 2

Prereq: Minimum 2.5 in CHDV220 or CHDV 221, Writing Level 6

This course examines the administrator's role in directing an early childhood and care center and in providing a systematic approach to program management. Topics include goal-setting, safety, licensing, health and nutrition, policy development, business techniques, and personnel management. (F,Sp)

CHDV284 Child Development Practicum 5

Prereq: Minimum 2.5 in CHDV220 and CHDV221 and Minimum 2.5 in CHDV 112 or concurrently, Reading Level 5, Writing Level 6 and Department Approval

A supervised field experience working directly with children in a child care program. Students gain skill in planning and implementing the daily children's program, and in setting and assessing goals for individual children and the classroom. Accompanying seminar explores the teacher's professional role in planning, goal-setting, and evaluation. (Sp)

CDA TRAINING COURSES**CHDV251 CDA Credentialing Prep & Fieldwork 3**

Prereq: Minimum 2.5 in CHDV111 and (minimum 2.5 in CHDV220 or minimum 2.5 in CHDV221) and Department Approval

Recommended: Employed or volunteer 8+ hrs/week in approved regulated child care program

This course, and accompanying field work, examines credentialing procedures and competency standards for the Child Development Associate (CDA) Credentialing Assessment. Students complete the resource file, are observed using the CDA observation instrument, and prepare for the CDA situational assessment. Content of the course covers the functional area of families and professionalism. (F)

CHDV251A CDA Credential Assessment Prep 1
Prereq: Minimum 2.5 in CHDV111 and (minimum 2.5 in CHDV220 or minimum 2.5 in CHDV221) and Department Approval
Recommended: Employed or volunteer 8+ hrs/week in approved regulated child care program
 This course examines credentialing procedures and competency standards for the Child Development Associate (CDA) Credentialing Assessment. Students complete the resource file and prepare for the Verification Visit of the CDA Council Representative. Content of the course also covers the CDA formal education requirements: "Maintaining a commitment of Professionalism." (Sp)

CHDV251B CDA Formal Training Completion 1
Prereq: Minimum 2.5 in CHDV111 and (minimum 2.5 in CHDV220 or minimum 2.5 in CHDV221) and Department Approval
Recommended: Employed or volunteer 8+ hrs/week in approved regulated child care program
 This course examines CDA credentialing procedures and competency standards for the Child Development Associate (CDA) Credentialing Assessment in the required formal education in the CDA functional areas of families, program operation, and observing and recording children's behavior. (Sp)

CHDV251C CDA Practicum 1
Prereq: Minimum 2.5 in CHDV111 and (minimum 2.5 in CHDV220 or minimum 2.5 in CHDV221) and Department Approval
Recommended: Employed or volunteer 8+ hrs/week in approved regulated child care program
 This course is the field work required for completion of the CDA Assessment Observation Instrument by a CDA Advisor who meets the CDA eligibility requirements. The CDA competency standards for the Child Development Associate (CDA) Credentialing Assessment are applied in the field with children 0-5 years old and the student is assessed using the CDA tool. (Sp)

SEMINARS

CHDV120 Curric: Physical Dev/Early Childhood 1
Prereq: None
 This course examines curriculum and activities which enhance the development of physical and motor skills of children in early childhood programs. It includes specific information on developmentally appropriate activities for fine motor, gross motor, and sensory development for a variety of ages. Seminar format is used. (F)

CHDV121 Curric: Cognitive Dev/Early Childhood 1
Prereq: None
 This course examines curriculum and activities which enhance cognitive and language development of children in early childhood education and care programs. Students explore classroom materials to develop effective teaching techniques. Seminar format is used. (Sp)

CHDV122 Curric: Creative Dev/Early Childhood 1
Prereq: None
 This course examines curriculum and activities which enhance the creative development of children in early childhood education and care programs. Specific information on activities in the areas of art, music, creative, and dramatic play with a variety of materials are shared. Seminar format is used. (Su)

CHDV123 Curric: Early Childhood Literacy 1
Prereq: None
 This course examines curriculum which enhances the development of literacy in early childhood education and care programs. The focus is on designing and implementing developmentally appropriate strategies, environments and activities that promote the acquisition of basic concepts

about literacy for children five years of age and under. Topics include: oral language, emergent reading, emergent writing, classroom arrangement. Seminar format is used. (F)

CHDV124 Curric: Early Math Development 1
Prereq: None
Recommended: Experience in Early Childhood Education and Care
 This course examines curriculum which enhances the interest in, and development of, math skills, concepts and awareness in early childhood education and care programs. The focus is on designing and implementing developmentally appropriate strategies, environments, and activities that promote the acquisition of basic concepts about math to include number, measurement, shape, data analysis, problem solving, and patterns for preschool aged children. Seminar format is used. (Sp, Su)

CHDV130 Intro to Early Education and Care 1
Prereq: None
 This course introduces factors in providing quality early education care. Topics include program planning; curriculum development; child growth and development; positive guidance and discipline skills; safety, health and nutrition; parent communication and involvement; and professionalism. (Sp)

CHDV 181 Adult Communication/Child Care 1
Prereq: None
Recommended: Experience in Early Childhood Program
 This course examines effective adult-adult communication (both staff-staff and staff-parent) in early childhood and care programs. Topics include personal communication style, challenging situations, and effective strategies to improve communication, problem-solving and team building. Seminar format is used. (Sp)

CHDV 184 Children and Stress 1
Prereq: None
 This course examines stress as it relates to children. Specific topics include symptoms and causes of stress, situations which are stressful for children, ways to help children cope with stress, and techniques for reducing stress. Specific information on divorce, death, family violence, and hospitalization are discussed. Seminar format is used. (Sp, Su)

CHDV 185 Preventing Child Sexual Abuse 1
Prereq: None
 This course explores preventing child sexual abuse through teaching personal safety to children. Topics include the sexually abusive situation, behavioral indicators, appropriate adult responses, legal mandates, and reporting protocol. It emphasizes appropriate ways of teaching personal safety to children, selecting personal safety materials, and adult concerns when teaching it. Seminar format is used. (F)

CHDV 186 Child Self-Esteem/Pos Discipl 1
Prereq: None
 This course looks at children's self-esteem: what it is, where it comes from, and how it can be fostered in both homes and child care. It focuses on practical suggestions and teaches positive discipline techniques that build self-esteem. CDA functional area: self, guidance. Seminar format is used. (F, Sp, Su)

CHDV 189 Help Children Value Diversity 1
Prereq: None
 This course explores how early childhood and care programs can promote diversity and encourage tolerance through embracing similarities and differences. Topics include identity formation, bias, cultural awareness and integrating diversity into the classroom and curriculum. Seminar format is used. (F, Su)

CHDV240 Developmental Discipline 2

Prerequisite: Minimum 2.5 in (CHDV101 and CHDV111) and Reading Level 5 and Writing Level 4

Recommended: Experience in an early childhood education program
Responding effectively to young children when they engage in behavior that challenges the adults who care for them requires developmentally appropriate guidance techniques. Most challenging behavior is developmental, and early childhood education is family focused, so interventions must address relationships, environment and curriculum, positive behavioral support and effective use of external consultation. (Sp)

CHDV197 Child Development Special Topics 1-4

Prereq: Determined by Unit Section

This course explores recently identified current issues, knowledge, skills and/or attitudes in the field of early childhood education and care. (F,Sp,Su)

CHDV 297 Child Development Indep Study 1-3

Prereq: Department Approval

This course includes special research, directed study, or service-learning projects in child development. It requires at least 16 hours of independent work for each credit. A learning contract specifying objectives, activities, and outcomes is required. (F, Sp, Su)

PROGRAM PLANNING WORKSHEET

FALL 200__	SPRING 201__	SUMMER 201__
FALL 201__	SPRING 201__	SUMMER 201__
FALL 201__	SPRING 201__	SUMMER 201__
FALL 201__	SPRING 201__	SUMMER 201__

STUDENT _____ STUDENT NUMBER _____

DEPT. _____
 ADVISOR/COUNSELOR _____ DEPARTMENT _____

CURRICULUM _____ CURRICULUM CODE _____

DATE _____

This document is for planning purposes only. It in no way guarantees the program can be completed as indicated above.