



Child Development and Early Education Program

***Child Development and Early Education:
Caring for the Future***

***Student Handbook and
Advising Guide***

Allied Health & Human Service Department

2011 - 2016



Career Education in . . . CHILD DEVELOPMENT & EARLY EDUCATION

Lansing Community College offers a variety of programs in Child Development and Early Education. 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 and Early Education Certificate of Achievement (39 semester credits) and the Associate Degree in Child Development and Early Education (66 semester credits) prepare students for positions as personnel in early education and care 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. 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 and Early Education 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 (17 credits) meet the CDA credential training requirements. CDA Training courses can be applied toward the LCC Child Development and Early Education 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 and additional coursework.

Seminars for Childcare Providers

Child Development and Early Education Seminars supplement the core courses and provide professional development for early education and care. A variety of times and formats meet the needs of early education and care workers, including weekends and online.

Early Learning Children's Community

The Early Learning Children's Community (Early LCC) consists of full-day early education and care classrooms for children 6 weeks through 5 years and a Lansing School district kindergarten. It is the academic fieldwork site for LCC students learning about children and families. Early LCC is located north of the Health & Human Services building on the downtown campus

Transfer Opportunities

Child Development and Early Education coursework transfers to the following bachelor degree programs:

- **Western Michigan University**, Child and Family Development Bachelor of Science Degree: Online Program
Prepares graduates to work in agencies with children and families; does not grant an elementary teaching certificate. The entire Child Development and Early Education Associate Degree is used, leaving only 60 credits to be taken at WMU.
- **Ferris State University**, Early Childhood Education: Bachelor of Science Degree, see transfer guide for curriculum code 1405. The entire LCC Child Development and Early Education Associate degree transfers leaving 60 credits to be taken at FSU. Check with FSU advisor for campus locations offering these 60 FSU credits.
- **Also at Ferris State University**, Elementary Education 3 + 1: Bachelor of Science Degree, see transfer guide for curriculum code 1461. The elementary education degree can be completed in Lansing in some specified majors with an Early Childhood minor (seven CHDV courses currently count toward this minor) Check with an LCC Child Development Program advisor or FSU advisor for more information.

- **Michigan State University**, Human Development and Family and Child Studies: Family Community Services Major (non-teaching) This degree uses most of the coursework of the Child Development and Early Education Associate Degree. Contact a Child Development and Early Education advisor for information.
- **Spring Arbor University**: Some child development and early education courses may be used to meet the Elementary Education, Early Childhood endorsement requirements.
- **Early Childhood Endorsement (ZA) on elementary teaching certificate: See FSU above.**

Child Development and Early Education Program

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.

Conceptual Framework

Cross Class Concepts

The conceptual framework of the Child Development and Early Education program is a dynamic document which continuously guides the development, implementation, evaluation, and revision of courses and curriculum whose content and outcomes are closely aligned with NAEYC standards for Associate Degree programs and the Michigan Core Knowledge and Competencies for early childhood professionals

The core values identified are:

- *Responsive, reciprocal, respectful relationships*

Trusting relationships provide the basis for the social construction of knowledge. Attention is given to: relationships among children and adults, among students and faculty, among faculty members, among faculty and college administrators and between the program and the community.

- *Inclusiveness and respect for diversity*

Respect for individual learning styles, differing abilities, cultural background and diverse experiences provides a foundation for a positive and inclusive learning environment.

- *Growing professionally and reflectively*

Lansing Community College sees itself as a learning institution and as a program we strive to continually learn and improve our practices, using the same practices we use with students: reflection, assessment, analysis and goal-setting. Professional growth applies to both students and faculty.

- *Collaboration among all partners*

Our commitment to the profession extends beyond our students. The Child Development and Early Education program faculty work to improve the quality of early childhood education within our community, both locally and state-wide.

- *Building community*

Reflecting our mission as a community college, the Child Development and Early Education program is committed to working toward the betterment of the entire community we serve.

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

The Lansing Community College Child Development and Early Education A.A. Program has been awarded NAEYC Early Childhood Associate Degree Accreditation. Our outcomes are aligned with the following national professional standards for early childhood education:

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 AND EARLY EDUCATION ADVISING GUIDE

Associate in Arts Degree

Curricular Guide # 1253, Effective Fall 2011– Summer 2016

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 the guides on the enclosed circular requirements sheet for specific courses. (control + click to follow the link above)

IN WHAT ORDER SHOULD I TAKE COURSES?

The Child Development and Early Education 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 course work; otherwise it may delay finishing the degree.

THE COURSE SEQUENCE IS: CHDV 100 → CHDV 101 → CHDV 111 (can be taken concurrently with CHDV 100) → 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 101 are offered in the summer. CHDV 284 only 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.

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 at 517-483-1141 or rysztam@lcc.edu prior to registration to obtain the override.

WHAT ASSESSMENT TESTS ARE NEEDED?

LCC provides entry-level testing and placement services for reading, writing and math. **All Child Development and Early Education 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, Gannon 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 full-time caregiver in a licensed early education and care center, group or family car home, the work-site may be used as the placement site with the center director's approval. **See additional requirements on the Policies for Field Placement**

If not employed in an early education and care setting, field placement will be done at the on campus Early Childhood lab. 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. Children's age requirements apply to these courses.

CHDV 284 (student teaching practicum) requires the student to participate twelve (12) 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 Policies for further information.

WHAT IS THE "STUDENT TEACHING PRACTICUM"?

CHDV 284 is the practicum in Child Development and Early Education. 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 Field Placement Policies (page 18) for information on the CHDV application process.
- submit a practicum application to the Child Development and Early Education Program coordinator the semester before enrolling.

Applications are available from the Child Development and Early Education website
http://www.lcc.edu/health/child_development

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

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 Early Education and Care program must complete CHDV 284 to receive departmental approval for CHDV 251. Contact Jane Bobay, the CDA coordinator, at 1-517-483-1521 or bobayj@lcc.edu 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 1-877-614-7328 or (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. Prior to submitting an application for a degree or certificate, students should consult with an advisor to review progress toward completing requirements. Substitutions or waivers for program requirements must be approved on an authorized form signed by the department offering the program. For a more complete overview of the process, visit this link: http://www.lcc.edu/catalog/policies_procedures/graduation.aspx#apply. Students are encouraged to apply for both the Certificate of Achievement and the Associate Degree.

WHEN SHOULD I CONTACT A PROGRAM ADVISOR?

Contact a Child Development and Early Education program advisor at the beginning of the program. Marcia Rysztak is the program coordinator and, Judy Goth-Owens, Charlene Cunningham and Toba Kaplowitz are program academic advisors. An appointment for advising can be scheduled by calling (517-483-9652) or by email to cunninggc@lcc.edu. Students should review and update their program plan as necessary before the practicum, (CHDV 284-Early Childhood Practicum). Jane Bobay (517-483-1521) or bobayj@lcc.edu is the CDA program advisor.

Although working with a Child Development and Early Education program advisor is suggested at any point for students seeking a certificate and/or degree in the program, it is imperative that all students consult with a Child Development and Early Education program advisor AFTER successfully completing CHDV 100 (Foundations in Early Childhood Education), CHDV 111 (Positive Guidance & Communication Skills with Children), AND CHDV 101 (Child Growth and Development: 0-10). Students can request an appointment with an advisor by contacting Charlene Cunningham at 517-483-9652 or cunning@lcc.edu. 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. Child Development and Early Education 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 and Early Education 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 2011 – Summer 2016

WHAT IS A CDA CREDENTIAL?

The Child Development and Early Education 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 \$325 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 and Early Education, 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 TRAINING PROGRAM?

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 for employed individuals. Volunteers will need to complete CHDV 284 also.

PRESCHOOL-BASED CREDENTIAL: 17 CREDITS

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 (2 credits), offered Fall only

INFANT/TODDLER-BASED CREDENTIAL: 17 CREDITS

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 (2 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 Child Care Management (2 credits), 32 hours of training, spring 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 directors have a combination of experience and credits. With the CDA credential, a minimum of 18 credits in Child Development and Early Education, 2 credits 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. CHDV 230 meets the required administration class. NOTE: CHDV 251 may not count as part of required 18 credits.

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. LCC's CDA Training Program prepares you for each of the steps required for credentialing.

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

Scholarship money may be available to help pay for the \$325 credentialing fee. Scholarships are also available for CDA training courses completed at a community college. Contact T.E.A.C.H. Early Childhood® MICHIGAN program at 1-877-614-7328 (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 purchase a direct assessment application package. 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.



CHILD DEVELOPMENT AND EARLY EDUCATION & EARLY EDUCATION

Certificate of Achievement - Curriculum Code: 0133

Curricular Guide Effective Fall 2011 - Summer 2016

COURSE	CREDITS	PREREQUISITES
I. CHILD DEVELOPMENT AND EARLY EDUCATION REQUIRED COURSEWORK: 35 credits		
<i>Take each of the courses listed in this section.</i>		
CHDV 100: Foundations in Early Childhood Education	3	Reading Level 4, Writing Level 4
CHDV 101: Child Growth and Development: 0-10 years	4	Reading Level 5, Writing Level 4
CHDV 111: Positive Guidance & Communication Skills with Children	4	Minimum 2.5 CHDV 100 or concurrently Reading Level 4, Writing Level 4
CHDV 112: Family Relationships in Early Childhood Programs	3	Minimum 2.5 CHDV 100 & CHDV 111 Reading Level 5, Writing Level 6
CHDV 220: Curriculum and Learning Environments for Preschoolers	4	Minimum 2.5 CHDV 100, CHDV 101 & CHDV 111
CHDV 221: Infant-Toddler Program Development	4	Minimum 2.5 CHDV 100, CHDV101 & CHDV 111
CHDV 230: Early Childhood Center Administration	3	Minimum 2.5 CHDV 220 or CHDV221 Writing Level 6
CHDV 284: Early Childhood Practicum (Offered Spring Semester only)	6	2.5 CHDV 220 & 221 & (112 or concurrently) Writing Level 6 AND Dept Approval
WRIT 121 or WRIT 131 – Composition I	4	Reading Level 5, Writing Level 6
II. Teaching Option: (Choice Area #1): 2 Credits		
CHDV 188: Caring for Children with Special Needs	2	Reading Level 4, Writing Level 4
CHDV 222: School-Age Childcare Program Dev	2	Minimum 2.5 CHDV 101
CHDV 240: Behavior Challenges: Early Ch Ed.	2	Minimum 2.5 CHDV 111 Reading Level 5, Writing Level 6
III. PROFESSIONAL RELATED ELECTIVES 2 CREDITS (Choice Area #2)		
<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	2	Reading Level 4, Writing Level 4
CHDV 120: Curriculum: Physical Development P/Z Grading	1	
CHDV 121: Curriculum: Cognitive Development P/Z Grading	1	
CHDV 122: Curriculum: Creative Development P/Z Grading	1	
CHDV 123: Curriculum: Early Childhood Literacy P/Z Grading	1	
CHDV 124: Curriculum: Early Math Development P/Z Grading	1	
CHDV 125: Preschool Science P/Z Grading	1	
CHDV 126: Discovery Learning for Inf/Tod P/Z Grading	1	
CHDV 127: Understand Inf/Tod Behavior P/Z Grading	1	
CHDV 128: Partnerships in Inf/Tod Care P/Z Grading	1	Reading Level 3, Writing Level 4
CHDV 130 Introduction to Early Care and Education	1	
CHDV 131: Family Child Care Management	2	Reading Level 4, Writing Level 4
CHDV 181 Adult Communication in Early Childhood Programs P/Z Grading	1	
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 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 251: CDA Credentialing Preparation <i>Employed or volunteer 8+ hrs/wk in approved regulated child care program.</i>	2	Minimum 2.5 CHDV 111, (CHDV 220 or CHDV 221) AND Dept Approval.
CHDV 297: Child Development and Early Education Independent Study	1	Dept. Approval
**HUSE 100: Introduction to Human Services	3	Reading Level 3, Writing Level 4

Pass/Fail (P/Z)

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

ALL CHDV COURSES MUST BE COMPLETED WITH A 2.5 GRADE OR BETTER AND ALL OTHERS WITH A 2.0 OR BETTER

Child Development and Early Education Certificate of Achievement Curricular Guide Continued... Curriculum Code 0133, Fall 2011

I. Child Development and Early Education Required Courses:	35 credits
II. Director/ Teaching Option	2 credits
III. Choice 2: Professional Related Electives:	<u>2 credits</u>
TOTAL MINIMUM CREDITS FOR CERTIFICATE	<u>39 credits</u>



CHILD DEVELOPMENT AND EARLY EDUCATION & EARLY EDUCATION

Associate in Arts Degree - Curriculum Code: 1253

Curricular Guide Effective Fall 2011- Summer 2016

COURSE	CREDITS	PREREQUISITES
--------	---------	---------------

I. CHILD DEVELOPMENT AND EARLY EDUCATION REQUIRED COURSEWORK: 31 credits

Take each of the courses listed in this section.

CHDV 100: Foundations in Early Childhood Education	3	Reading Level 4, Writing Level 4
CHDV 101: Child Growth and Development: 0-10 years	4	Reading Level 5, Writing Level 4
CHDV 111: Positive Guidance & Communication Skills with Children	4	Minimum 2.5 CHDV 100 or concurrently Reading Level 4, Writing Level 4
CHDV 112: Family Relationships in Early Childhood Programs	3	Minimum 2.5 CHDV 100 & CHDV 111 Reading Level 5, Writing Level 6
CHDV 220: Curriculum and Learning Environments for Preschoolers	4	Minimum 2.5 CHDV 100, CHDV 101 & CHDV 111
CHDV 221: Infant-Toddler Program Development	4	Minimum 2.5 CHDV 100, CHDV 101 & CHDV 111
CHDV 230: Early Childhood Center Administration	3	Minimum 2.5 CHDV 220 or CHDV 221 Writing Level 6
CHDV 284: Early Childhood Practicum (Offered Spring Semester only)	6	2.5 CHDV 220 & 221 & (112 or concurrently) Writing Level 6 AND Dept Approval

II. Teaching Option: 2 Credits (Choice Area #4)

Choose one course.

CHDV 188: Caring for Children with Special Needs	2	Reading Level 4, Writing Level 4
CHDV 222: School-Age Childcare Program Dev	2	Minimum 2.5 CHDV 101
CHDV 240: Behavior Challenges: Early Ch Ed.	2	Minimum 2.5 CHDV 111 Reading Level 5, Writing Level 6

III. PROFESSIONAL RELATED ELECTIVES 2 CREDITS (Choice Area #5)

Choose any combination of courses from the following approved list to equal a minimum of 2 credits.

CHDV 113: Health and Safety In Early Childhood Programs	2	Reading Level 4, Writing Level 4
CHDV 120: Curriculum: Physical Development	1	P/Z Grading
CHDV 121: Curriculum: Cognitive Development	1	P/Z Grading
CHDV 122: Curriculum: Creative Development	1	P/Z Grading
CHDV 123: Curriculum: Early Childhood Literacy	1	P/Z Grading
CHDV 124: Curriculum: Early Math Development	1	P/Z Grading
CHDV 125: Preschool Science	1	P/Z Grading
CHDV 126: Discovery Learning for Inf/Tod	1	P/Z Grading
CHDV 127: Understand Inf/Tod Behavior	1	P/Z Grading
CHDV 128: Partnerships in Inf/Tod Care	1	Reading Level 3, Writing Level 4
CHDV 130 Introduction to Early Care and Education	1	
CHDV 131: Family Child Care Management	2	Reading Level 4, Writing Level 4
CHDV 181: Adult Communication in Early Childhood Programs	1	P/Z Grading
CHDV 184: Children and Stress	1	P/Z Grading
CHDV 185: Preventing Child Sexual Abuse: Teaching Personal Safety	1	P/Z Grading
CHDV 186: Children's Self Esteem and Positive Discipline	1	P/Z Grading
CHDV 189: Helping Children Value Diversity	1	P/Z Grading
CHDV 197: Special Topics (May be used more than once,)	1 - 3	P/Z Grading
CHDV 251: CDA Credentialing Preparation <i>Employed or volunteer 8+ hrs/wk in approved regulated child care program.</i>	2	Minimum 2.5 CHDV 111, (CHDV 220 or CHDV 221) AND Dept Approval.
CHDV 297: Child Development and Early Education Independent Study	1	Dept. Approval
*HUSE 100: Introduction to Human Services	3	Reading Level 3, Writing Level 4

Pass/Fail (P/Z)

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

IV: LCC GENERAL EDUCATION CORE AND TRANSFER COURSES: 34 credits	
Take the course(s) specified for each area	
A. GENERAL EDUCATION REQUIREMENTS: <u>Take each course listed in this section</u>	
WRIT 121 or WRIT 131-----Composition 1 -----4 credits	Sub-choice 3A
WRIT 122 or ENGL 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:	
ARTS 102----Design & Communication-----3 cr	FREN122 --- Elementary French II -----4 cr
GRMN 122----Elementary German II-----4 cr	JAPN122----Elementary Japanese II-----4 cr
SIGN 160----Intro to Deaf Community-----4 cr	SPAN 122----Elementary Spanish II-----4 cr
SPCH 110----Oral Communication in Workplace-----3 cr	SPCH 120---Dynamics of Communication-----3 cr
SPCH 130*----Fundamentals of Public Speaking-----3 cr	THEA 110—Introduction to Theater-----3 cr
*Students following WMU Child Development and Early Education Transfer should take SPCH 130	
Choice Area #2	
C. MATH COMPETENCY: 4 credits minimum	
MATH 112 is required and will meet MACRAO science/math requirement	
(Students following MSU transfer may substitute MATH 130 or STAT 170)	
(The LCC general education section in the college catalog has further information on meeting the MATH competency)	
Choice Area #1	
D. SCIENCE or MATH: 4 credits	
4 credits from the Science and Mathematics section of the MACRAO Transfer Agreement (Note: MATH 112 will meet this requirement)	
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 and Early Education Required Courses:	31 credits
II. Director/Teaching Option:	2 credits
III. Professional Related Electives:	2 credits
IV. General Education Courses:	<u>31 credits</u>
TOTAL MINIMUM CREDITS FOR DEGREE	66 Credits

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

MACRAO Transfer Agreement

Effective Fall Semester 2010

The MACRAO Transfer Agreement is designed to facilitate transfer from community colleges to baccalaureate colleges and universities. It 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. Students may complete the MACRAO Transfer Agreement as part of an associate degree or as a stand-alone package. **Completion of the MACRAO Transfer Agreement does not necessarily mean that a student has completed the requirement for a specific Lansing Community College associate degree. At least 10 semester credits used to complete the MACRAO Transfer Agreement must be earned in attendance at Lansing Community College.**

The basic two-year requirements are:

When the coursework and residency requirements for meeting the MACRAO Transfer Agreement have been completed, it is the student's responsibility to request that the statement 'MACRAO Agreement Satisfied' be posted on their LCC transcript by filing a MACRAO-CORE AUDIT request in the Counseling & Advising Center.

Effective Fall 2010, 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 2009-11 MACRAO category requirements.

View [LCC Term Courses](#) (Completed Fall 1973 or later) (PDF format) which satisfy the MACRAO Transfer Agreement.

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

Select one (1) course 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

Mathematics and Statistics: MATH 112, 118, 119, 120, 121, 122, 126, 130, 141, 151, 152, 161, 162, 201, 202; STAT 170, 215

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 (1) 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 (2) of the following areas:

Art History: HUMS 120, 211, 212

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

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

Humanities: HIST 240, 250; HUMS 125, 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. Not all Michigan colleges and universities participate in the MACRAO Transfer Agreement; some participate fully and others participate with various limitations and/or provisions (provisos). As one example, some transfer institutions require courses from all three subject areas under Science and Mathematics for the degree. Students are advised to review specific transfer guides when available, and to see an advisor.
3. Students seeking an LCC associate degree must fulfill specific graduation requirements including the LCC General Education Core requirements. See the LCC Catalog for additional details.

Child Development and Early Education Program Policies for Field Placement Participation – Updated August 2011

The purpose of field placement is for students to apply the knowledge and skills learned in Child Development and Early Education courses. It is the belief of the Child Development and Early Education Program that student learning is best served by completing field placement in the college's lab classrooms. Participation in the college's laboratory classrooms allows students to receive weekly individualized instruction on course skills as well as coaching to make changes in performance. In addition, the LCC Lab instructors model the course skills, allowing the students to see them in practice with children.

Recognizing that many students are currently working in early education and care programs, and that students employed can make a positive impact on their classrooms by using their worksite as a field placement, the Program also allows employed students to use their worksite as the required field placement. Employed early education and care students will benefit from participating at the college lab site as well and are encouraged to participate there.

Students who are employed in licensed or registered childcare 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 childcare will participate in Early LCC (Early Learning Children's Community), LCC's on-campus lab classrooms, located at the north end of campus. 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, and 221 require 60 hours of participation per semester, for four hours each week or eight hours each week during the summer semester.
2. CHDV 284 requires 12 hours each week in three four-hour blocks.
3. CHDV 251 requires 60 hours per semester. However, eight hours per week are recommended to meet CDA lead teacher requirements.;

C. Health

1. When the course requires working with children four 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 Bloodborne Pathogens training on course Angel site with a score of at least 80%

D. Criminal Background

From the State of Michigan Child Care Licensing Rules:

Rule 400.5104 Staff

- Rule 104. (1) All staff shall be of responsible character and suitable to meet the needs of children.
- (2) A staff member shall not be present in a child care center if he or she has been convicted of either of the following:
 - (a) child abuse or child neglect
 - (b) A felony involving harm or threatened harm to an individual within the 10 years immediately preceding the date of hire
 - (3) A staff member 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 contact with a child in care.
1. Students volunteering at Early LCC or other site are required to complete an ICHAT criminal background check for the first lab class taken. Verification of no changes in criminal background is required for subsequent lab classes.
 2. Students volunteering at Early LCC or other site must obtain written clearance from the state that they are not on the Child Abuse or Neglect registry. This documentation must be completed before beginning field placement. This is valid for one year.
 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. Field Placement Grade

1. You must receive a 2.5 or better on the final evaluation of the lab experience to pass the course.
2. Course instructors and field instructors work in partnership in evaluating student progress on skill development and communicate regularly

F. Courses that Require Departmental Approval before Registering

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. Application 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 (IV E 4). Students not employed and unable to use worksite must have completed CHDV 284

II. Feedback and Evaluation

A. Students Participating at Early LCC

1. You will be given feedback each week on your work with the children by either the lab instructor in your classroom or the education coordinator.
2. About four-five times, you will be formally observed and given feedback on the field observation forms. The final evaluation will be completed by the lab instructor or the education 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 four 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 instructor will give you verbal feedback at the end of the observation.

III. Professionalism

A. Confidentiality

It is required that you maintain confidentiality of children, parents and 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. Worksite Requirement Policies

Using your worksite as your field placement is a privilege. You may need to make adjustments to your usual work arrangements to meet course requirements.

A. Program

1. Licensed or registered by the State of Michigan Child Care Licensing. Center-based, family child care and group family child care are all acceptable
2. Have at least three (3) children regularly enrolled and present for observation by the field instructor.
3. In Family Day Care, at least two (2) of the children must meet the age requirement listed below for the course.
4. In center-based programs, more than 50% of the children must meet age requirements.
5. Programs must be within 60 miles of LCC
6. Director must agree to course requirement adjustments

B. Student Scheduling Requirements

1. Employed at least 10 hours per week in the program with the same group of children. For CHDV 111, 220, and 221. For 284, 15 hours per week of employment is required.
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. Employed for two months in the same classroom to use for CHDV 284 worksite
5. 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

1. CHDV 111: more than 30 months
 CHDV 220: more than 33 months and under six years
 CHDV 221: less than 24 months, in a program structured as a toddler program or family child care home
 CHDV 251: must meet CDA setting requirement for the age group credential
2. If an employee is in a classroom that is not the correct age for a course,
 - a. Full time employees may switch to the appropriate age group for two two-hour blocks or a four-hour block during their regular working hours
 - b. Part time employees (less than 25 hours) are expected to attend ELCC lab

D. Field Observation Requirements

1. Field instructor may come into the classroom/program to observe (for approximately one hour) during a time when the student can interact freely with the children (four-five times per semester).
2. The student may leave the “classroom” for 15 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. The 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. CHDV 251: Students must be employed in a regulated early education and care program as a regular staff person for a minimum of 10 hours each week. Eight hours each week must be with the same group of children, in at least two-hour blocks of time, working directly with children during learning activity times, where they are able to assume the lead teacher role. Students not employed, or those who do not meet employment guidelines above, must have completed CHDV 284. Field placement sites for students not employed will be at Early LCC or another site determined by the CHDV Program.

V. Labsite Policies (see Early LCC Handbook for specific absence policies)

- A. Missed time must be made up in a timely manner, and at the center’s convenience
- B. Cell phones remain outside of classroom
- C. If center closes on scheduled day (in-service, snow day, holiday), you are expected to make up that day unless LCC is closed
- D. If you miss more than two 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.

CHILD DEVELOPMENT AND EARLY EDUCATION COURSES

From the LCC Catalog

CHDV100 Foundations in Early Childhood Education 3

Prerequisite: Reading Level 4 and Writing Level 4

Recommended: Child Development and Early Education Major
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.

CHDV101 Child Growth/Development: 0-5 Years 4

Prerequisite: Reading Level 5 and Writing Level 4

This course examines the growth and development patterns of children up through age ten in physical, social, emotional, cognitive and language development. This includes the influences of health, play, families, the early childhood education experience, and other environmental factors which impact development. Students acquire skills in observing and recording child behavior

CHDV111 Child Guidance and Communication 4

Prerequisite: Minimum 2.5 in CHDV100 or concurrently, Reading Level 4 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 education and care settings. Topics include positive guidance and discipline, effective communication with children, problem solving, and social skill development.

CHDV112 Family Relationship/Early Child Program 3

Prerequisite: Minimum 2.5 in CHDV100 and CHDV111, Reading Level 5 and Writing Level 6

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.

CHDV113 Health/Safety Issue:Early Child Prog 2

Prerequisite: Reading Level 4 and Writing Level 4

Recommended: Child Development and Early Education Major
Examines health and safety issues in early education and care programs. In this context, the focus is on planning strategies and best practices in areas such as prevention/management of communicable diseases, management of allergies and chronic illnesses, nutrition, playgrounds, procedures for handling emergencies and other health/safety issues.

CHDV131 Family Child Care Management 2

Prerequisite: Reading Level 4 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.

CHDV188 Caring for Children with Special Needs 2

Prerequisite: Reading Level 4 and Writing Level 4

This course focuses on inclusive practices for young children with disabilities and/or developmental delays, and their families, in early education and care programs. Addresses current systems of assessment and diagnosis, services children and families may be involved in and the role of the early childhood education and care professional

CHDV220 Preschool Curriculum/Learning Environment 4

Prerequisite: Minimum 2.5 in C HDV 100, CHDV101 and CHDV111

This course, with field work, explores developmentally appropriate programming which promotes physical, cognitive, language, literacy, and creative development in preschool-age early education and care settings. Emphasis is on active involvement of children in concrete experiences. Other topics include learning environments, materials and equipment, learning goals, and observation and assessment skills.

CHDV221 Infant-Toddler Program Development 4

Prerequisite: Minimum 2.5 in CHDV 100, CHDV101 and 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, and observation skills.

CHDV222 School-Age Child Care Prog Development 2

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

This course examines the developmentally appropriate programming for school-aged children in out-of-school-time programs. Content includes appropriate equipment and activities, environment and program structure, and individual and group management.

CHDV230 Early Childhood Center Administration 3

Prerequisite: Minimum 2.5 in CHDV220 or CHDV 221, Writing Level 6 or Departmental Approval

This course examines the administrator's role in directing an early childhood education 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.

CHDV240 Behavior Challenges: Eryl Ch ED 2

Prerequisite: Minimum 2.5 in (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.

CHDV284 Child Development and Early Educ. Practicum 6

Prerequisite: Minimum 2.5 in CHDV220 and CHDV221 and (CHDV 112 or concurrently) and Writing Level 6 and Department Approval

A capstone supervised field experience working directly with children in an early education and 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.

CDA TRAINING COURSES

CHDV251 CDA Credentialing Prep & Fieldwork 2
Prerequisite: Minimum 2.5 in CHDV111 and (CHDV220 or 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 covers functional area of families, professionalism, program management, and observation.

CHDV251A CDA Credential Assessment Prep 1
Prerequisite: Minimum 2.5 in CHDV111 and (CHDV220 or 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 to professionalism

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

CHDV251C CDA Practicum 1
Prerequisite: Minimum 2.5 in CHDV111 and (CHDV220 or 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.

SEMINARS

CHDV120 Curriculum: Physical Dev/Early Childhood 1
Prerequisite: 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.

CHDV121 Curric: Cognitive Dev/Early Childhood 1
Prerequisite: None
 This course examines the theoretical foundations of cognitive development of young children and their impact on curriculum development in early childhood programs. Students will explore curriculum, including classroom materials, activities, and effective teaching strategies that support children's cognitive development. Seminar format used.

CHDV122 Curric: Creative Dev/Early Childhood 1
Prerequisite: 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.

CHDV123 Curric: Early Childhood Literacy 1
Prerequisite: None
 This course examines curriculum which enhances the acquisition of foundational concepts about literacy for children, birth through age five, in early education and care settings. Focus is on developmentally appropriate experiences, strategies and environment that support language development, emergent reading and emergent writing. Seminar format is used.

CHDV124 Curric: Early Math Development 1
Prerequisite: None
Recommended: Experience in Early Childhood Education and Care
 This course examines curriculum which enhances interest in, and development of, math skills, concepts and awareness in early education and care settings for preschoolers. Focus is on developmentally appropriate strategies, environments and experiences which promote basic math concepts including number, measurement, shape, data analysis, problem solving and patterns. Seminar format is used.

CHDV 125 Pre-School Science 1
Prerequisite: None
 This course discusses basic beliefs about science education with young children. Through hands-on activities, students investigate experiences, explorations, and activities for preschool children, where scientific processes are demonstrated. Appropriate questioning techniques, environments, and ways to integrate science into daily routines and other aspects of the curriculum are explored. Seminar format is used.

CHDV 126 Discovery Learning for Inf/Tod 1
Prerequisite: None
 Students will examine infant and toddler curriculum opportunities that support children's natural curiosity and exploration, and enhance their discoveries. Students will participate in practical learning experiences to develop teaching strategies designed to enhance the developmental levels and learning styles of infants and toddlers. Seminar format is used.

CHDV 127 Understand Inf/Tod Behavior 1
Prerequisite: None
 This seminar provides practical learning experiences that focus on individual differences, development and temperament as a way to recognize and effectively respond to children's behavior. Nurturing relationships and caregiver responsiveness to infants and toddlers in early childhood programs are emphasized as a foundation for all learning and as an important influence on social-emotional development.

CHDV 128 Partnerships in Inf/Tod Care
Prerequisite: None
Recommended: Reading Level 3 and Writing Level 4
 This seminar explores strategies for creating infant toddler care and education environments that support partnerships, with families, colleagues, and ancillary professionals, as a means for supporting children's development. A sensitive, alternative approach to inclusion issues, including culture, language, developmental delays and disabilities, as a foundation for effective partnerships is emphasized.

CHDV130 Intro to Early Education and Care 1

Prerequisite: None

This course introduces factors related to quality early education in various settings. Topics include: child growth and development; safety, health and nutrition; physical environments; appropriate materials; positive guidance and discipline skills; the parenting role and supporting families; components of high quality early education and care; and professionalism.

CHDV 181 Adult Communication/Child Care 1

Prerequisite: 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.

CHDV 184 Children and Stress 1

Prerequisite: 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. Divorce and death are among topics discussed. Seminar format is used.

CHDV 185 Preventing Child Sexual Abuse 1

Prerequisite: None

This course explores preventing child sexual abuse through teaching personal safety to children. Topics include the sexually abusive situation, behavioral indicators, legal mandates, reporting protocol and appropriate adult responses. It emphasizes appropriate ways of teaching personal safety to children, selecting personal safety materials, and adult concerns when teaching it. Seminar format is used

CHDV 186 Child Self-Esteem/Pos Discipline 1

Prerequisite: None

This course looks at children's self-esteem: what it is, where it comes from, and how it can be fostered in both home and early education settings. It focuses on practical suggestions and teaches positive guidance and discipline techniques that build self-esteem. Seminar format is used

CHDV 189 Help Children Value Diversity 1

Prerequisite: None

This course explores how early education and care programs can promote diversity and encourage cultural competence through embracing similarities and differences. Topics include identity formation, bias, cultural awareness and integrating diversity into the program and curriculum. Seminar format is used.

CHDV 196 Child Development and Early Education Special Topics 1-4

Prerequisite: 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.

CHDV 197 Child Development and Early Education Special Topics 1-4

Prerequisite: 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.

CHDV 297 Child Development and Early Education Indep Study 1-3

Prerequisite: Department Approval

This course includes special research, directed study, or service-learning projects in Child Development and Early Education. It requires at least 16 hours of independent work for each credit. A learning contract specifying objectives, activities, and outcomes is required.

