

Degree Description

(An Approved Tech-Prep Program)

The curriculum in the Child Development program is designed to prepare individuals for careers in human services agencies. Students completing the program may serve in child care agencies or programs as caregivers/teachers, foster parents, or para-professionals in educational systems. The course work provides academic background and practical workplace experience.

A grade of C or higher in all Child Development classes in the selected curriculum is required for graduation.

Marketable Skills:

1. Graduates will be able to effectively collaborate within the diverse education workforce. (TW, COM)
2. Graduates will have the ability to communicate professionally with families, employers, and the community using oral and written methods appropriate to the situation (face-to-face, email, social media, etc.). (COM, PR, SR)
3. Graduates will be equipped to use innovation and critical thinking, as educators, to make decisions regarding developmentally appropriate curriculum, instructional strategies, planning, referrals and child guidance. (CT, PR, SR, EQS)
4. Graduates will be equipped to appropriately handle confidential matters and make ethical decisions regarding children and families. (CT, PR, SR)

Semester I	Hours
EDUC 1100 Learning Framework	1 hours
TECA 1311 Educating Young Children	3 hours
POFI 1204 Computer Fundamentals	
COSC 1301 Introduction to Computing	2-3 hours
CDEC 1313 Curriculum Resources for Early Childhood Programs	3 hours
CDEC 1319 Child Guidance	3 hours
CDEC 1358 Creative Arts for Early Childhood	3 hours
	15-16 hours

Semester II	Hours
ENGL 1301 Composition I	3 hours
TECA 1318 WellNess of the Young Child	3 hours
CDEC 1321 The Infant & Toddler	3 hours
CDEC 1356 Emergent Literacy for Early Childhood	3 hours
CDEC 2307 Math & Science Early Childhood	3 hours
TECA 1354 Child Growth and Development	3 hours
	18 hours

Total hours: 33-34 hours

Course Descriptions

EDUC 1100 Learning Framework

A study of the: 1) research and theory in the psychology of learning, cognition, and motivation; 2) factors that impact learning; and 3) application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned. (Cross-listed as PSYC 1100.) Semester Hour 1 (1 lec)

TECA 1311 Educating Young Children

An introduction to the education of the young child, including developmentally appropriate practices and programs, theoretical and historical perspectives, ethical and professional responsibilities, and current issues. Course content must be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards and coincide with the National Association for the Education of Young Children position statement related to developmentally appropriate practices for children from birth through age eight. It requires students to participate in field experiences with children from infancy through age 12 in a variety of settings with varied and diverse populations. Course includes a minimum of 16 hours of field experience. Semester Hours 3 (3 lec/1 lab)

POFI 1204 Computer Fundamentals

Introduces computer application specific software. Emphasizes the concurrent development of office skills and computer knowledge. This course is designed to be repeated multiple times to improve student proficiency. Semester Hours 2 (2 lec)

COSC 1301 Introduction to Computing

Provides an overview of computer systems-hardware, operating systems, the Internet, and application software including word processing, spreadsheets, presentation graphics, and databases. Current topics such as the effect of computers on society, and the history and use of computers in business, educational, and other interdisciplinary settings are also studied. This course is not intended to count toward a student's major field of study in business or computer science. Semester Hours 3 (2 lec/2 lab)

CDEC 1313 Curriculum Resources for Early Childhood Programs

A study of the fundamentals of developmentally appropriate curriculum design and implementation in early care and education programs for children. Semester Hours 3 (3 lec/1 lab)

CDEC 1319 Child Guidance

An exploration of guidance strategies for promoting prosocial behaviors with individual and groups of children. Emphasis is on positive guidance principles and techniques, family involvement, and cultural influences. Practical application through direct participation with children. Semester Hours 3 (3 lec/1 lab)

CDEC 1358 Creative Arts for Early Childhood

An exploration of principles, methods, and materials for teaching children music, movement, visual arts, and dramatic play through process-oriented experiences to support divergent thinking for children birth through age eight. Semester Hours 3 (3 lec)

ENGL 1301 Composition I

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis is on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus is on writing the academic essay as a vehicle for learning, communication, and critical analysis. Prerequisite: TSI complete in Reading and Writing or the equivalent. Semester Hours 3 (3 lec)

TECA 1318 Wellness of the Young Child

A study of the factors that impact the well-being of the young child including healthy behavior, food, nutrition, fitness, and safety practices. Focus on local and national standards and legal implications of relevant policies and regulations. Course content must be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards and coincide with the National Association for the Education of Young Children position statement related to developmentally appropriate practices for children from birth to age eight. Requires students to participate in field experiences with children from infancy through age 12 in a variety of settings with varied and diverse populations. Course includes a minimum of 16 hours of field experiences. Semester Hours 3 (2 lec/2 lab)

CDEC 1321 The Infant & Toddler

A study of appropriate infant and toddler programs (birth to age 3), including an overview of development, quality routines, learning environments, materials and activities, and teaching/guidance techniques. Semester Hours 3 (2 lec/2 lab)

CDEC 1356 Emergent Literacy for Early Childhood

An exploration of principles, methods, and materials for teaching young children language and literacy through a play-based, integrated curriculum to children from birth through age eight. Semester Hours 3 (3 lec)

CDEC 2307 Math & Science Early Childhood

An exploration of principles, methods, and materials for teaching children math and science concepts and how to process skills through discovery and play. Semester Hours 3 (3 lec)

TECA 1354 Child Growth and Development

A study of the physical, emotional, social, and cognitive factors impacting growth and development from conception to adolescence. This course is parallel to the Workforce Education Course Manual (WECM) course CDEC 1354. Semester Hours 3 (3 lec)
