



Early Childhood Associate Credential: Child Care Worker Diploma D5522000

This diploma program prepares individuals to work as assistants in day care centers, nursery schools and a variety of other learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes childhood growth and development; care and guidance of children; communication skills with parents and children, and creative development activities for children. Credits earned may be transferred toward an Associate in Applied Science Degree in Early Childhood Associate provided the student meets the entrance requirements for the degree program.

Program Length: 4 semesters

Career Pathway Options: Associate in Applied Science Degree in Early Childhood Associate (Higher entrance standards required); Child Care Worker Diploma

Program Sites:

- Chatham Campus - Day
 - Selected Evening Courses
- Harnett Campus - Day
 - Selected Evening Courses
- Lee Campus - Day
 - Selected Evening Courses

Course Requirements for Child Care Worker Diploma

A. <u>General Education Courses</u> (7 SHC)		C-L-SHC
ENG 111	Expository Writing I	3-0-3
ENG 111A	Expository Writing Lab	0-2-1
PSY 150	General Psychology	3-0-3
B. <u>Required Major Core Courses</u> (20 SHC)		
COE 111	Co-op Work Exp. I	0-10-1
EDU 119	Early Childhood Ed	4-0-4
EDU 131	Children, Family Community	3-0-3
EDU 144	Childhood Development I	3-0-3
EDU 145	Childhood Development II	3-0-3
EDU 146	Child Guidance	3-0-3
EDU 221	Children -Special Needs	3-0-3
C. <u>Other Required Major Hours</u> (14 SHC)		
CIS 111	Basic PC Literacy	1-2-2
COE 115	Work Exp. Seminar I	1-0-1
EDU 151	Creative Activities	3-0-3
EDU 235	School Age Dev. & Progr.	2-0-2

EDU 252	Math /Science Activities	3-0-3
EDU 153	Health Safety & Nutrition	3-0-3

Total Semester Hours Credit Required for Graduation: 41

Semester Curriculum for Child Care Worker Diploma

1st Semester (Fall)		C-L-SHC
CIS 111	PC Literacy	1-2-2
EDU 119	Early Childhood Ed	4-0-4
EDU 144	Child Development I	3-0-3
PSY 150	General Psychology	<u>3-0-3</u>
		11-2-12
2nd Semester (Spring)		
EDU 145	Child Development II	3-0-3
EDU 146	Child Guidance	3-0-3
EDU 151	Creative Activities	3-0-3
EDU 153	Health, Safety, Nutrition	3-0-3
ENG 111	Expository Writing I	3-0-3
ENG 111A	Expository Writing Lab	<u>0-2-1</u>
		15-2-16
3rd Semester (Summer)		
EDU 131	Children, Family, Community	3-0-3
EDU 235	School Age Devel. & Progr.	<u>2-0-2</u>
		5-0-5
4th Semester (Fall)		
COE 111	Co-op Work Exp. I	0-10-1
COE 115	Work Exp. Seminar I	1-0-1
EDU 221	Children -Special Needs	3-0-3
EDU 252	Math/Science Activities	<u>3-0-3</u>
		7-10-8

Total Semester Hours Credit: 41

CIS 111 Basic PC Literacy 1-2-2

This course provides a brief overview of computer concepts. Emphasis is placed on the use of personal computers and software applications for personal and workplace use. Upon completion, students should be able to demonstrate basic personal computer skills.

COE 111 Co-op Work Experience I 0-10-1

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 115 Work Exp Seminar I 1-0-1

Corequisites: COE 111, COE 112, COE 113, or COE 114
This course may accompany COE 111, COE 112, COE 113, or COE 114. Students will present their work experience and evaluate work opportunities afforded by the co-op.

EDU 119 Early Childhood Ed 4-0-4

This course covers the foundations of the education profession, types of programs, professionalism, and planning quality programs for children. Topics include historical foundations, career options, types of programs, professionalism, observational skills, and planning developmentally appropriate schedules, environments, and activities for children. Upon completion, students should be able to demonstrate observational skills, identify appropriate schedules and

environments, develop activity plans, and describe influences on the profession.

EDU 131 Child, Family, & Community 3-0-3

This course covers the relationships between the families, programs for children/schools, and the community. Emphasis is placed on establishing and maintaining positive collaborative relationships with families and community resources. Upon completion, students should be able to demonstrate strategies for effectively working with diverse families and identifying and utilizing community resources.

EDU 144 Child Development I 3-0-3

This course covers the theories of child development and the developmental sequences of children from conception through the pre-school years for early childhood educators. Emphasis is placed on sequences in physical/motor, social, emotional, cognitive, and language development and appropriate experiences for the young child. Upon completion, students should be able to identify developmental milestones, plan experiences to enhance development, and describe appropriate interaction techniques and environments for typical/atypical development.

EDU 145 Child Development II 3-0-3

This course covers theories of child development and developmental sequences of children from pre-school through middle childhood for early childhood educators. Emphasis is placed on characteristics of physical/motor, social, emotional, and cognitive/language development and appropriate experiences for children. Upon completion, students should be able to identify developmental characteristics, plan experiences to enhance development, and describe appropriate interaction techniques and environments.

EDU 146 Child Guidance 3-0-3

This course introduces practical principles and techniques for developmentally appropriate guidance. Emphasis is placed on encouraging self-esteem and cultural awareness, effective communication skills, and direct and indirect guidance techniques and strategies. Upon completion, students should be able to demonstrate strategies which encourage positive social interactions, promote conflict resolution, and develop self-control, self-motivation, and self-esteem in children.

EDU 151 Creative Activities 3-0-3

This course covers creative learning environments, planning and implementing developmentally appropriate experiences, and developing appropriate teaching materials for the classroom. Emphasis is placed on creative activities for children in art, music, movement and physical skills, and dramatics. Upon completion, students should be able to select and evaluate developmentally appropriate learning materials and activities.

EDU 153 Health, Safety, & Nutrit 3-0-3

This course focuses on promoting and maintaining the health and well-being of children. Topics include health and nutritional needs, safe and healthy environments, and recognition and reporting of child abuse and neglect. Upon completion, students should be able to set up and monitor safe indoor and outdoor environments and implement a nutrition education program.

EDU 221 Children with Sp Needs 3-0-3

Prerequisites: EDU 144 and EDU 145 or PSY 244 and PSY 245

This course introduces working with children with special needs. Emphasis is placed on the characteristics and assessment of children and strategies for adapting the home and classroom environment. Upon completion, students should be able to recognize atypical development, make appropriate referrals, and work collaboratively to plan, implement, and evaluate inclusion strategies.

EDU 235 School-Age Dev & Program 2-0-2

This course presents developmentally appropriate practices in group care for school-age children. Topics include principles of development, environmental planning, and positive guidance techniques. Upon completion, students should be able to discuss developmental principles for children five to twelve years of age and plan and implement age-appropriate activities.

EDU 252 Math & Sci Activities 3-0-3

This course introduces discovery experiences in math and science. Topics include concepts, facts, phenomena, and skills in each area. Upon completion, students should be able to identify, plan, select materials and equipment, and implement and evaluate developmentally appropriate curriculum materials.

ENG 111 Expository Writing 3-0-3

Prerequisites: 80 CPT reading score and 86 CPT writing score, or 18 ACT score, or 450 verbal SAT score, or satisfactory completion of developmental requirements.

Corequisites: ENG 111A

This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.*

ENG 111A Expository Writing Lab 0-2-1

Prerequisites: 80 CPT reading and 86 CPT writing score, or 18 ACT score, or 450 verbal SAT score, or satisfactory completion of developmental requirements.

Corequisites: ENG 111

This writing laboratory is designed to apply the skills introduced in ENG 111. Emphasis is placed on the editing and revision components of the writing process. Upon completion, students should be able to apply those skills in the production of final drafts in ENG 111. *The computer is used as a writing and design tool for this course.*

PSY 150 General Psychology 3-0-3

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*