Program Overview
This program is intended primarily for students who plan to transfer to another college or university to complete a bachelor’s degree in Early Childhood or related field. It also prepares individuals for employment as a Teacher in a variety of early childhood settings. Students will learn about child development, guidance, health and safety, cultural sensitivity, professional relations, and curriculum planning, as well as liberal arts education. Internship opportunities are provided which allow students to apply their skills and knowledge in a practical experience. All students must meet all reading and writing program entry requirements prior to entering courses beyond the Certificate. Students must have a high school diploma, or GED, and pass a criminal background study. Respect for cultural differences is essential. Good judgment and absolute integrity are also necessary for success in the field of child development.

Career Opportunities
Graduates of the Child Development AS program may seek further education to earn a degree in early childhood education, early childhood special education, child development and family studies, psychology, or social work, but will also qualify to work at a child care center or preschool program, a family child care home or nanny, as well as a teacher in a Head Start program, a teacher assistant or education assistant in the public schools, Early Childhood Family Education, Early Childhood Special Education, or Child Life Assistant (hospital setting). If students go on for more education, the career opportunities (and pay scale) continue to increase.

The demand for trained child development professionals is increasing as more parents seek quality care and educational programs for their children. Our job placement rate is well over 95% and the Bureau of Labor Statistics estimates that the employment outlook will grow faster than average through 2026.

Program Outcomes
1. Create appropriate learning environments for each child.
2. Demonstrate effective collaboration to support families.
3. Utilize authentic assessment tools and approaches to support young children, families and inform practice.
4. Apply evidence-based, developmentally effective strategies to positively influence children’s behavior and learning.
5. Plan and implement developmentally effective curriculum to address developmental and learning outcomes of young children.
6. Comply with professional standards related to early childhood education.
7. Teach effectively in a variety of early care and education settings.

Program Faculty
Students should consult with the Program Faculty each semester.
Kelly McKown
kelly.mckown@saintpaul.edu

Part-time/Full-time Options
Evening, Saturday, and online courses are also available.

Program Requirements
☐ Check off when completed
Course Cr
☐ CDEV 1200 Introduction to Early Childhood Education 3
☐ CDEV 1210 Child Growth and Development 3
☐ CDEV 1220 Health, Safety and Nutrition 3
☐ CDEV 1230 Guiding Children's Behavior 3
☐ CDEV 1250 Learning Environments and Experiences 3
☐ CDEV 1270 Working with Diverse Children and Families 3
☐ CDEV 1610 Observation and Assessment 3
☐ CDEV 1910 Practicum 1 3
☐ CDEV 2300 Introduction to Language and Literacy 3
☐ CDEV 2340 Working with Exceptional Learners 3
Subtotal 30

Total Program Credits 60

Minimum Program Entry Requirements
Students entering this program must meet the following minimum program entry requirements:

Reading: Score of 250+ or grade of “C” or better in READ 0722 or READ 0724 or EAPP 0900
Writing: Score of 250+ or grade of “C” or better in ENGL 0922 or EAPP 0900
 Arithmetic: Score of 250+

Assessment Results and Prerequisites:
Students admitted into Saint Paul College programs may need to complete additional courses based on assessment results and course prerequisite requirements. Certain MATH, READ, and ENGL courses have additional prerequisites.

Information is subject to change. This Program Requirements Guide is not a contract.
Program Start Dates
Fall, Spring, Summer

Course Sequence
The following sequence is recommended for a full-time student; however, this sequence is not required. Not all courses are offered each semester; a selection of courses is offered summer term.

First Semester
- CDEV 1200 Introduction to Early Childhood Education ........................................ 3
- CDEV 1210 Child Growth and Development .............................................................. 3
- CDEV 1220 Health, Safety and Nutrition ........................................................................ 3
- CDEV 1230 Guiding Children’s Behavior ...................................................................... 3
- CDEV 1250 Learning Environments & Experiences ...................................................... 3
Total Semester Credits ................................................................. 15

Second Semester
- CDEV 1270 Working with Diverse Children and Families ........................................ 3
- CDEV 1610 Observation and Assessment ..................................................................... 3
  Not offered every semester, see Faculty
- CDEV 2300 Introduction to Language and Literacy ..................................................... 3
  Not offered every semester, see Faculty
- CDEV 2340 Working with Exceptional Learners ......................................................... 3
  Not offered every semester, see Faculty
- Goal 1: ENGL 1711 Composition 1 .............................................................................. 4
Total Semester Credits ................................................................. 16

Third Semester
- CDEV 1910 Practicum 1 ............................................................................................... 3
- Goal 1: COMM 17XX .................................................................................................. 3
- Goal 5: History, Social Sciences and Behavioral Sciences ........................................... 3
- Goal 3: Natural Sciences
  OR Goal 4: Mathematical/Logical Reasoning ............................................................. 3
- Goal 6: Humanities and Fine Arts .............................................................................. 3
Total Semester Credits ................................................................. 15

Fourth Semester
- Goals 1-10: Minnesota Transfer Curriculum .............................................................. 14
Total Semester Credits ................................................................. 14

Total Program Credits .............................................................. 60

Transfer Opportunities
Saint Paul College has a transfer articulation agreement between the following program and post-secondary institution for the baccalaureate degree program listed below.

For more information please go to saintpaul.edu/Transfer.

Early Childhood Education Transfer Pathway AS
- BA Child Development
  Concordia University, St. Paul
- BA Family Science
  Concordia University, St. Paul
- BA Health Care Administration
  Concordia University, St. Paul
- BA Individualized Studies
  Metropolitan State University
- BAS Urban Early Childhood Education
  Metropolitan State University
- BS Early Childhood Education
  Southwest Minnesota State University
- BS Early Childhood Education
  St. Cloud State University
- BT Early Childhood Education
  (Birth to Age 3)
  Winona State University