

## Definitions of Equivalencies

These degree equivalencies are intended for early childhood programs preparing documentations of staff qualifications while pursuing or maintaining NAEYC Accreditation of Early Learning Programs.

| Expected Credential/Degree   | NAEYC – defined Equivalency   |
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| <b>Child Development Associate</b> credential awarded by the Council for Professional Recognition  | A minimum of 12 college credits (semester hours) in early childhood education, child development, elementary education, or early childhood special education that encompass the following: child development and learning of children birth through kindergarten; family and community relationships; observing, documenting, and assessing young children; teaching and learning; and professional practices and development   |
| <b>Associate’s degree</b> in child development–early childhood education   | 60 college credits, with 30 college credits (semester hours) in child development– early childhood education, child development, elementary education, or early childhood special education that encompass the following: child development and learning of children birth through kindergarten; family and community relationships; observing, documenting, and assessing young children; teaching and learning; and professional practices and development, including relevant field-based experience                 |
| <b>Baccalaureate degree</b> in early childhood education, child development, elementary education, or early childhood special education that encompasses the following: child development and learning of children birth through kindergarten; family and community relationships; observing, documenting, and assessing young children; teaching and learning; and professional practices and development | A baccalaureate degree in any discipline, with a minimum of 36 college credits (semester hours) in early childhood education, child development, elementary education, or early childhood special education that encompass the following: child development and learning of children birth through kindergarten; family and community relationships; observing, documenting, and assessing young children; teaching and learning; and professional practices and development, including relevant field-based experience |