

Early Childhood Education Technology Mississippi Curriculum Framework

**Program CIP: 19.0709 – Child Care Provider/Assistant
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The Office of Curriculum and Instruction (OCI) was founded in 2013 under the Division of Workforce, Career, and Technical Education at the Mississippi Community College Board (MCCB). The office is funded through a partnership with The Mississippi Department of Education (MDE), who serves as Mississippi's fiscal agent for state and federal Career and Technical Education (CTE) Funds. The OCI is tasked with developing statewide CTE curriculum, programming, and professional development designed to meet the local and statewide economic demand.

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Contents

ADOPTION OF NATIONAL CERTIFICATION STANDARDS	5
INDUSTRY JOB PROJECTION DATA	6
ARTICULATION	7
TECHNICAL SKILLS ASSESSMENT	7
ONLINE AND BLENDED LEARNING OPPORTUNITIES	7
PROGRAM DESCRIPTION	8
SUGGESTED COURSE SEQUENCE	9
Accelerated Pathway Credential	9
Career Certificate Required Courses	9
Technical Certificate Required Courses	10
Technical Electives	10
REQUIRED COURSES	12
CDT 1113 Early Childhood Profession	12
CDT 1214 Infant and Toddler Development	14
CDT 1224 Preschool and Primary Development	16
CDT 1313 Creative Arts for Young Children	18
CDT 1343-4 Child Health, Safety, and Nutrition	20
CDT 1713 Language and Literacy Development for Young Children	22
CDT 1911 Early Childhood Education Seminar	23
CDT 1921 Early Childhood Education Seminar II	24
CDT 2111 Early Childhood Education Seminar III	25
CDT 2121 Early Childhood Education Seminar IV	26
CDT 2233 Guiding Social and Emotional Behavior	27
CDT 2413 Development of the Exceptional Child	29
CDT 2714 Social Studies, Math, and Science for Young Children	30
CDT 2914 Initial Practicum	32
CDT 2924 Infant and Toddler Practicum Experience	34
CDT 2513 Family Dynamics and Community Involvement	36
CDT 2613 Methods, Materials, and Measurements	37
CDT 2813 Administration of Programs for Young Children	39
CDT 2934 Preschool Practicum Experience	40
CDT 2944 Advanced Practicum	42
Appendix A:	44

CURRICULUM DEFINITIONS AND TERMS.....	44
Appendix B: Recommended Tools and Equipment.....	46
Appendix C: Course Crosswalk.....	49
APPENDIX D: RECOMMENDED TEXTBOOK LIST	50
APPENDIX E: PRE-PAC STANDARDS	52

ADOPTION OF NATIONAL CERTIFICATION STANDARDS

The Pre-PAC (Pre-Professional Assessment and Certification), sponsored by the American Association of Family and Consumer Sciences, has been adopted. More information related to these standards can be found at the following website:

<http://www.aafcs.org/CredentialingCenter/ece.asp>

Additionally, the National Association for the Education of Young Children Associate Degree Standards, Mississippi Early Learning Guidelines and Standards, and the Child Development Associate Standards were adopted.

INDUSTRY JOB PROJECTION DATA

The Early Childhood Training Option occupation requires an educational level of Postsecondary or Bachelor's degree. There is expected to be a 27.27% increase in occupational demand at the regional level and 23.84% increase at the state level. Median annual income for this occupation is \$29,686.22 at the state level. A summary of occupational data from the State Workforce Investment Board Data Center is displayed below.

Table 1: Education Level

Program Occupations	Education Level
Preschool Teachers, Except Special Education	Post-secondary Career and Technical Award
Kindergarten Teachers, Except Special Education	Bachelor's Degree

Table 2: Occupational Overview

	Region	State	United States
2016 Occupational Jobs	3,862	3,862	584,845
2026 Occupational Jobs	4,915	4,915	724,258
Total Change	1,053	1,053	139,413
Total % Change	27.27%	27.27%	23.84%
2016 Median Hourly Earnings	\$14.27	\$14.27	\$14.81
2026 Median Annual Earnings	\$29,686.22	\$29,686.22	\$30,795.20
Annual Openings	105	105	13,941

Table 3: Occupational Breakdown

Description	2016 Jobs	2026 Jobs	Annual Openings	2010 Hourly Earnings	2016 Annual Earnings 2,080 Work Hours
Preschool Teachers, Except Special Education	3,711	4,754	104	\$12.97	\$26,977.60
Kindergarten Teachers, Except Special Education	151	161	1	\$18.83	\$39,166.40
Total	3,862	4,915	105	\$14.27	\$29,681.60

Table 4: Occupational Change

Description	Regional Change	Regional % Change	State % Change	National % Change
Kindergarten Teachers, Except Special Education	1,043	28.11%	28.11%	27.92
Kindergarten Teachers, Except Special Education	10	6.62%	6.62%	10.71

ARTICULATION

Articulation credit from Secondary Career Pathway programs to Postsecondary Early Childhood is available. Secondary students who have completed the Secondary Career Pathway Courses listed below may be awarded articulated college credit according to Mississippi Community College Board (MCCB) guidelines (<http://www.mccb.edu/pdfs/ct/StatewideArtManual201213.pdf>).

Articulated Secondary Course	Articulated Postsecondary Course	Aligned Industry Certification
(S) Early Childhood Services & Education (Program CIP 19.0709)	CDT 1113 Early Childhood Profession (Program CIP 19.0709)	Pre-Pac(Pre-Professional Assessment and Certification)

TECHNICAL SKILLS ASSESSMENT

Colleges should report the following for students who complete the program with a career certificate, technical certificate, or an Associate of Applied Science Degrees for technical skills attainment:

The Pre-PAC (Pre-Professional Assessment and Certification), sponsored by the American Association of Family and Consumer Sciences

<http://www.aafcs.org/CredentialingCenter/ece.asp>

ONLINE AND BLENDED LEARNING OPPORTUNITIES

Course content includes lecture and laboratory semester credit hours. Faculty members are encouraged to present lecture related content to students in an online or blended learning environment. Training related to online and blended learning will be available to faculty members through the MS Community College Board.

PROGRAM DESCRIPTION

The Early Childhood Education Technology program provides preparation for a professional career in Early Childhood Education spanning a variety of career options. This discipline includes classroom instruction, supervised laboratory experiences, and work-based learning experiences. Students will develop competencies that enable them to provide services, teach, and guide young children in various early childhood professions.

The Early Childhood Education Technology curriculum is a 2-year discipline that requires a minimum of 60 semester hours of course work. Successful completion of the Early Childhood Education Technology curriculum results in the students receiving a Career Certificate, Technical Certificate and/or an Associate in Applied Science degree. This curriculum meets the National Association for the Education of Young Children Standards for Early Childhood Professional Preparation and the Mississippi Department of Education Standards and Guidelines for infants through four year old children. *The content for the Child Development Associate (CDA) Credential is embedded in the Early Childhood Education Technology course work.

Jobs are available for students who complete this discipline in public, private, corporate or parochial early childhood education programs, including those in public and private child care centers that serve children of all levels and abilities.

The Early Childhood Education Technology program may offer a Child Development Assistant Infant and Toddler Certificate of Proficiency, a Child Development Assistant Pre-school Certificate of Proficiency, a Career certificate, a Technical certificate and/or an Associate of Applied Science Degree.

SUGGESTED COURSE SEQUENCE

Accelerated Pathway Credential

			SCH Breakdown			Contact Hour Breakdown		Certification Information
Course Number	Course Name	Semester Credit Hours	Lecture	Lab	Total Contact Hours	Lecture	Lab	Certification Name
CDT 1113	Early Childhood Profession	3	2	2	60	30	30	
CDT 1214 or CDT 1224	Infant and Toddler Development or Preschool and Primary Development	4	3	2	75	45	30	
CDT 1343-4	Child Health, Safety, and Nutrition	3/4	3/3	0/2	45/75	45/45	0/30	
	Elective	5			0	0	0	
TOTAL		15/16	8	4/6	180/210	120	60/90	

Career Certificate Required Courses

			SCH Breakdown			Contact Hour Breakdown		Certification Information
Course Number	Course Name	Semester Credit Hours	Lecture	Lab	Total Contact Hours	Lecture	Lab	Certification Name
CDT 1113	Early Childhood Profession	3	2	2	60	30	30	
CDT 1214	Infant and Toddler Development	4	3	2	75	45	30	
CDT 1224	Preschool and Primary Development	4	3	2	75	45	30	
CDT 1313	Creative Arts for Young Children	3	3		45	45	0	
CDT 1343-4	Child Health, Safety, and Nutrition	3/4	3/3	0/2	45/75	45/45	0/30	
CDT 2233	Guiding Social and Emotional Behavior	3	3		45	45	0	
CDT 1713	Language and Literacy Development for Young Children	3	3		45	45	0	
CDT 2714	Social Studies, Math, and Science for Young Children	4	4		60	60	0	
CDT 2914 or CDT 2924	Initial Practicum OR Infant and Toddler Practicum	4		8	120	0	120	
TOTAL		31/32	24/24	14/16	570/600	360	210/240	

Technical Certificate Required Courses

			SCH Breakdown			Contact Hour Breakdown		Certification Information
Course Number	Course Name	Semester Credit Hours	Lecture	Lab	Total Contact Hours	Lecture	Lab	Certification Name
CDT 2413	Development of the Exceptional Child	3	2	2	60	30	30	Pre-PAC Assessment
CDT 2613	Methods, Materials, and Measurement	3	3		45	45	0	
CDT 2813	Administration of Programs for Young Children	3	3		45	45	0	
CDT 2513	Family Dynamics and Community Involvement	3	3		45	45	0	
CDT 2944 or CDT 2934	Advanced Practicum <u>OR</u> Preschool Practicum	4		8	120	0	120	
TOTAL		16			315	165	150	

Technical Electives

			SCH Breakdown				Contact Hour Breakdown			Certification Information
Course Number	Course Name	Semester Credit Hours	Lecture	Lab	Externship	Total Contact Hours	Lecture	Lab	Externship	Certification Name
CDT 1111	Early Childhood Education Seminar I	1	1			15	15			
CDT 1121	Early Childhood Education Seminar II	1	1			15	15			
CDT 2111	Early Childhood Education Seminar III	1	1			15	15			
CDT 2121	Early Childhood Education Seminar IV	1	1			15	15			
WBL 191(1-3) WBL 192(1-3) WBL 193(1-3) WBL 291(1-3) WBL 292(1-3) WBL 293(1-3)	Work-Based Learning	1-6			3-18	45-270			45-270	
	Other Approved Electives									
TOTAL										

General Education Core Courses

To receive the Associate of Applied Science degree, a student must complete all of the required coursework found in the Career Certificate option, Technical certificate option, and a minimum of 15 semester hours of General Education core. The courses in the General Education Core may be spaced out over the entire length of the program so that students complete some academic and Career Technical courses each semester or provided primarily within the last semester. Each community college will specify the actual courses that are required to meet the General Education Core Requirements for the Associate of Applied Science degree at their college. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Section 9 Standard 3 of the *Principles of Accreditation: Foundations for Quality Enhancement*² describes the general education core.

Section 9 Standard 3:

3. The institution requires the successful completion of a general education component at the undergraduate level that
 - a) is based on a coherent rationale.
 - b) is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours of the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.
 - c) ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.

General Education Courses

			SCH Breakdown			Contact Hour Breakdown		Certification Information
Course Number	Course Name	Semester Credit Hours	Lecture	Lab	Total Contact Hours	Lecture	Lab	Certification Name
	Humanities/Fine Arts	3						
	Social/Behavioral Sciences	3						
	Math/Science	3						
	Academic electives	6						
	TOTAL	15						

² Southern Association of Colleges and Schools Commission on Colleges. (2017). *The Principles of Accreditation: Foundations for Quality Enhancement*. Retrieved from <http://www.sacscoc.org/2017ProposedPrinc/Proposed%20Principles%20Adopted%20by%20BOT.pdf>

REQUIRED COURSES

Course Number and Name: **CDT 1113** **Early Childhood Profession**

Description: This course is an introduction to the profession of early childhood, types of early childhood programs, and theories of child development. Students are required to develop observational skills through laboratory experience.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	2	2	60

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Explain the Early Childhood Education Technology (CDT) program philosophy and policies. ^{5C, 1C}
2. Identify expected behaviors of CDT students, children, parents, teachers, and instructors according to college program policies. ^{5C, 1C}
3. Identify the personal qualities and abilities needed to be an effective early childhood educator. ^{5C, 1C}
4. Summarize education and training requirements and opportunities for career path in early childhood, education, and services. ^{5C, 1C}
5. Analyze the effects of early childhood, education, and services on local, state, national, and global economies. ^{5C, 1C}
6. Analyze the role of professional organizations in education and early childhood. ^{5C, 1C}
7. Discuss early childhood education and childcare movements to include history, theories, standards, and practice. ^{2A}
8. Identify theorists of Early Childhood Education. ^{2A}
9. Identify developmentally appropriate practice as described by the National Association for the Education of Young Children (NAEYC). ^{2A}
10. Identify current and emerging early childhood standards including, but not limited to:
 - a. Child Development Associate (CDA)
 - b. ITERS-R
 - c. ECERS –R
 - d. Mississippi Early Learning Standards for classrooms servicing infants through four- year old children
11. Explain the importance of lesson plans, behavioral goals, and objectives for young children. ^{3A}
12. Use systematic approach to observing and recording child behavior. ^{2B}
13. Use various methods and record observational techniques such as: ^{2B}
 - a. Checklist
 - b. Anecdotal or running records
 - c. Narrative

- d. Time sampling
 - e. Case study
14. Use data from assessment tool(s) to plan instruction. ^{2B}
15. Describe types of early childhood programs and employment opportunities. ^{1A, 1B, 1D, 1E}
16. Analyze the role and functions of individuals engaged in early childhood, education, and services. ^{1A, 1B, 1D, 1E}
17. Analyze opportunities for employment and entrepreneurial endeavors in early childhood, education, and services. ^{1A, 1B, 1D, 1E}

CDA Credential Student Learning Outcomes

To establish positive and productive relationships with families. (I/T and Preschool Credential)

Families: Candidate establishes a positive, cooperative relationship with each child's family, engages in two-way communication with families, encourages their involvement in the program, and supports the child's relationship with his or her family.

To maintain a commitment to professionalism.

Professionalism: Candidate makes decisions based on knowledge of researched-based early childhood practices, promotes high-quality child care services, and takes advantage of opportunities to improve knowledge and competence, both for personal and professional growth and for the benefit of children and families.

Pre- Professional Assessment and Certification (Pre-Pac)

PPA 1A
PPA 1B
PPA 1C
PPA 1D
PPA 1E
PPA 2A
PPA 2B
PPA 3A
PPA 5C

Course Number and Name: CDT 1214 Infant and Toddler Development

Description: This course provides knowledge concerning the care and development of infants and toddlers in early childhood programs. Practice of infant and toddler care giving skills (birth to 36 months) in group settings is given in laboratory classroom or collaborative centers.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
4	3	2	75

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Identify the cognitive, physical, emotional, language, and social developmental characteristics of the child. *(Literacy Theme and Assessment Theme)*
2. Explain developmental norms to understand the characteristics of infants and toddlers. PPA1C1, 2D
3. Observe, record, and assess infant/toddler age children using observational tools. PPA2B, 3B
4. Use data from assessment tool(s) to plan instruction. PPA3A, 2E, 3B
5. Demonstrate the responsibilities of the early educator role for infants and toddlers to support child development and early literacy. *(Literacy Theme)*
6. Identify daily routine tasks for infant/toddler educator. PPA3F
7. Practice the daily routine tasks required for infant/toddler children. PPA3F, 5C, 5B
8. Analyze strategies that promote children's growth and development. PPA 2A, 2C, 2D, 2E
9. Evaluate materials and equipment in the indoor and outdoor environment using the **Infant Toddler Environmental Rating Scale Revised (ITERS-R)**. *(Assessment Theme)* PPA 4A, 3E, 6D
10. Analyze cultural and environmental influences when assessing children's development. PPA2C, 4A, 7A
11. Identify services, resources, and agencies providing direct services for infant and toddlers with diverse developmental, cultural linguistic, and economic needs. *(Teaching Children of Poverty Theme)* PPA6C, 7A, 7C
12. Utilize appropriate *Infant Toddler Standards* to develop an infant/toddler lesson plan. PPA3A, 3B, 3C, 3D, 3E, 3F

CDA Credential Student Learning Outcomes

To establish and maintain a safe, healthy learning environment. *(Infant and Toddler Credential Preparation)*

Learning Environment: Candidate uses space, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages and fosters trust, play, exploration, interaction, and learning.

To advance physical and intellectual competence. *(Infant and Toddler Credential Preparation)*

Physical: Candidate provides a variety of developmentally appropriate equipment, learning experiences, and teaching strategies to promote the physical development (fine motor and gross motor) of children.

Cognitive: Candidate provides activities and opportunities that encourage curiosity, exploration, and problem solving appropriate for the developmental levels of each child.

Communication: Candidate actively communicates with children and provides opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.

To ensure a well-run, purposeful program responsive to participant needs. (*Infant/Toddler Credential Preparation*)

Program Management: Candidate is a manager who uses all available resources to ensure an effective operation. The Candidate is a competent organizer, planner, record keeper, communicator, and a cooperative coworker.

To establish positive and productive relationships with families. (*Infant/Toddler Credential Preparation*)

Families: Candidate establishes a positive, cooperative relationship with each child's family, engages in two-way communication with families, encourages their involvement in the program, and supports the child's relationship with his or her family.

Student Learning Outcomes from NAEYC Standards

- 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
- 1b: Knowing and understanding the multiple influences on early development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

Pre- Professional Assessment and Certification (Pre-Pac)

PPA 1C
PPA 2A
PPA 2B
PPA 2C
PPA 2D
PPA 2E
PPA 3A
PPA 3B
PPA 3C
PPA 3D
PPA 3E
PPA 3F
PPA 4A
PPA 5B
PPA 5C
PPA 6C
PPA 6D
PPA 7A
PPA 7C

Course Number and Name: CDT 1224 **Preschool and Primary Development**

Description: This course provides knowledge concerning the care, development, and education of the preschool child in group settings and school age children in afterschool and summer programming. Practice is given in preschool children caregiving in group settings through classroom laboratory or collaborative centers. (ages 3–8)

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
4	3	2	75

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Identify the cognitive, physical, emotional, language, and social developmental characteristics of the child.
(*Literacy Theme and Assessment Theme*) PPA1C
2. Explain developmental norms as they relate to caregiving of preschool/school age children (ages 3 – 8).
PPA1C1, 2D
3. Observe, record, and assess preschool/school age children using observational techniques. PPA2B,3B
4. Use data from assessment tools to plan instruction. PPA2B, 3B, 2E, 3B, 3C, 3D, 3A
5. Demonstrate the responsibilities of the early educators' role for preschool/school age children to support early literacy. (*Literacy Theme*)
6. Identify daily routine tasks for preschool/school age children. PPA3F
7. Practice the daily routine tasks required for preschool/school age children. PPA3F, 5B, 5C
8. Analyze strategies that promote children's growth and development. PPA2A, 2C, 2D, 2E
9. Evaluate materials and equipment in the indoor and outdoor environment using the **Early Childhood Environmental Rating Scale Revised (ECERS-R)** rating scale. (*Assessment Theme*) PPA3E, 4A, 6D
10. Analyze cultural and environmental influences when assessing children's development. PPA2C, 4A, 7A
11. Identify services, resources, and agencies providing direct services for preschool/school age children with diverse developmental, cultural linguistic, and economic needs. (*Teaching Children of Poverty Theme*) PPA6C, 7A, 7C
12. Utilize appropriate Early Learning Standards to develop preschool lesson plan and a school age lesson plan.
(*Literacy Theme*) PPA3A, 3B, 3C, 3D, 3E, 3F

CDA Credential Student Learning Outcomes

To establish and maintain a safe, healthy learning environment. (*Preschool Credential Preparation*)

Learning Environment: Candidate uses space, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages and fosters trust, play, exploration, interaction, and learning.

To advance physical and intellectual competence. (*Preschool Credential Preparation*)

Physical: Candidate provides a variety of developmentally appropriate equipment, learning experiences, and teaching strategies to promote the physical development (fine motor and gross motor) of children.

Cognitive: Candidate provides activities and opportunities that encourage curiosity, exploration, and problem solving appropriate for the developmental levels of each child.

Communication: Candidate actively communicates with children and provides opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.

To ensure a well-run, purposeful program responsive to participant needs. (Preschool Credential Preparation)

Program Management: Candidate is a manager who uses all available resources to ensure an effective operation. The Candidate is a competent organizer, planner, record keeper, communicator, and a cooperative coworker.

To establish positive and productive relationships with families. (Preschool Credential Preparation)

Families: Candidate establishes a positive, cooperative relationship with each child's family, engages in two-way communication with families, encourages their involvement in the program, and supports the child's relationship with his or her family.

Student Learning Outcomes from NAEYC Standards

- 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
- 1b: Knowing and understanding the multiple influences on early development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

Pre- Professional Assessment and Certification (Pre-Pac)

PPA 1C
PPA 2A
PPA 2B
PPA 2C
PPA 2D
PPA 2E
PPA 3A
PPA 3B
PPA 3C
PPA 3D
PPA 3E
PPA 3F
PPA 4A
PPA 5B
PPA 5C
PPA 6C
PPA 6D
PPA 7A
PPA 7C

Course Number and Name: **CDT 1313** **Creative Arts for Young Children**

Description: This course provides knowledge of the creative arts and strategies for developing and implementing creative art experiences, both as a means of creative expression and as a part of integrated learning with children birth to age eight. Experiences will be implemented during Practicum.

Hour Breakdown:	Semester Credit Hours	Lecture	Lab	Contact Hours
	3	3		45

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Develop, implement and analyze creative expression experiences in the classroom for young children as defined in the Early Learning Standards. ^{PPA 3B, 3E3, 3E4}
2. Identify the elements and stages of creative expression for music, movement, dramatic play, and visual arts. (*Literacy Theme*)
3. Develop and implement age, developmentally, and individually appropriate music, movement, dramatic play, and visual arts experiences. (*Teaching Children of Poverty Theme*)
4. Assess children's fine motor skill, gross motor skill, and emerging literacy development through the process of creative arts. (*Literacy Theme*) ^{PPA 3C}
5. Identify ways teachers promote creativity in young children in the classroom environment and across all curriculum areas in accordance with the Early Learning and Infant Toddler Standards, Toddler Environmental Rating Scale Revised (ITERS-R) and Early Childhood Environmental Rating Scale Revised (ECERS-R). (*Assessment Theme*) ^{PPA 3, 4a.1, 5}
6. Develop a portfolio of creative expression experiences for music, movement, dramatic play, and visual arts. ^{PPA 3C 5}

CDA Credential Student Learning Outcomes

To advance physical and intellectual competence. (*Infant/Toddler & Preschool Credential*)

Creative: Candidate provides opportunities that stimulate children to play with sound, rhythm, language, materials, space and ideas in individual ways to express their creative abilities.

Pre- Professional Assessment and Certification (Pre-Pac)

PPA 3B1
PPA 3B2
PPA 3B3
PPA 3B4
PPA 3C1
PPA 3C2
PPA 3C3
PPA 3C4
PPA 3C5
PPA 3D1
PPA 3D2
PPA 3D3
PPA 3E3
PPA 3E4
PPA 4A1
PPA 5B1

PPA 5B2
PPA 5B3

Course Number and Name: CDT 1343-4 Child Health, Safety, and Nutrition

Description: This course provides knowledge of general health, safety, and nutrition practices in the care and education of young children that includes health and safety issues required by the Mississippi Department of Health (MDH) Regulations Governing Licensure of Childcare Facilities and referenced in the Infant Toddler Environmental Rating Scale Revised (ITERS-R) and Early Childhood Environmental Rating Scale Revised (ECERS-R).

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	3		45
4	3	2	75

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Analyze environments for young children and the practices of early educators for application of general safety practices and regulations. ^{PPA4A, 4B}
2. Identify and evaluate general safety practices and regulations for the indoor and outdoor environments to include the facility, grounds, furniture, learning materials, and equipment.
3. Explain the early educator's role in the management of environmental safety practices and the guidance of young children in safety practices throughout the daily routine.
4. Make disaster safety plans for a specific child care setting, e.g. fire, thunderstorm-tornado, flood, hazardous materials, violent intruder.
5. Develop a portfolio of safety activities and practices to introduce young children to safety concepts and practices.
6. Analyze environments for young children and the practices of early educators for application of general health practices and regulations. ^{PPA4B}
 - a. Identify and evaluate general health practices and regulations for the indoor and outdoor environments to include the facility, grounds, furniture, learning materials, and equipment.
 - b. Discuss procedures and guidelines in preventing the spread of disease including identification, transmission, immunizations, and universal precautions. ^{PPA4F}
 - c. Discuss lifesaving procedures for children birth through age eight to include First Aid Skills and
 - d. CPR.
 - e. Identify and describe types of child abuse and neglect and the documentation and reporting procedures required by Mississippi state law. ^{PPA4E}
 - f. Explain the early educator's role in the management of environmental health practices and the
 - g. guidance of young children in health practices throughout the daily routine.
 - h. Develop a portfolio of health activities and practices to introduce young children to health
 - i. concepts and practices.

3. Analyze nutritional concepts and food service practices pertaining to the nutritional needs of young children in early childhood environments. ^{PPA4C, 4D}
 - a. Define and explain the relationship between health and nutrition.
 - b. Identify and explain the six nutrients and the relationship of these nutrients to the nutritional needs of young children by introducing the USDA Dietary Guidelines and the Mississippi State Department of Education Child Nutrition program.
- b. Evaluate and plan weekly menus for young children which are age and developmentally
 - a. appropriate utilizing the Mississippi Department of Health (MDH) Regulations Governing Licensure of Childcare Facilities, the Mississippi Department of Health's Nutrition and Menu Planning materials (www.msdh.state.ms.us) and MyPlate (www.choosemyplate.gov).
 - b. Explain and practice food service safety guidelines for planning, purchasing, storing, preparing, and serving food to young children according to the Mississippi Department of Health (MDH) Regulations Governing Licensure of Childcare Facilities, and food service safety certifications TummySafe and ServSafe to include identification and prevention of foodborne illness and allergies.
 - c. Explain the early educator's role in the management of nutritional and food safety practices and
 - d. the guidance of young children in nutritional and food safety practices throughout the daily
 - e. routine.
 - f. Develop a portfolio of nutritional activities and food experiences to introduce young children to
 - g. nutritional concepts, basic food preparation, and a variety of foods.

CDA Credential Student Learning Outcomes

To establish and maintain a safe, healthy learning environment.

Safe: Candidate provides a safe environment to prevent and reduce injuries.

Healthy: Candidate promotes good health and nutrition and provides an environment that contributes to the prevention of illness.

Pre- Professional Assessment and Certification (Pre-Pac)

PPA 4A

PPA 4B

PPA 4C

PPA 4D

PPA 4E

PPA 4F

Course Number and Name: CDT 1713 Language and Literacy Development for Young Children

Description: This course provides knowledge of oral and written language development of young children and the strategies for the development and implementation of developmentally appropriate language and literacy experiences throughout the curriculum. The Mississippi Early Learning Standards, Infant Toddler Environmental Rating Scale Revised (ITERS-R), and Early Childhood Environmental Rating Scale Revised (ECERS-R) are utilized. Activities will be implemented during Practicum.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	3		45

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Analyze brain development and language acquisition theories and their implications for early education and childcare practices. ^{PPA 2A}
2. Identify the areas of English/language arts as defined by the current state standards such as the Mississippi Early Learning Standards. (*Assessment and Literacy Themes*)
3. Demonstrate developmentally appropriate strategies for engaging young children with stories and active learning experiences. ^{PPA 3D}
4. Evaluate and integrate age, developmentally, and individually appropriate children's literature (books) into all aspects of the curriculum. (*Assessment Theme*) ^{PPA 3C}
5. Develop, implement, and analyze language and literacy experiences that are integrated into all aspects of the curriculum including the environment, daily routine, and teacher conversations and communications. (*Literacy Theme and Teaching Children of Poverty Theme*) ^{PPA 3B}
6. Develop a portfolio of language and literacy experiences to include story and vocabulary comprehension, story extension experiences, print concept, chronological awareness, sight word development, writing for communication purposes, and listening and speaking skills. ^{PPA 3C}

Course Number and Name: **CDT 1911** **Early Childhood Education Seminar**

Description: This course focuses on objectives that would best prepare students for the national exam, collaborate club and on campus activities, and network with state, regional, and national early childhood education activities.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
1	1		15

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Interaction and cooperation in the modern workplace
 - a. Demonstrate communication skills by actively participating in program and campus activities.
 - b. Evaluate new materials added to the classroom.
2. Community participation
 - a. Actively participate in a class organized community service project.

Course Number and Name: **CDT 1921** **Early Childhood Education Seminar II**

Description: This course focuses on objectives that would best prepare students for the national exam, collaborate club and on campus activities, and network with state, regional, and national early childhood education activities.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
1	1		15

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Interaction and cooperation in the modern workplace
 - a. Demonstrate problem-solving skills by actively participating in program and campus activities.
 - b. Locate and utilize local resource sources.
2. Community participation
 - a. Actively participate in a class organized community service project.

Course Number and Name: **CDT 2111** **Early Childhood Education Seminar III**

Description: This course focuses on objectives that would best prepare students for the national exam, collaborate club and on campus activities, and network with state, regional, and national early childhood education activities.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
1	1		15

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Interaction and cooperation in the modern workplace
 - a. Demonstrate a leadership role when actively participating in program and campus activities
 - b. Design a resume for early childhood education employment
 - c. Participate in a mock job interview
2. Community participation
 - a. Actively participate in a class organized community service project.

Course Number and Name: **CDT 2121** **Early Childhood Education Seminar IV**

Description: This course focuses on objectives that would best prepare students for the national exam, collaborate club and on campus activities, and network with state, regional, and national early childhood education activities.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
1	1		15

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Interaction and cooperation in the modern workplace
 - a. Initiate at least one job interview
2. Community participation
 - a. Actively participate in at least one community service project
3. Prepare for and pass the national exam for early childhood education providers

Course Number and Name: CDT 2233 **Guiding Social and Emotional Behavior**

Description: This course provides knowledge of the typical behaviors of young children at each stage of development, environmental influences affecting their behavior, and the practice of positive guidance principles by adult caregivers. Resources include the Mississippi Department of Health Regulations Governing Licensure of Childcare Facilities, Mississippi Early Learning Standards, Infant Toddler Environmental Rating Scale Revised (ITERS-R), and Early Childhood Environmental Rating Scale Revised (ECERS-R). Lab activities will be implemented during Practicum.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	3		45

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Analyze the behavior of young children birth through age eight.
2. Identify the typical behavior of young children at each stage of development. ^{PPA2A}
3. Apply developmentally appropriate guidelines for guiding children's behavior at each stage of development. ^{PPA2D, 2E}
4. Identify standards and appropriate early learning literature related to social and emotional development.
(Literacy Theme) ^{PPA2A}
5. Demonstrate appropriate problem-solving skills with children.
6. Identify and demonstrate positive techniques for guiding behavior for young children. ^{PPA2D, 5B, 5C}
7. Discuss inappropriate classroom management techniques and design positive alternatives for dealing with behavior. ^{PPA2E, 5A, 5B}
8. Demonstrate interpersonal skills that promote and produce positive relationships with children. ^{PPA2E, 5B}
9. Implement instructional strategies that are age developmentally and individually appropriate which influence constructive and supportive interactions between children and families of diverse settings.
(Teaching Children of Poverty Theme) ^{PPA5A, 5B, 7A2, 3, 4}
10. Observe, record, assess and analyze children's developmental progress and summarize developmental issues and concerns. (Assessment Theme) ^{PPA 2B}

CDA Credential Student Learning Outcomes

To support social and emotional development and to provide positive guidance. (I/T and Preschool Credential)

Self: Candidate provides a warm, positive, supportive relationship with each child, and helps each child learn about and take pride in his or her individual and cultural identity.

Social: Candidate helps each child feel accepted in the group, helps children learn to communicate and get along with others, and encourages feelings of empathy and mutual respect among children and adults.

Guidance: Candidate provides a supportive environment and uses effective strategies to help all children learn and practice appropriate and acceptable behaviors as individuals and as a group, and effectively provides support for children with persistent challenging behaviors.

Pre- Professional Assessment and Certification (Pre-Pac)

PPA 2A

PPA 2B

PPA 2E

PPA 3-4

PPA 6C

PPA 2D

PPA 3A

PPA 5A

PPA 5B

PPA 5C

PPA 7A

Course Number and Name: CDT 2413 Development of the Exceptional Child

Description: This course provides knowledge of atypically developing children, family, and classroom intervention strategies and available support services. Legal, ethical, legislative, and family issues will be explored. Resources include Infant Toddler Environmental Rating Scale Revised (ITERS-R), and Early Childhood Environmental Rating Scale Revised (ECERS-R).

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	2	2	60

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Explore the current research pertaining to the causes and classifications of cognitive, physical, emotional, language, and/or social developmental differences. ^{PPA 2A}
2. Discuss federal and state legislation concerning atypical development to include prevention, early intervention, classroom integration, and environmental accommodations. ^{PPA 6C}
3. Review resources and methods for social integration and adaptation of the physical classroom environment to accommodate the individual needs of atypically developing children.
4. Discuss an Individualized Family Service Plan (IFSP) and an Individual Education Plan (IEP).
5. Demonstrate a variety of teaching methods to meet individual needs of children who are developing atypically.
6. Analyze abilities and needs of children who are developing atypically and the effects on the children's growth and development. ^{PPA 2D}
7. Discuss the challenges associated with implementing inclusion within an early childhood program.
8. Review appropriate methods of instruction and intervention strategies.
9. Discuss partnerships with families as related to early intervention and inclusion. ^{PPA 3A}
10. Research available interdisciplinary community resources and professional services such as speech and language pathologists, physical therapists, and others by compiling a resource file. ^{PPA 7C}

Pre- Professional Assessment and Certification (Pre-Pac)

PPA 2A

PPA 6C

PPA 2D

PPA 3A

Course Number and Name: **CDT 2714** **Social Studies, Math, and Science for Young Children**

Description: This course provides knowledge of strategies for developing and implementing developmentally appropriate experiences in social studies, math, and science for young children. Lab activities with the children are implemented during Practicum.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
4	4		60

Prerequisite: Instructor Approved

Student Learning Outcomes:

Analyze mathematical, science, and social studies practices and their implications for early education as defined in the **Mississippi Early Learning Standards**. ^{PPA 3D}

1. Discuss the importance of developmentally appropriate social studies experiences in a classroom setting for young children.
2. Identify the objectives of social studies for young children to include the areas of self, family, classroom, community, and our world. ^{PPA 3E}
3. Develop a portfolio of social studies experiences to include activities, materials, tools, and resources. ^{PPA 3D}
4. Develop a social studies unit. ^{PPA 3E}
5. Discuss the importance of developmentally appropriate math experiences in the classroom for young children. ^{PPA 3E5, 3C 4-5, 3D}
 - a. Explain the fundamental concepts of math including one-to-one correspondence, number sense, comparing, classification, shapes, spatial sense, measurement, and patterning.
 - b. Identify the process of math development in the sensorimotor, preoperational, and concrete operational stages of development.
 - c. Identify naturalistic, informal, and structured math experiences for the young child.
6. Develop a portfolio of math experiences including activities, materials, tools, and resources.
7. Discuss the importance of developmentally appropriate science experiences in a classroom setting for young children. ^{PPA 3E7, 3C 4-5, 3D}
 - a. Identify the objectives of science for young children to include the areas of investigation, the five senses, physical science, life science, and earth science.
 - b. Identify naturalistic, informal, and structured science experiences for the young child.
 - c. Develop a portfolio of science experiences including activities, materials, tools, and resources.

Pre- Professional Assessment and Certification (Pre-Pac)
PPA 3A

PPA 3D
PPA 3C4-5
PPA 3E

Description: This course is a supervised practicum which includes a minimum of 120 clock hours of observation and supervised teaching in an approved early childhood setting. The course provides the application of evidence based best practices of early education principles and theories. Students work to create an environment that is safe, healthy, and developmentally appropriate to promote an optimum learning environment for young children.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
4		8	120

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Create a safe, healthy, respectful, supportive, and challenging learning environment for young children.
PPA 5A, 6C, 4A, 4B
2. Evaluate and reflect on the effectiveness of learning environments using appropriate guidelines and standards.
PPA 2A, 2B, 2C, 2D
3. Demonstrate understanding of positive relationships and appropriate guidance through a supportive environment.
PPA 5A, 5B, 5C
4. Engage in the effective use of technology as a professional resource in creating developmentally appropriate environments and curriculum.
1A, 6D1

Student Learning Outcomes from NAEYC Standards

- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4d: Reflecting on own practice to promote positive outcomes for each child
- 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.
- 6a: Identifying and involving oneself with the early childhood field
- 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
- 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e: Engaging in informed advocacy for young children and the early childhood profession
- 7a: Opportunities to observe and practice in at least one of the three early childhood age groups (birth – age 3, 3-5, 5-8)
- 7b: Opportunities to observe and practice in at least one of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

Pre- Professional Assessment and Certification (Pre-Pac)

PPA 2A

PPA 2B

PPA 2C

PPA 2D

PPA 4A

PPA 4B

PPA 5A

PPA 5C

PPA 4A

PPA 4B

PPA 1A

PPA 6D1

Course Number and Name: CDT 2924 Infant and Toddler Practicum Experience

Description: This course is a supervised practicum which includes a minimum of 120 clock hours of observation and supervised teaching in an approved infant and toddler setting. The course provides the application of evidence based best practices of early education principles and theories. Students work to create an environment that is safe, healthy, and developmentally appropriate to promote an optimum learning environment for young children.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
4		8	120

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Plan, prepare, implement, and evaluate developmentally appropriate learning experiences that meet the diverse needs of infant and toddlers within the group and program standards. ^{PPA 5A, 6C, 4A,4B}
2. Demonstrate a variety of teaching strategies to support student learning outcomes for infant and toddlers through positive interactions and relationships. ^{PPA 2A, 2B, 2C, 2D}
3. Understand and use appropriate and supportive guidance strategies which promote social and emotional development for infants and toddlers. ^{PPA 5A, 5B, 5C}
4. Demonstrate professionalism related to advocacy, ethical behavior, professional standards, professional development, and reflective practice for infant and toddler classrooms. ^{1A,6D1}

Student Learning Outcomes from NAEYC Standards

- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4d: Reflecting on own practice to promote positive outcomes for each child
- 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.
- 6a: Identifying and involving oneself with the early childhood field
- 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
- 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e: Engaging in informed advocacy for young children and the early childhood profession
- 7a. Opportunities to observe and practice in at least one of the three early childhood age groups (birth – age 3, 3-5, 5-8)

7b. Opportunities to observe and practice in at least one of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

Pre- Professional Assessment and Certification (Pre-Pac)

PPA 1A

PPA 2A

PPA 2B

PPA 2C

PPA 2D

PPA 4A

PPA 4B

PPA 5A

PPA 5C

PPA 4A

PPA 4B

PPA 7C

Course Number and Name: CDT 2513 Family Dynamics and Community Involvement

Description: This course provides knowledge for establishing successful partnerships with children's families and communities by creating respectful, reciprocal relationships that support and empower families while involving families in their children's development and learning. (ages birth to 8 years).

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	3		45

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Demonstrate an understanding of the diversity in family units and roles. ^{PPA7}
2. Develop and implement communication strategies to strengthen parent/child care provider relationships. ^{PPA7}
3. Determine community resources available to children and their families. ^{PPA7}
4. Describe methods for facilitating respectful, reciprocal relationships between child care providers and the community. ^{PPA7}
5. Participate in early childhood program events involving young children and their families. Examples include open house, field trips, special occasion days, and parent conferences. ^{PPA1A, 6B, 7}

Student Learning Outcomes from NAEYC Standards

- 2a: Knowing about and understanding diverse family and community characteristics
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in young children's development and learning.
- 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
- 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
- 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
- 3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

Pre- Professional Assessment and Certification (Pre-Pac)

PPA 1A

PPA 6B

PPA 7

Course Number and Name: CDT 2613 Methods, Materials, and Measurements

Description: This course provides knowledge of an integrated approach to planning, preparing, implementing, and evaluating early childhood curriculum and environments. As students gain a broader understanding of young children, this knowledge will be reflected in their curriculum planning. Students will gain strategies for organizing, analyzing, and interpreting observation data to improve program quality and meet the needs of individual children. The learning experiences will be implemented during Practicum.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	3		45

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Explore and analyze developmentally appropriate curriculum models and instructional strategies. ³
2. Demonstrate the development of a unit plan, which includes goals, objectives, and integrated learning experiences. ^{3, 2E, 4A, 6D}
3. Identify and describe observation and assessment methods for the developmentally appropriate environment and individual children in the early childhood setting. ^{3A, 3D, 4, 2B, 3E}
4. Summarize and interpret observation data to assess children and programs for future planning. ^{2B, 5E, 7D}

Student Learning Outcomes from NAEYC Standards

- 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
- 2c: Involving families and communities in young children's development and learning.
- 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
- 4d: Reflecting on own practice to promote positive outcomes for each child
- 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.
- 6a: Identifying and involving oneself with the early childhood field
- 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
- 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e: Engaging in informed advocacy for young children and the early childhood profession

Pre- Professional Assessment and Certification (Pre-Pac)

PPA 2B

PPA 2E

PPA 3

PPA 3A

PPA 3C
PPA 3E
PPA 4
PPA 4A
PPA 5E
PPA 7D

Course Number and Name: CDT 2813 Administration of Programs for Young Children

Description: This course provides knowledge of the development and administration of early childhood education programs. Emphasis is placed on evaluation of policies and procedures, organizational structure, management, and the quality measures through state agencies.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	3		45

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Discuss employability skills.
2. Compose a developmentally appropriate philosophy of early childhood education. ^{PPA 1C}
3. Create an employment portfolio for use when applying for jobs related to young children and opportunities in early childhood education, as well as the possibility for internship and work-based learning opportunities. ^{PPA 1F}
4. Demonstrate interviewing skills. ^{PPA 1F2}
5. Discuss the administration of an early childhood program.
6. Discuss management styles to include enthusiasm, initiative, and commitment to program goals and improvements. ^{PPA 6D}
7. Explain the employee roles, responsibilities, and ethics as accepted by the recognized professional organization. ^{PPA 1G, 6B}
8. Explore the Mississippi Department of Health Regulations Governing Licensure of Child Care Facilities. ^{PPA 6C}
9. Implement federal, state, and local standards, policies, regulations, and laws that affect children, families, and programs. ^{PPA 6C}
10. Demonstrate the application of evaluation materials. ^{PPA 6}
11. Identify funding sources available in the community for the development of a family home child care business or privately owned child care business. ^{PPA 6E}

Student Learning Outcomes from NAEYC Standards

- 6a: Identifying and involving oneself with the early childhood field
- 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
- 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e: Engaging in informed advocacy for young children and the early childhood profession

Pre- Professional Assessment and Certification (Pre-Pac)

PPA 1C

PPA 1F

PPA 1F2

PPA1G

PPA 6

PPA 6B

PPA 6C

PPA 6D

PPA 6E

PPA 6D

Course Number and Name: CDT 2934 Preschool Practicum Experience

Description: This course is a supervised practicum which includes a minimum of 120 clock hours of supervised teaching in an approved preschool setting. The course is a capstone course which focuses on the student's demonstration of competencies throughout the daily routine using a unit of study for young children. It is usually the last course taken before completion of the program.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
4		8	120

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Plan, prepare, implement, and evaluate developmentally appropriate learning experiences that meet the diverse needs of preschool children within the group and program standards. ^{PPA 5A, 6C, 4A,4B}
2. Demonstrate a variety of teaching strategies to support student learning outcomes for preschool children through positive interactions and relationships. ^{PPA 2A, 2B, 2C, 2D}
3. Understand and use appropriate and supportive guidance strategies which promote social and emotional development for preschool children. ^{PPA 5A, 5B, 5C}
4. Demonstrate professionalism related to advocacy, ethical behavior, professional standards, professional development, and reflective practice for preschool classrooms. ^{1A,6D1}

Student Learning Outcomes from NAEYC Standards

- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4d: Reflecting on own practice to promote positive outcomes for each child
- 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.
- 6a: Identifying and involving oneself with the early childhood field
- 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
- 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e: Engaging in informed advocacy for young children and the early childhood profession
- 7a: Opportunities to observe and practice in at least one of the three early childhood age groups (birth – age 3, 3-5, 5-8)
- 7b: Opportunities to observe and practice in at least one of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

Pre- Professional Assessment and Certification (Pre-Pac)

PPA 1A
PPA 2A
PPA 2B
PPA 2C
PPA 2D
PPA 4A
PPA 4B
PPA 5A
PPA 6D1

Course Number and Name: CDT 2944 Advanced Practicum

Description: This course is a supervised practicum which includes a minimum of 120 clock hours of supervised teaching in an approved early childhood setting. The course is a capstone course which focuses on the student's demonstration of competencies throughout the daily routine using a unit of study for young children. It is usually the last course taken before completion of the program.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
4		8	120

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Plan, prepare, implement, and evaluate developmentally appropriate learning experiences that meet the diverse needs of children within the group and program standards. ^{PPA 5A, 6C, 4A, 4B}
2. Demonstrate a variety of teaching strategies to support student learning outcomes through positive interactions and relationships. ^{PPA 2A, 2B, 2C, 2D}
3. Understand and use appropriate and supportive guidance strategies which promote social and emotional development. ^{PPA 5A, 5B, 5C}
4. Demonstrate professionalism related to advocacy, ethical behavior, professional standards, professional development, and reflective practice. ^{1A, 6D1}

Student Learning Outcomes from NAEYC Standards

- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4d: Reflecting on own practice to promote positive outcomes for each child
- 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.
- 6a: Identifying and involving oneself with the early childhood field
- 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
- 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e: Engaging in informed advocacy for young children and the early childhood profession
- 7a: Opportunities to observe and practice in at least one of the three early childhood age groups (birth – age 3, 3-5, 5-8)
- 7b: Opportunities to observe and practice in at least one of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

Pre- Professional Assessment and Certification (Pre-Pac)

PPA 1A

PPA 2A
PPA 2B
PPA 2C
PPA 2D
PPA 4A
PPA 4B
PPA 5A
PPA 5B
PPA 6C
PPA 6D1

Appendix A: CURRICULUM DEFINITIONS AND TERMS

Course Name – A common name that will be used by all community colleges in reporting students

Course Abbreviation – A common abbreviation that will be used by all community and junior colleges in reporting students

Classification – Courses may be classified as the following:

Career Certificate Required Course – A required course for all students completing a career certificate.

Technical Certificate Required Course – A required course for all students completing a technical certificate.

Technical Elective – Elective courses that are available for colleges to offer to students.

Description – A short narrative that includes the major purpose(s) of the course

Prerequisites – A listing of any courses that must be taken prior to or on enrollment in the course

Corequisites – A listing of courses that may be taken while enrolled in the course

Student Learning Outcomes – A listing of the student outcomes (major concepts and performances) that will enable students to demonstrate mastery of these competencies

The following guidelines were used in developing the program(s) in this document and should be considered in compiling and revising course syllabi and daily lesson plans at the local level:

The content of the courses in this document reflects approximately 75% of the time allocated to each course. The remaining 25% of each course should be developed at the local district level and may reflect the following:

Additional competencies and objectives within the course related to topics not found in the state framework, including activities related to specific needs of industries in the community college district

Activities that develop a higher level of mastery on the existing competencies and suggested objectives

Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed or revised

Activities that include integration of academic and career–technical skills and course work, school-to-work transition activities, and articulation of secondary and postsecondary career–technical programs

Individualized learning activities, including work-site learning activities, to better prepare individuals in the courses for their chosen occupational areas

Sequencing of the course within a program is left to the discretion of the local college. Naturally, foundation courses related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other courses related to specific skill areas and related academics, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors.

Programs that offer an Associate of Applied Science Degree must include all of the required Career Certificate courses, Technical Certificate courses **AND** a minimum of 15 semester hours of General Education Core Courses.

The courses in the General Education Core may be spaced out over the entire length of the program so that students complete some academic and Career Technical courses each semester. Each community college specifies the actual courses that are required to meet the General Education Core Requirements for the Associate of Applied Science Degree at their college.

In order to provide flexibility within the districts, individual courses within a framework may be customized by doing the following:

Adding new student learning outcomes to complement the existing competencies and suggested objectives in the program framework.

Revising or extending the student learning outcomes

Adjusting the semester credit hours of a course to be up 1 hour or down 1 hour (after informing the Mississippi Community College Board [MCCB] of the change)

Appendix B: Recommended Tools and Equipment

CAPITALIZED ITEMS*

1. Laminator—poster size (1 per program)
2. Letter machine—jumbo cutter and dies (1 per program)
3. Washer (1 per program)
4. Dryer (1 per program)
5. Dishwasher, commercial, sanitizing (1 per program)
6. Stovetop (1 per lab)
7. Range (1 per program)
8. Baby buggy, 6 seater (1 per program)
9. Computers (1 per 4 college students)
10. Computers (1 per 10 children in classroom)
11. Printer, laser (2 per networked lab)
12. Air purification system (1 per children's classroom)
13. SmartBoard
14. Portable electronic devices (e.g. i-pad, kindle, tablets)
15. Specialized and adaptive furniture and equipment for indoor and outdoor activities need to meet the Mississippi Department of Health Regulations Governing Licensure of Child Care Facilities, Infant Toddler Environmental Rating Scale Revised (ITERS-R), and Early Childhood Environmental Rating Scale Revised (ECERS-R).

NON-CAPITALIZED ITEMS**

1. Child and infant mannequins (1 of each per 4 students)
2. Big books kits (1 set preschool and 1 set toddler per program)
3. CD player (1 per child's classroom)
4. Rolling big book reading stand (1 per child's classroom)
5. Paint smocks (1 per 4 children in centers)
6. Drying rack (3 per children's classroom)
7. Paper cutter (Large and small, 1 each per program)
8. Manual 3-hole paper punch (1 per 3 students)
9. Diaper stations (1 per infant and toddler labs)
10. First-aid kit (1 per children's classroom)
11. Baby beds (5 per lab)
12. Art supply cart (1 per program)
13. Rocking chair, large (1 per infant/toddler lab)
14. Rocking chair, small (2 per children's classroom)
15. High chair (5 per lab)
16. Infant crawling rug (1 per lab)
17. Mirrors, nonbreakable (2 per lab)
18. Toys, developmentally age appropriate (3 sets per program)
19. Push toys (3 per program)
20. Tricycles (1 per 3 children in centers)
21. Baby bathtub with appropriate equipment (1 per program)
22. Towels (1 per child in center)
23. Bath cloths (2 per child in center)
24. Diapers, cloth (2 dozen per program)
25. Story books (assorted, developmentally age appropriate) (50 per program)
26. Measuring tools: buckets, shovels, cups, spoons, etc. (1 set per lab)
27. Rhythm instrument set (set of 30) (1 set per program)
28. Auto-harp (2 per lab)

29. Keyboard instrument (1 per lab)
30. Scissor rack, holds 20 pairs (2 per program)
31. Dual-head cassette player (1 per lab)
32. Screen, projector (1 per program)
33. Cots (1 per student)
34. Sand/H₂O table (1 per child's classroom)
35. Refrigerator (infant lab) (1 per lab)
36. Refrigerator (toddlers) (1 per program)
38. Rolling cart (1 per child's classroom)
39. Developmentally appropriate toys, equipment, materials for the following learning centers:

Science

Math

Music

Social Studies

Language/library

Computer

Gross motor

Manipulative

Block/construction

Creative art

Dramatic play

40. Humidifier (1 per infant/toddler classroom)
41. Scissors, blunt tip (30 pairs per program)
42. Multicultural kit (1 per lab)
43. Marker board, white with markers and erasers (1 per lab)
44. Flannel board (1 per lab)
45. Story books with audio, assorted set (1 per 10 students)
46. Geometric shapes (2 sets per lab)
47. Model food (4 per program)
48. Bluetooth speakers
49. Apple TV
50. Specialized and adaptive furniture and equipment needs to meet the Mississippi Department of Health Regulations Governing Licensure of Child Care Facilities, Infant Toddler Environmental Rating Scale Revised (ITERS-R), and Early Childhood Environmental Rating Scale Revised (ECERS-R).

It is recommended that instructors have access to the following items:

1. TV/DVD combination (1 per program)
2. Direct projector (1 per program)
3. Copier
4. CD player (1 per instructional classroom)
5. Digital camera (1 per program)
6. Scissors, sharp tip (4 pairs per program)
7. Research Based Curriculum

Computer Software for Centers

Developmentally appropriate software following NAEYC standards for the following learning centers:

Science

Math

Music

Social Studies

Language/library

Computer

Gross motor
Manipulative
Block/construction
Creative art
Dramatic play

Instructional Software

Developmentally appropriate software following NAEYC standards for the Early Childhood Professional Programs

Software for Centers

Developmentally appropriate software following NAEYC standards for the following learning centers:

Science
Math
Music
Social Studies
Language/library
Computer
Gross motor
Manipulative
Block/construction
Creative art
Dramatic play

Appendix C: Course Crosswalk

Course Crosswalk Early Childhood Technology (CIP:19.0709)					
<i>Note: Courses that have been added or changed in the 2018 curriculum are highlighted.</i>					
Existing			Revised		
2012 MS Curriculum Framework			2018 MS Curriculum Framework		
Course Number	Course Title	Hours	Course Number	Course Title	Hours
CDT 1113	Early Childhood Profession	3	CDT 1113	Early Childhood Profession	3
CDT 1214	Infant and Toddler Development	4	CDT 1214	Infant and Toddler Development	4
CDT 1224	Preschool and Primary Development	4	CDT 1224	Preschool and Primary Development	4
CDT 1313	Creative Arts for Young Children	3	CDT 1313	Creative Arts for Young Children	3
CDT 1343-4	Child Health, Safety, and Nutrition	3/4	CDT 1343-4	Child Health, Safety, and Nutrition	3/4
CDT 2233	Guiding Social and Emotional Behavior	3	CDT 2233	Guiding Social and Emotional Behavior	3
CDT 1713	Language and Literacy Development for Young Children	3	CDT 1713	Language and Literacy Development for Young Children	3
CDT 2714	Social Studies, Math, and Science for Young Children	4	CDT 2714	Social Studies, Math, and Science for Young Children	4
CDT 2914 or CDT 2924	Initial Practicum OR Infant and Toddler Practicum	4	CDT 2914 or CDT 2924	Initial Practicum OR Infant and Toddler Practicum	4
CDT 2413	Development of the Exceptional Child	3	CDT 2413	Development of the Exceptional Child	3
CDT 2613	Methods, Materials, and Measurement	3	CDT 2613	Methods, Materials, and Measurement	3
CDT 2813	Administration of Programs for Young Children	3	CDT 2813	Administration of Programs for Young Children	3
CDT 2513	Family Dynamics and Community Involvement	3	CDT 2513	Family Dynamics and Community Involvement	3
CDT 2944 or CDT 2934	Advanced Practicum OR Preschool Practicum	4	CDT 2944 or CDT 2934	Advanced Practicum OR Preschool Practicum	4

APPENDIX D: RECOMMENDED TEXTBOOK LIST

Recommended Early Childhood Technology Text Book List CIP: 19.0709- Early Childhood Technology		
Book Title	Author (s)	ISBN
Developmental Profiles; 8e+ LMS Integrated Course Mate 2 term access 8 th Edition 2016	Marotz/Allen	9781337493642
Creative Activities and Curriculum for Young Children 11 th Edition 2015	Mayesky	9781337072007
Early Childhood Experiences in Language Arts, Integrated Mind Tap 11 th Edition 2016	Machado	9781305721623
Positive Child Guidance, Integrated for Mind Tap 8 th Edition 2016	Miller	9781305720176
Home, School and Community Relations, Integrated Mind Tap 9 th Edition	Gestwicki	9781337590617
Early Education Curriculum: A Child's Connection to the World 7 th Edition	Beaver/Wyatt/Jackman	9781337590617
Math and Science for Young Children 8 th Edition 2016	Charlesworth	9781305814165
Developing and Administering a Childcare and Ed Program 9 th Edition 2016	Sciarra/Lynch/Ada	9781305697249
Beginning Essentials in Early Children Education	Gordon	9781337073349
Understanding Child Development	Charlesworth	9781337347716
Art and Creative Development	Fox	9781337072137
Health, Safety, and Nutrition	Marotz	9781305698062
The Exceptional Child	Allen	9781337150033
Child, Family, School, Community	Berns	9781305700079
Developmentally Appropriate Practice	Gestwicki	9781337074810
Working with Young Children	Judy Herr	9781631260247
Child Development: Early Stages Through Age 12	Celia Decker	9781631260384
All About the ECERS R Set	D. Cryer	50035
Beginnings and Beyond: Foundations in early childhood education	Gordon and Brown	10:1-305-50096-2 13:978-1-305-50096-9
Pete the Cat:I love my White Shoes	Eric Litwin	978-0-06-190622
The Giant Encyclopedia of Learning Center Activities for Children3-6	Charner/Ford/Murphy	9780876590010
Another Encyclopedia of Theme Activities for Young Children	Charner/Roberts/Roselli	9780876593943

Infant & Toddlers: Caregiving and Responseive Curriculum Development 9 th Edition	Terri Jo Swim	13:978-1305501010
Guiding Children's Social Development & Learning: Theory and Skills 8 th Edition	Marjorie J. Kostelnik, Anne K. Soderman, Alice Phipps Whiren, Michelle Rupoper, Kara Murphy Greogry	13:978-1305960756
Children with Special Needs in Early Childhood Settings, 1 st Ed	Carol L. Paasche, Lola Gorrill, Bev Strom	13: 9781401835705
Creative Resources for the Early Childhood Classroom 6 th Ed	Judy Herr	13: 978-1111831028
Infant and Toddler Environment Rating Scale	Thelma Harms, Debby Cryer, Richard M. Clifford	10:0807746401 13:9780807746400
Effective Practices in Early Childhood Education, 3 rd Edition	Sue Bredekamp	9780133956702
Parents as Partners in Education with Enhanced Pearson eText, Loose-Leaf Version with Video Analysis Tool -- Access Card Package, 9th Edition	Berger & Riojas-Cortez	9780134566047
101 Principles for Positive Guidance with Young Children	Katherine Kersey	13:978-0132658218 10:0132658216

APPENDIX E: PRE-PAC STANDARDS

Early Childhood Education

Assessment and Certification Competencies

1	Career Paths (Weight - 14.3%)
1A.	Explain the roles and functions of individuals engaged in early childhood, education, and services.
1 B.	Analyze opportunities for employment and entrepreneurial endeavors in early childhood, education, and services ..
1C.	Identify the personal qualities and abilities needed to be effective with children.
1 D.	Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.
1 E.	Analyze the effects of early childhood, education, and services on local, state, national, and global economies.
1 F.	Create an employment portfolio for use when applying for internships and work-based learning opportunities in education and early childhood.
1G.	Analyze the role of professional organizations in education and early childhood.
2	Developmentally Appropriate Practices (Weight - 14.3%)
2A.	Analyze child development theories and their implications for educational and childcare practices.
2B.	Apply a variety of assessment methods to observe and interpret children's growth and development.
2C.	Analyze cultural and environmental influences when assessing children's development.
2D.	Analyze abilities and needs of children and their effects on children's growth and development.
2E.	Analyze strategies that promote children's growth and development.
3	Curriculum and Instruction (Weight -14.3%)
3A.	Analyze a variety of curriculum and instructional models for appropriateness in meeting children's developmental needs and interests.
3B.	Implement learning activities in all curriculum areas that meet the developmental needs of children.
3C.	Implement an integrated curriculum that incorporates a child's language, learning styles, early experiences, and cultural values.
3D.	Demonstrate a variety of teaching methods to meet individual needs of children.
3E.	Arrange learning centers that provide for children's exploration, discovery, and development.
3F.	Establish activities, routines, and transitions.

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4	Learning Environment (Weight - 14.3%)
4A.	Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.
4B.	Apply safe and healthy practices that comply with state regulations.
4C.	Implement strategies to teach children health, safety, and sanitation habits.
4D.	Plan safe and healthy meals and snacks.
4E.	Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.
4F.	Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.
5	Positive Relationships with Children (Weight - 14.3%)
5A.	Apply developmentally appropriate guidelines for guiding children's behavior.
5B.	Demonstrate problem-solving skills with children.
5C.	Demonstrate interpersonal skills that promote positive and productive relationships with children.
5D.	Implement strategies for constructive and supportive interactions between children and Families.
5E.	Analyze children's developmental progress and summarize developmental issues and concerns.
6	Professional Practices and Standards (Weight - 14.3%)
6A.	Utilize opportunities for continuing training and education.
6B.	Apply professional ethical standards as accepted by the recognized professional organizations.
6C.	Implement federal, state, and local standards, policies, regulations, and laws that affect children, families, and programs.
6D.	Demonstrate enthusiasm, initiative, and commitment to programs goals and Improvements.
6E.	Apply business management skills to planning businesses in early childhood, education, and services.
7	Family and Community Involvement (Weight - 14.3%)
7A.	Demonstrate an understanding of the diversity in family units and roles,.
7B.	Plan communication strategies to strengthen parent/child care provider relationships.
7C.	Determine community resources available to children and their families.
7D.	Describe methods for facilitating respectful, reciprocal relationships between child care providers and the community.

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