# Early Childhood Education Technology Mississippi Curriculum Framework

Program CIP: 19.0709 – Child Care Provider/Assistant August 2023





#### Published by:

Mississippi Community College Board Division of Workforce, Career, and Technical Education 3825 Ridgewood Road Jackson, MS 39211 Phone: 601-432-6155 Email: <u>curriculum@mccb.edu</u>

aculty Writing Team Members	•	Formatted: Font: Cambria, 18 pt
xmy Landfair, Coahoma Community College		Formatted: Normal, Indent: Left: 0"
heresa Taylor, Coahoma Community College		
elisha Hampton, Copiah Lincoln Community College		
Debra Payton, East Central Community College		
heri Anders, East Central Community College		
haunta Durr, Hinds Community College		
aketha Berry, Hinds Community College		
Aonica Davis, Hinds Community College		Formatted: Highlight
iricka Davis,		
Iolly Weeden, Itawamba Community College		Formatted: Highlight
Brooke Knight, Jones County Junior College		
Vin Maxey-Shumate, Meridian Community College		
isa Hudgins, Mississippi Gulf Coast Community College		
Aelissa Weaver, Mississippi Gulf Coast Community College		
rvette Dove, Mississippi Gulf Coast Community College		
enniffer Newell, Northeast Mississippi Community College		Example the de Faulty Completion 10 anti Nick Concelling and
nne Marie Ross, Northwest Mississippi Community College		Formatted: Font: Cambria, 18 pt, Not Small caps
onya Jordan, Pearl River Community College	1	Formatted: Normal, Indent: Left: 0"
(atherine Dedeaux, Pearl River Community College		Formatted: Font: Cambria, 18 pt, Not Small caps, No
amie-Lyn Hones, Southwest Community College		Expanded by / Condensed by
oanna Barr, Southwest Community College		Formatted: Font: Cambria, 18 pt, Not Small caps
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dministrator Writing Team Members	Ľ	<b>Formatted:</b> Font: Cambria, 18 pt, Not Small caps, Not Expanded by / Condensed by
)r. Addie Boone, Associate VP of Career and Technical Education, Southwest Community College ori Smith, Dean of Workforce, Meridian Community College	$\sim$	, <u> </u>
ason Mattox, Associate VP for Career a Technical Education, Northeast Community College		Formatted: Font: Cambria, 18 pt, Not Small caps
Rate Broadway, Director of Career-Technical Education and Program Advancement, Northwest Mississippi Community College Rod Tolbert, Vice President of Instruction, Jones County Junior College		Formatted: Font: Cambria, 18 pt, Not Small caps, Not Expanded by / Condensed by
ylan Baldwin, Director of Career Education, Itawamba Community College		Formatted: Not Highlight
ana Causey, Vice President for Forrest County Operations, Pearl River Community College herry Franklin_ Associate Vice President-Hinds Community College Bobby		Formatted: Font: Cambria, 18 pt, Not Small caps
Shosal, Dean, Mississippi Gulf Coast Community College	/ /	Formatted: Normal, Indent: Left: 0", Space Before:
Sharolyn Magee, Assistant Dean of Career and Technical Education, Copiah Lincoln Community College     Or. Terri Sasser, Assistant Dean for Teaching and Learning, MGCCC	_/	
)r. Amy Townsend, Dean of CTE, Pearl River Community College-		Formatted: Font: Cambria, 18 pt, Not Small caps, No
		Expanded by / Condensed by
<u>/alarie Easterling</u> )r. Shakira Cain, Dean of Early Childhood/Director of JATC Campus Childhood Center, Hinds Community College	- 17,	Formatted: Font: Cambria, 18 pt, Not Small caps
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Business and Industry Writing Team Members		Formatted: Font: Cambria, 18 pt, Not Small caps
Frace Robinson, City of Jackson, Jackson, MS <sup>*</sup>		
esia Daniel, Funtime Preschool, Clinton, MS <sup>*</sup>	///	Formatted: Font: Cambria, 18 pt, Not Small caps, No
tella Gales, Kiddy Karrousel, Inc. Administrator	11/	Expanded by / Condensed by
Cantrell Keyes Agape' Christian Academy World, Teachers C.A.R.E 4, Jackson, MS	// /	Formatted: Font: Cambria, 18 pt, Not Small caps
hirley White, Ingomar Baptist Child Development Center, New Albany, MS	• //	Formatted: Font: Cambria, 18 pt, Not Small caps, No
onise Bell, Heavenly Angels Daycare, Port Gibson, MS	/ //	Expanded by / Condensed by
(ayla Newsome, ICC Early Learning Centers	$\langle \rangle$	· · · · · · · · · · · · · · · · · · ·
dell Crump, ICC Early Learning Centers	$\backslash$	Formatted: Font: Cambria, 18 pt, Not Small caps
JCH CHUMP, ICC LANY LEANING CETTERS		Formatted: Font: Cambria, 18 pt, Not Small caps, No
Diana Hughes, CEF Back to Basics, Port Gibson, MS		Expanded by / Condensed by

Office of Curriculum and Instruction, Team Members Scott Kolle, Ph.D., Director of Curriculum and Instruction, Office of Curriculum and Instruction, Mississippi Community College Board

LaToya Sterling, Ph.D., Assistant Director of Professional Development and Training, Office of Curriculum and

Instruction-Office of Curriculum and Instruction, Mississippi Community College Board Sheriece Robinson, Ed.D. Curriculum Specialist, Office of Curriculum and Instruction, Mississippi Community College Board

Eboni Mangum, Curriculum Specialist, Office of Curriculum and Instruction, Mississippi Community College Board

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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
Industry Job Projection Data
Articulation 12
Industry Credentials, Certifications, and Professional Licensure
Dual Enrollment   12
Program Description
Suggested Course Sequence
Accelerated Pathway Credential14
Career Certificate Required Courses
Technical Certificate Required Courses <u>16</u>
Technical Electives
Required Courses
CDT 1113 Early Childhood Profession20
CDT 1214 Infant and Toddler Development
CDT 1224 Preschool and Primary Development
CDT 1313 Creative Arts for Young Children
CDT 1343-4 Child Health, Safety, and Nutrition
CDT 1713 Language and Literacy Development for Young Children
CDT 1911 Early Childhood Education Seminar
CDT 1921 Early Childhood Education Seminar II
CDT 2111 Early Childhood Education Seminar III
CDT 2121 Early Childhood Education Seminar IV
CDT 2233 Guiding Social and Emotional Behavior
CDT 2413 Development of the Exceptional Child
CDT 2513 Family Dynamics and Community Involvement
CDT 2613 Methods, Materials, and Measurements
CDT 2714 Social Studies, Math, and Science for Young Children
CDT 2813 Administration of Programs for Young Children
CDT 2914 Initial Practicum
CDT 2924 Infant and Toddler Practicum Experience
CDT 2934 Preschool Practicum Experience
CDT 2944 Advanced Practicum

Appendix A: Curriculum Definitions and Terms	<u>3</u>
Appendix B: Recommended Tools and Equipment7	5
Appendix C: Course Crosswalk	0
Appendix D: Recommended Textbook List	2
Appendix E: Pre-Pac Standards	5
Adoption of National Certification Standards5	
Industry Job Projection Data	
Articulation	
Industry Credentials, Certifications, and Professional Licensure	
Dual Enrollment	
Program Description	
Suggested Course Sequence	
Accelerated Pathway Credential	
Career Certificate Required Courses	
Technical Certificate Required Courses9	
Technical Electives9	
Required Courses	
CDT 1113 Early Childhood Profession11	
CDT 1214 Infant and Toddler Development	
CDT-1224 Preschool and Primary Development	
CDT 1313 Creative Arts for Young Children17	
CDT 1343-4 Child Health, Safety, and Nutrition18	
CDT 1713 Language and Literacy Development for Young Children	
CDT 1911 Early Childhood Education Seminar	
CDT 1921 Early Childhood Education Seminar II	
CDT 2111 Early Childhood Education Seminar III	
CDT 2121 Early Childhood Education Seminar IV24	
CDT 2233 Guiding Social and Emotional Behavior	
CDT 2413 Development of the Exceptional Child	
CDT 2513 Family Dynamics and Community Involvement	
CDT 2613 Methods, Materials, and Measurements	
CDT 2714 Social Studies, Math, and Science for Young Children	
CDT 2813 Administration of Programs for Young Children	
CDT 2914 Initial Practicum	
CDT 2924 Infant and Toddler Practicum Experience	

CDT 2934 Preschool Practicum Experience
CDT 2944 Advanced Practicum
Appendix A: Curriculum Definitions and Terms
Appendix B: Recommended Tools and Equipment
Appendix C: Course Crosswalk
Appendix D: Recommended Textbook List47
Appendix E: Pre Pac Standards
Faculty Writing Team Members2
Administrator Writing Team Members2
Business and Industry Writing Team Members2
OFFICE OF CURRICULUM AND INSTRUCTION TEAM MEMBERS2
Adoption of National Certification Standards
PROGRAM DESCRIPTION
SUGGESTED COURSE SEQUENCE
Required Courses
Appendix C: Course Crosswalk
APPENDIX D: Recommended Textbook List
Early Childhood Education
FACULTY WRITING TEAM MEMBERS
Administrator Writing Team Members
BUSINESS AND INDUSTRY WRITING TEAM MEMBERS
OFFICE OF CURRICULUM AND INSTRUCTION TEAM MEMBERS
Adoption of National Certification Standards
PROGRAM DESCRIPTION
SUGGESTED COURSE SEQUENCE
REQUIRED COURSES
Appendix C: Course Crosswalk
APPENDIX D: Recommended Textbook List
APPENDIX E: PRE-Pac Standards
Early Childhood Education

## Adoption Of National Certification Standards The Pre-PAC (Pre-Professional Assessment and Certification), sponsored by the American Association of Family and

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.

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Industry Job Projection Data A summary of occupational data is available from the Mississippi Department of Employment Security.

https://mdes.ms.gov/information-center/labor-market-information/

## Articulation

Check with the local community college CTE administration for articulation agreements.

# Industry Credentials, Certifications, <u>Aand Professional Licensure</u>

https://www.mccb.edu/assessment As curricula are revised or developed for Career Technical Education (for credit) programs at Mississippi's community colleges, appropriate industry credentials/certifications/professional licensure are identified (where applicable). Each community college cooperating with businesses/industries in their college district determines if and when industry credentials/certifications/professional licensure are warranted. ct each community college for more information.

## Dual Enrollment (this should be a header like Articulation and found in the TOC)

See the "Procedures Manual For Dual Enrollment and Accelerated Programs" http://www.mississippi.edu/cjc/dual\_enrollment.asp

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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 includes a program of study options for a work ready (15 hours), career certificate (30 semester credit hours), technical certificate (45 semester credit hours), and an Associate of Applied Science Degree (60 semester credit hours) a second provide the second provided and the second provided an of 60 semester hours of course work. Successful completion of the Early Childhood Education Technologycurriculum results in the students receiving a Career Certificate, Technical Certificate and/or an Associate i 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.

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# Suggested Course Sequence

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

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			SCH Break	down		Contact Breakd		Certificatio Informatio
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 <u>OR</u> Infant and Toddler Practicum	4		8	120	0	120	
	TOTAL	31/32	24/24	14/1 6	570/ 600	360	210/ 240	

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Techni	cal Certificate Required (	Courses								1		Formatted: Font: (Default) Calibri, 10 pt, Bold	
					SCH	SCH		С	ontact	Hour	Certification	Formatted	[ [
					Breakd	own			Breakd	own	Information	Formatted: Font: (Default) Calibri, 10 pt, Bold	
			Seme	ster			Total					Formatted	[]
Course			Credit				Contac	t			Certification	Formatted	
Numb	Course Name		Hours		Lecture	Lab	Hours	Le	ecture	Lab	Name		[
er CDT 2413	Development of the	Excentional										Formatted Table	
CD1 2413	Child	Exceptional		3	2	2	6	50	30	30		Formatted Table	
CDT 2613	Methods, Materials,	and									/	Formatted	<b></b>
CDT 2813	Measurement	arams for		3	3		4	15	45	0	Pre-PAC	Formatted: Heading 3	(
LDT 2813	Administration of Pro Young Children	ograms for		3	3		4	15	45	0	Assessment		
CDT 2513	Family Dynamics and	Community		-		43		-	-	-		Formatted Table	
	Involvement			3	3		4	15	45	0		Formatted	(
CDT 2944 o		OR Preschool		4			12		0	120		Formatted: Not Expanded by / Condensed by	
CDT 2934	Practicum			4		8	12	-	0	120		<b>Formatted:</b> Not Expanded by / Condensed by	
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Techni	cal Electives											Formatted: Centered	
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			SCH	Break	down				down		Information	Formatted: Font: 9 pt	
		Semester				Tetal					*	Formatted: Font: 9 pt	
Course		Credit				Total Conta	ct			Extern	Certifica-	Formatted: Font: 9 pt	
Number	Course Name	Hours	Lecture	Lab	Externship	Hours	E Lec	ture	Lab	-ship	tion Name	·	
CDT 1111	Early Childhood	1	1				15	15				Formatted: Indent: Left: 0"	
CDT 1121	Education Seminar I Early Childhood	1	1				15	15			- 1////	Formatted: Centered, Indent: Left: 0"	
0011121	_Education Seminar II	1	1				15	15			• •	Formatted: Font: 9 pt	
CDT 2111	Early Childhood											Formatted: Font: 9 pt	
	_Education Seminar III	1	1				15	15				Formatted: Right: 0.12", Line spacing: single	
CDT 2121	Early Childhood Education Seminar IV	1	1				15	15				Formatted: Font: 9 pt	
WBL		-	1				15	15				Formatted	
191(1-3)													
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192(1-3) WBL												Formatted: Line spacing: Exactly 12.2 pt	
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293(1-3)	Work-Based Learning	1-6			3-1	8 45-2	270			27	0	Formatted	
	Other Approved											<u></u>	(
	_Electives										•	Formatted: Right	
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#### **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*<sup>2</sup> 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 Breakdov	wn		Contact Hour Breakdown		Certification Form Information	natted Table
Course		Semester			Total			Certification	natted: Font: 10 pt
Course Number	Course Name	Credit Hours	Lecture	Lab	Contact Hours	Lecture	Lab	Name	
	Humanities/Fine Arts	3							
	Social/Behavioral Sciences	3							
	Math/Science	3 <u>/4</u>							
	Academic electives	6							
	TOTAL	15 <u>/16</u>							

<sup>2</sup> Southern Association of Colleges and Schools Commission on Colleges. (20187). The Principles of Accreditation: Foundations for Quality Enhancement. Retrieved from	•	<b>Formatted:</b> Body Text, Indent: Left: 0", Right: 0", Space Before: 0 pt
https://sacscoc.org/app/uploads/2019/08/2018PrinciplesOfAcreditation.pdf		Formatted: Highlight
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# **REQUIRED COURSES**

·						Formatted: Font: (Default) +Body (Calibri), Not Expanded by / Condensed by
Course Number and Name:	CDT 1113 Early Childhood Pi	ofession			$\swarrow$	Formatted: Font: (Default) +Body (Calibri)
Description:	This course is an introduction childhood, types of early childhood, ty		Formatted: Font: (Default) +Body (Calibri), Not Expanded by / Condensed by			
	of child development. Stude observational skills through	ents are requi	red to develo		Formatted: Body Text, Indent: Left: 0", Line spacing: single	
Hour Breakdown:	Semester Credit Hours	Lecture	Lab	Contact Hours	<del>-     </del>	Formatted: Font: (Default) +Body (Calibri)
	3	2	2	60		Formatted: Font: (Default) +Body (Calibri), Not Expanded by / Condensed by
Prerequisite:	Instructor Approved					Formatted: Font: (Default) Calibri, 10 pt, Not Expanded by / Condensed by
Student Learning Outcomes: 1. Explain the <u>importance of</u> Early (	Childhood Education Techno	ogy (CDT) pro	gram philos	anhy and		Formatted
policies. <sup>5C, 1C</sup>		logy (CDT) pro	gram prinose		/	Formatted: Font: Not Bold
2. Identify species and analyze th	ne personal qualities, roles, a	nd abilities ne	eded to be a	n effective	$\langle \rangle \rangle$	Formatted: Condensed by 0.1 pt
early childhood educator-pehavic according to college program po	SC, 1C	<del>, parents, tea</del>	<del>mers, and in</del>			Formatted: None, Indent: Left: 0.31"
3. Identify the personal qualities an	nd abilities needed to be an e	ffective early o	hildhood ed:	ucator. <sup>5C,</sup>		Formatted: Highlight
4. Summarize the education and tra	aining requirements and opp	ortunities for	a career path	in early		Formatted: Highlight
childhood education and service						Formatted: Highlight
5. Analyze the effects of early	hood education and service	of children o	n local, state	, national,		Formatted: Highlight
<ul> <li>and global economies. <sup>5C, 1C</sup></li> <li>6. Analyze the role of professional g</li> </ul>	development organizations in	aducation and	-early childh	hood	$\sim$	Formatted: Highlight
education to include NAEYC, ACEI			-carry crinici	100u_	$ \setminus $	
7. Discuss early childhood educatio	n <mark>and childcare movements</mark>	to include hist	ory, theories	,		Formatted: Highlight
standards, types, and practice. <sup>2A</sup>						Formatted: Highlight
8. Identify <u>developmentally appropr</u> Education of Young Children.	iate practices as described by t	he National As	sociation for	the_		Formatted: Highlight
9. Analyze the NAEYC code of ethic	cal conduct for early childhoc	d educators	dentify.			Formatted: Highlight
developmentally appropriate prac	ctico as described by the Nati	onal Associati	on for the Ec	lucation of		Formatted: Highlight
Koung Children (Mine Kes. <sup>24</sup> 10. Identify current and emerging e	arly childhood standards inc	uding but not	t limited to:		/	Formatted: Highlight
a. Child Development Associa		dunig, but not	t minica to.			Formatted: Highlight
	ning Standards for classroom ser	vicing infants th	rough four-yea	ar-old		Formatted: Highlight
<u>children.</u> <del>c.</del> b. <b>c.</b> http://						Formatted: Font color: Purple
d. <u>c. My</u> Mississippi <u>Adventure</u>	es Pre-K curriculum <mark>, auly I car</mark>	ning Standard:	s for classroc			Formatted: Highlight
11. Explain the importance of lesso	our your old children n plans, behavioral goals, and	l objectives fo	r voung child	Iron <sup>3A</sup>		Formatted: Font color: Purple
12. Use various methods of	lic approach to observing and	recording obs			$\mathbb{V}$	Formatted: Font color: Purple
childhood settings such as **guid		ehavior <mark>. <sup>28</sup></mark>			$\leftarrow$	Formatted: Font color: Purple
13.12. Use various methods and red a. Checklist	cord observational technique	s such as:				Formatted: Highlight
b. Anecdotal and/or running r	records					Formatted: Highlight
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<ul> <li>c. Time sampling<u>/event samp</u></li> <li>d. Case study</li> </ul>	ling					
<u>u.</u> cuse study						Formatted: Not Expanded by / Condensed by

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#### <del>d.<u>e.</u> Portfolio</del>

<u>14.13.</u> Use data from <u>observational</u> assessment tool(s) to <u>create lesson</u> plans for young children. \*\*in <u>methods class this is done\*\* instruction.</u><sup>28</sup>



#### 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)

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PPA3A

PPA 5C

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Course Number and Name:	CDT 1214 Infant and Toddle	A	Formatted: Not Highlight					
Description:	This course provides know	ledge conceri	ning the care	and		Formatted: Not Highlight		
	development of infants an	d toddlers in	$\mathbb{N}$	Formatted: Indent: Left: 0", Line spacing: single				
	programs. Practice of infar (birth to 36 months) in gro classroom or collaborative	up settings is			Formatted: Not Expanded by / Condensed by , Not Highlight			
Hour Breakdown:	Semester Credit Hours	Lecture		Formatted: Not Expanded by / Condensed by , Not Highlight				
	4	3	2	75		Formatted: Not Highlight		
Prerequisite:	Instructor Approved				<b>Formatted:</b> Not Expanded by / Condensed by , Not Highlight			
Student Learning Outcomes:		5 W	Formatted: Not Highlight					
<ol> <li>Identify the cognitive, physical the child. (<i>Literacy Theme and</i>.</li> <li>Explain developmental norms</li> </ol>	Assessment Theme)		<b>Formatted:</b> Font: (Default) Calibri, Not Expanded by / Condensed by , Not Highlight					
<ol> <li>Explain developmental norms</li> <li>Observe, record, and assess in</li> <li>Use data from assessment too</li> </ol>	fant/toddler age children using		<b>Formatted:</b> Heading 3, Indent: Left: 0", Line spacing: single					
<ol><li>Demonstrate the responsibilit development and early literact</li></ol>	ies of the early educator role f y. <del>(Literacy Theme)</del>	$\mathbb{N}$	<b>Formatted:</b> Font: (Default) +Body (Calibri), Not Bold, Not Highlight					
<ol> <li>Identify daily routine tasks for</li> <li>Practice the daily routine tasks</li> </ol>		$\langle     \rangle$	Formatted: Font: 10 pt, Bold, Condensed by 0.1 pt					
<ol> <li>Practice the daily routine tasks required for infant/toddler children. PPA3F, SC, 58</li> <li>Analyze strategies that promote children's growth and development. PPA 2A, 2C, 2D, 2E</li> </ol>						Formatted: None, Indent: Left: 0.31"		

9. Evaluate Identify materials and equipment in the indoor and outdoor environment according to licensing or other environmental assessment tools-using the Infant Toddler Environmental Rating cale 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. 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.

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**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 children1. <u>A</u>: Building Positive Relationships

 Between Teachers and Families

 1.B: Building Positive Relationships Between Teachers and Children

 1.C: Helping Children Make Friends

 1.D: Creating a Predictable, Consistent, and Harmonious Classroom

 1.E: Addressing Challenging Behaviors

 1.F: Promoting Self-Regulation

#### 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 P A 2 А

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Course Number and Name	2: CDT 1224 Preschool and Pr	imary Develo	pment	4		Formatted: Font: (Default) +Body (Calibri)		
Description:	This course provides know development, and educat	•		Formatted: Font: (Default) +Body (Calibri), Not Expanded by / Condensed by Formatted: Font: (Default) +Body (Calibri)				
	settings and school age ch							
	programming. Practice is a caregiving in group setting or collaborative centers. (	gs through clas			Formatted: Font: (Default) +Body (Calibri), Not Expanded by / Condensed by			
	of conaborative centers.	ages 5-0)			Formatted: Font: (Default) +Body (Calibri)			
Hour Breakdown:	Semester Credit Hours 4	Lecture 3	Lab 2	Contact Hours 75		Formatted: Font: (Default) +Body (Calibri), Not Expanded by / Condensed by		
Prerequisite:	Instructor Approved	Instructor Approved Formattee Condense						
Student Learning Outcome				*	1	Formatted: Heading 3, Indent: Left: 0", Line spacing:		
<ol> <li>Identify the cognitive, pl the child.</li> </ol>	nysical, emotional, language, and so	ocial developm	nental characte	ristics of		single		
	orms as they relate to caregiving of	preschool/scl	hool age childre	n (ages 3	$\langle    \rangle$	Formatted: Font: Not Bold		
- 8).		,		(1011)	$\langle \rangle \rangle$	Formatted: Font: 10 pt, Bold, Condensed by 0.1 pt		
PPA1C1, 2D 3. Observe, record, and ass	ess preschool/school age children u	using observati	ional technique	S. PPA2B,3B		Formatted: None, Indent: Left: 0.31"		
<ol> <li>Observe, record, and assess preschool/school age children using observational techniques. <sup>PPA2B,3B</sup></li> <li>Use data from assessment tools to plan instruction. <sup>PPA2B, 3B, 2E, 3B, 3C, 3D, 3A</sup></li> </ol>						Formatted: Font: 10 pt, Bold		
	sibilities of the early educators' role		Formatted: Highlight					
support early literacy. 6. Identify daily routine tasks for preschool/school age children. PPA3F						Formatted: Highlight		
8. Analyze strategies that p	tasks required for preschool/schoo romote children's growth and deve quipment in the indoor and outdoo	lopment. PPA2A	, 2C, 2D, 2E			Formatted: Highlight		
<b>Childhood Environmenta</b>	I Rating Scale Revised (ECENS-R) ra		Formatted: Highlight					
4A, 6D		ainan ah il duana'a		PPA2C. 4A. 7A		ronnatteu. nignight		
	vironmental influences when assess rces, and agencies providing direct							
children with diverse developmental, cultural linguistic, and economic needs.						Formatted: Highlight		
PPAGC, 7A, 7C						Formatted: Highlight		
<ol> <li>Utilize appropriate Early Learning Standards to develop preschool lesson plan and a school age lesson plan. PPA3A, 3B, 3C, 3D, 3E, 3F</li> </ol>						Formatted: Font: 10 pt, Bold, Underline		
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A Credential Student Learning Outcomes						Formatted: Font: 10 pt, Bold, Underline, Not Expanded		
arning Environment: Candio	date uses space, relationships, mate		by / Condensed by					
	cure, and enjoyable environment the	$\   $	Formatted: Font: 10 pt, Bold, Underline					
ay, exploration, interaction, and learning.						Formatted: Font: 10 pt, Bold, Underline, Not Expanded by / Condensed by		
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xperiences, and teaching strategies to promote the physical development (fine motor and ross motor) of children.						Formatted: Font: 10 pt, Bold, Underline, Not Expanded by / Condensed by		
gnitive: Candidate provides	activities and opportunities that er or the developmental levels of each		Formatted: Font: 10 pt, Bold, Underline					

Communication: Candidate actively communicates with children and provides opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating Formatted: Font: 10 pt, Bold, Underline, Not Expanded

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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

 1c: Using Positive Relationships

 Between Teachers and Families

 1.B: Building Positive Relationships Between Teachers and Children

1.C: Helping Children Make Friends

1.D: Creating a Predictable, Consistent, and Harmonious Classroom

1.E: Addressing Challenging Behaviors

1.F: Promoting Self-Regulation

#### Pre- Professional Assessment and Certification (Pre-Pac)

PPA 1CPPA 1C **PPA 2A PPA 2B** <u>PPA 2C</u> 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 <u>PPA 7A</u> **PPA 7C** D

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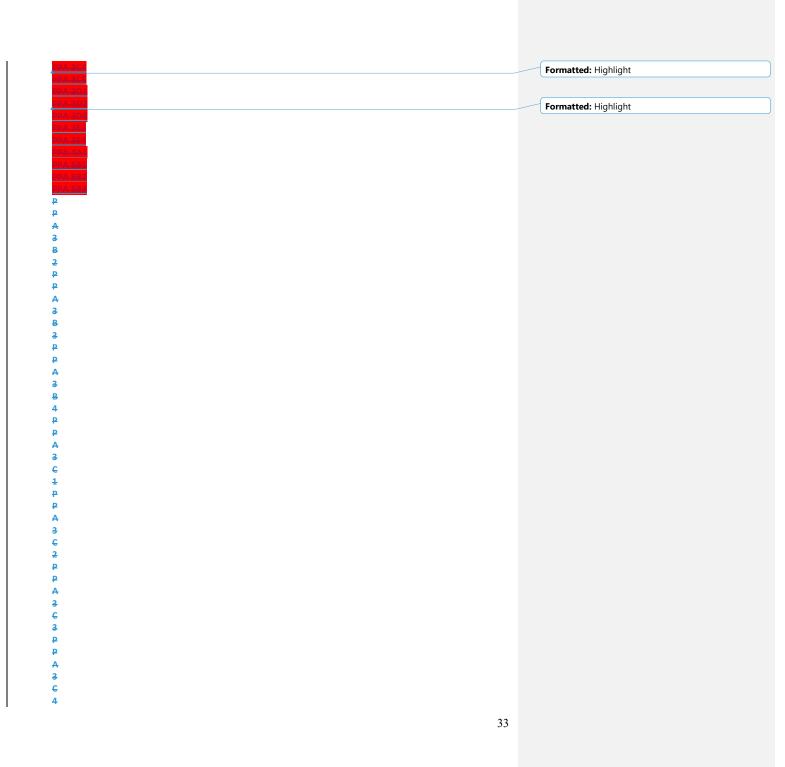
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Course Number and Name	CDT 1313 Creative Arts for	Young Children	<b>.</b>		-	Formatted: Font: (Default) +Body (Calib	ri)	
Description: This course provides knowledge of the creative arts and strategies for developing and implementing creative art experiences, both as a means of creative expression and as						Formatted: Font: (Default) +Body (Calibre Expanded by / Condensed by	ted: Font: (Default) +Body (Calibri), Not	
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	a part of integrated learning with children birth to age eight. Experiences will be implemented during Practicum.					Formatted: Font: (Default) +Body (Calibri), Not Expanded by / Condensed by		
Hour Breakdown:	Semester Credit Hours	Lecture	Lab		Formatted: Font: (Default) +Body (Calib	i)		
nour breakdown.	3	3	200	Contact Hours 45		Formatted		
Drozogujejtov	Instructor Approved					Formatted	[ [22]	
Prerequisite: Instructor Approved						Formatted	[ [23]	
Student Learning Outcomes:						Formatted: Font: Not Bold		
	d analyze <u>age, developmentally, an</u> eriences in the classroom for young					Formatted: Highlight		
Early Learningarts conte	nt area of the Mississippi Early Lear	rning Standard	S. PPA 3B, 3E3, 3E4			Formatted: Font: 10 pt, Bold, Underline		
	nd stages of creative expression for	music, movem	ent, dramatio	c		Formatted	[24]	
play, and visual arts. (Lit 3- Develop and implement	<del>eracy-ineme)</del> t age, developmentally, and individu	<del>Jally appropria</del>	te music.			Formatted	[24]	
	play, and visual arts experiences. (7						( [25] )	
Theme)						Formatted: Font: 10 pt, Bold, Underline		
	motor skill, gross motor skill, and er the process of creative arts. <mark>(Literac</mark>					Formatted	[26]	
	s promote creativity in young childr					Formatted: Font: 10 pt, Bold, Underline		
	s all curriculum areas in accordance		Formatted	[27]				
	<mark>ds, Toddler Environmental Rating So nmental Rating Scale Revised (ECER</mark>		Formatted: Font: 10 pt, Bold, Underline					
<i>3, 4a.1, 5</i>			Formatted	[28]				
6-5. Develop a portfolio of creative expression experiences for music, movement,						Formatted: Underline		
dramatic play, and visual arts. PPA 3C 5						<b>Formatted:</b> Font: 10 pt, Bold		
DA Credential Student Learni	ing Outcomes					Formatted: Left, Indent: Left: 0.13", Righ	t: 0"	
Fo advance physical and intellectual competence. (Infant/Toddler & Preschool Credential)						Formatted	[29]	
Creative: Candidate provides opportunities that stimulate children to play with sound,						Formatted: Font: 10 pt, Bold		
rhythm, language, materials, space and ideas in individual ways to express their creative abilities.						Formatted	[30]	
						Formatted: Font: 10 pt, Bold	( [30] )	
Pre- Professional Assessment : PPA 1A	and Certification (Pre-Pac)				$\leftarrow$	Formatted	[21]	
PPA 1F						Formatted: Font: 10 pt, Bold	[31]	
<u>PA 2B</u>								
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<u>PPA 3E</u> PPA 3F						Formatted: Font: 10 pt, Bold, Underline		
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PPA 5A						Formatted: Highlight		



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Course Number and Name:	CDT 1343-4 Child Health, Si	afety, and Nut	rition			Formatted: Font: (Default) +Body (Calibri), Not
Description:	This course provides know and nutrition practices in t children that includes hea	the care and e		Highlight Formatted: Font: (Default) +Body (Calibri), No Expanded by / Condensed by , Not Highlight		
	the Mississippi Departmer Governing Licensure of Ch		<b>Formatted:</b> Font: (Default) +Body (Calibri), Not Highlight			
	in the Infant Toddler Envir (ITERS-R) and Early Childho			Formatted: Font: (Default) +Body (Calibri), Not Expanded by / Condensed by , Not Highlight		
	Revised (ECERS-R).	· · · ·		Formatted: Font: (Default) +Body (Calibri), Not Highlight		
Hour Breakdown:	Semester Credit Hours	Lecture 3	Lab	Contact Hours 45		
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Prereguisite:

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

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- Identify and evaluate general safety practices and regulations for the indoor and outdoor environments to include the facility, grounds, furniture, learning materials, and equipment.
- b. 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.
- c. Make disaster safety plans for a specific child care setting, e.g. fire, thunderstormtornado, flood, hazardous materials, violent intruder.
- Develop a portfolio of safety activities and practices to introduce young children to safety concepts and practices.
- 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. PPAAF

Skills and CPR.

- d-c. Identify and describe types of child abuse and neglect and the documentation and reporting procedures required by Mississippi state law. PPA4E
- e.d. Explain the early educator's role in the management of environmental health practices and the guidance of young children in health practices throughout the daily routine.
- f.e. Develop a portfolio of health activities and practices to introduce young children to health concepts and practices.
- 3. Assess appropriate adult actions in a variety of life threating or emergency situations.
  - a. Adult, Child and Infant CPR and First Aid certification as required for a person or persons who will be present at the facility during all hours of operation as per Regulations Governing Licensure of Child Care Facilities.
    - b. <u>It is recommended to Op</u>btain appropriate certification for life saving skills from birth through school aged children.
- 4. Analyze nutritional concepts and food service practices pertaining to the nutritional

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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.
- c. Evaluate and plan weekly menus for young children which are age and developmentally 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).
- d. 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.
- e. Explain the early educator's role in the management of nutritional and food safety practices and the guidance of young children in nutritional and food safety practices throughout the daily routine.
- f. Develop a portfolio of nutritional activities and food experiences to introduce young children to 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 4FPPA 4B PPA 4C PPA 4D

PPA 4E

PPA 4F

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Course Number and Name:	CDT 1713 Language and Lit	eracy Develop	ment for Yo	ung Children	-	Formatted: Font: (Default) +Body (Calibri)
Description:	This course provides know language development of			ategies		Formatted: Font: (Default) +Body (Calibri), Not Expanded by / Condensed by
	for the development and i	mplementatio	n of	-		Formatted: Font: (Default) +Body (Calibri)
	developmentally appropri experiences throughout th	• •			_	Formatted: Font: (Default) +Body (Calibri), Not Expanded by / Condensed by
	Rating Scale Revised (ITER		Childhood		\     \	Formatted: Font: (Default) +Body (Calibri)
	Activities will be implement	a na naara faara	and of an eres	illandi <mark>-</mark>		Formatted: Font: (Default) +Body (Calibri), Not Expanded by / Condensed by
Hour Breakdown:	Semester Credit Hours	Lecture 3	Lab	Contact Hours		Formatted: Font: (Default) Calibri, Not Expanded by / Condensed by
Prerequisite:	Instructor Approved	3				Formatted: Heading 3, Indent: Left: 0", Line spacing: single
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Student Learning Outcomes:	and language acquisition theor	ies and their i	molications f	for	A	Formatted: Highlight
early education and childe	care practices. PPA 2A					Formatted: Font: 10 pt, Bold
<ol> <li>Identify the areas of English standards</li> </ol>	/language arts as defined by th	e current state			$\left\  \right\rangle$	Formatted: None, Indent: Left: 0.31"
Literacy Themes)	onoologia ar y rearing or one or	. ( <del>713583577187</del>	<del>n unu</del> -		$\backslash \ $	Formatted: Font: 10 pt, Bold, Not Expanded by /

- 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

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Course Number and Name:	CDT 1911 111 Farly Childh			٩	<b>Formatted:</b> Font: (Default) +Body (Calibri), Not Highlight
Description:	This course focuses on obj students for the national e campus activities, and net	xam, collabor	ate club and o	n	<b>Formatted:</b> Font: (Default) +Body (Calibri), Not Expanded by / Condensed by , Not Highlight
	national early childhood e		, ,		<b>Formatted:</b> Font: (Default) +Body (Calibri), Not Highlight
Hour Breakdown:	Semester Credit Hours	Lecture	Lab	Contact Hours	Formatted: Font: (Default) +Body (Calibri), Not
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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.

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Prerequisite:

Instructor Approved

# Student Learning Outcomes:

1. Interaction and cooperation in the modern workplace

Demonstrate problem-solving skills by actively participating in program and campus activities.
 Locate and utilize local resource sources.

2. Community participation

a. Actively participate in a class organized community service project.

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## 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

e.b. Participate in a mock job interview

2. Community participation

a. Actively participate in a class organized community service project.

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Student Learning Outcomes:					ь III	Formatted: Font: (Default) +Body
1. Interaction and cooperation	n in the modern workplace				1 11	Expanded by / Condensed by , Not

a. Initiate at least one job interview

b. Design a resume for early childhood education employment 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

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	campus activities, and net					Ň	Formatted: Font: (Default) +Body (Calibri), Not
	national early childhood e			2		1	Expanded by / Condensed by
	provides knowledge of the children at each stage of d						Formatted: Font: (Default) +Body (Calibri), Not
	influences affecting their b					VV	Expanded by / Condensed by
	positive guidance principle			<u>ces</u>			Formatted: Font: (Default) +Body (Calibri)
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	Learning Standards, NAEY tools.						Formatted: Font: (Default) Calibri, Not Expanded by /
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	during Practicum.					1	<b>Formatted:</b> Heading 3, Indent: Left: 0", Line spacing: single
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*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)	Formatted: Font: 10 pt, Bold
<u>PPA 2A</u> PPA 2B	Formatted: Font: 10 pt, Bold
PPA 2E	Formatted: Normal, Indent: Left: 0.13"
<u>PPA 3-4</u> <u>PPA 6C</u> PPA 2D	Formatted: Font: 10 pt, Bold, Not Expanded by / Condensed by
PPA 3A PPA 5A	<b>Formatted:</b> Font: 10 pt, Bold, Not Expanded by / Condensed by
<u>PPA 5B</u>	Formatted: Font: 10 pt, Bold
<u>PPA 5C</u> <u>PPA 7APPA 2A PPA 2B PPA 2E PPA 3-4 PPA</u> <del>6C PPA 2D PPA 3A PPA 5A PPA 5B PPA 5C</del>	Formatted: Font: 10 pt, Bold, Not Expanded by / Condensed by
PPA 7A	Formatted: Font: 10 pt, Bold
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Course Number and Name	CDT 2413 Development of	the Exception	hai Child		Formatted: Font: (Default) +Body (Calibri)
Description:	This course focuses on obj students for the national c				<b>Formatted:</b> Font: (Default) +Body (Calibri), Not Expanded by / Condensed by
	campus activities, and net				Formatted: Font: (Default) +Body (Calibri)
	national early childhood e provides knowledge of aty family, and classroom inte	pically develo	oping children	<u> </u>	<b>Formatted:</b> Font: (Default) +Body (Calibri), Not Expanded by / Condensed by
	support services. Legal, et				Formatted: Font: (Default) +Body (Calibri)
	will be explored. <u>Crosswer</u>	<u>e Revised (ITF</u>	int Foddlor IRS R), and Fo		Formatted: Font: (Default) +Body (Calibri), Not Expanded by / Condensed by
Hour Breakdown:	Semester Credit Hours	Lecture	Lab	Contact Hours	Formatted: Font: (Default) Calibri, Not Expanded Condensed by
	3	2	2	60	Formatted: Heading 3, Indent: Left: 0", Line spa single
Prerequisite:	Instructor Approved				Formatted: Font: Not Bold
Student Learning Outcome	S:				Formatted: Highlight
1. Explore the current rese	arch pertaining to the causes and o				Formatted: None, Indent: Left: 0.31"
	guage, and/or social development e legislation concerning atypical de				Formatted: Not Expanded by / Condensed by
	ention, classroom integration, and				Formatted: Not Expanded by / Condensed by
	f teaching methods to meet individ	dual needs of	children who		Formatted: Font: 10 pt, Bold
5. Demonstrate a variety of are developing atypical	ly.	dual needs of	children who	- ,-	
on the children's growt	eds of children who are developing h and development. <sup>PPA 2D</sup>			- d	Formatted: Font: 10 pt, Bold, Not Expanded by / Condensed by
_	ssociated with implementing inclus hods of instruction and interventic		i early childho	od program.	Formatted: Font: 10 pt, Bold
9. Discuss partnerships wit	h families as related to early interverdisciplinary community resources	ention and in			Formatted: Font: 10 pt, Bold, Not Expanded by / Condensed by
such as speech and lar compiling a resource f	nguage pathologists, physical thera	pists, and oth	ners by		Formatted: Font: 10 pt, Bold
1 0	and Certification (Pre-Pac)				Formatted: Font: 10 pt, Bold, Not Expanded by / Condensed by
2A	energy of the second for the second s				Formatted: Font: 10 pt, Bold
<u>6C</u> 2D					Formatted: Font: 10 pt, Bold, Not Expanded by / Condensed by
<u>3A</u>					Formatted: Font: 10 pt, Bold
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Course Number and Name:	CDT 2513 Family Dynamics	and Communi	ty Involvemen	t <u> </u>
Description:	This course provides know partnerships with children creating respectful, recipro and empower families whi children's development an years).	's families and ocal relationshi le involving fai	communities b ps that suppor milies in their	γ
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 using methods such as parent information board, monthly newsletter, weekly letters, daily sheets, classroom lesson plans, and child assessments 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 Researchview the ways in which early childhood programs events involveing 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, reciprocalrelationships-

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 appropriateassessment tools and approaches, including the use of technology in documentation,-

assessment and data collection.

3c: Understanding and practicing responsible assessment to promote positive outcomes ach 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.1.A: Building Positive Relationships Between Teachers and Families

1.B: Building Positive Relationships Between Teachers and Children

1.C: Helping Children Make Friends

1.D: Creating a Predictable, Consistent, and Harmonious Classroom

- 1.E: Addressing Challenging Behaviors
- **1.F: Promoting Self-Regulation**
- 2.A: Essential Characteristics
- 2.B: Social and Emotional Development
- 2.C: Physical Development
- 2.D: Language Development
- 2.E: Early Literacy
- 2.F: Early Mathematics

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 2.G: Science

 2.H: Technology

 2.J. Creative Expression Appreciation for the Arts

 2.K: Health and Safety

 2.K: Social Studies

 7.A: Knowing and Understanding the Program's Families

 7.B: Sharing Information Between Staff and Families

 7.C: Nurturing Families as Advocates for Their Children

 8.A: Linking With the Community

 8.B: Accessing Community Resources

 8.C: Acting as a Citizen in the Neighborhood and the Early Childhood Community

Pre- Professional Assessment and Certification (Pre-Pac)

PPA 1A PPA 6B PPA 7 PPA 6B PPA 7

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Course Number and Name	CDT 2613 Methods, Materi	ais, and Meas				Formatted: Font: (Default) +Body (Calibri)
Description:	This course provides know to planning, preparing, im	0	0 11			<b>Formatted:</b> Font: (Default) +Body (Calibri), Not Expanded by / Condensed by
	childhood curriculum and	environments	3. As students ga	ain a	N// /	Formatted: Font: (Default) +Body (Calibri)
	broader understanding of will be reflected in their cu	urriculum plan	nning. Students	will		Formatted: Font: (Default) +Body (Calibri), Not Expanded by / Condensed by
	gain strategies for organizi observation data to impro			-		Formatted: Font: (Default) +Body (Calibri)
	needs of individual childre					Formatted: Font: (Default) +Body (Calibri), Not
	be implemented during Pr		0 - 1			Expanded by / Condensed by
Hour Breakdown:	Semester Credit Hours	Lecture	Lab	Contact Hours		Formatted: Font: (Default) Calibri, Not Expanded by / Condensed by
	3	3		45		, ,
Prerequisite:	Instructor Approved					Formatted: Heading 3, Indent: Left: 0", Line spacing: single
						Formatted: Font: Not Bold
tudent Learning Outcome 1. Explore and analyze dev	s: elopmentally appropriate curriculu	um models and	d instructional s	trategies. <sup>3</sup>		Formatted: None, Indent: Left: 0.31"
2. Demonstrate the develo	opment of a unit plan, which include				$\backslash$	Formatted: Not Expanded by / Condensed by
integrated learning exp	eriences. <sup>3, 2E, 4A, 6D</sup> servation and assessment method:					Formatted: Not Expanded by / Condensed by
developmentally appro childhood setting. <sup>3A, 3D,</sup> 4. Summarize and interpre future planning. <sup>2B, 5E, 7</sup>	t observation data to assess childr	en and progra				
childhood setting. <sup>3A, 3D,</sup> 4. Summarize and interpre future planning. <sup>2B, 5E, 7</sup> Student Learning Outcome	et observation data to assess childr					Formatted: Font: 10 pt, Bold
childhood setting. <sup>3A, 3D,</sup> 4. Summarize and interpre future planning. <sup>2B, 5E, 7</sup> Student Learning Outcome L.A: Building Positive Relation L.B: Building Positive Relation	t observation data to assess childr o s from NAEYC Standards hships Between Teachers and Familie hships Between Teachers and Childre	es			•	Formatted: Font: 10 pt, Bold Formatted: Normal, Indent: Left: 0.31", Space Before: 0 pt
<ul> <li>childhood setting. <sup>3A, 3D,</sup></li> <li>4. Summarize and interpretent future planning. <sup>2B, 5E, 7</sup></li> <li>Student Learning Outcomer</li> <li>L.A: Building Positive Relation</li> <li>L.B: Building Positive Relation</li> <li>L.C: Helping Children Make F</li> </ul>	t observation data to assess childr o s from NAEYC Standards hships Between Teachers and Familie hships Between Teachers and Childre	es en			•	Formatted: Normal, Indent: Left: 0.31", Space Before: 0 pt Formatted: Font: 10 pt, Bold, Not Expanded by /
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Skills and Knowledge 4.A: Creating an Assessment Plan 4.B: Using Appropriate Assessment Methods 4.C: Identifying Children's Interests and Needs and Describing Children's Progress 4.D: Adapting Curriculum, Individualizing Teaching, and Informing Program Development 4.E: Communicating With Families and Involving Families in the Assessment Process 5.A: Promoting and Protecting Children's Health and Controlling Infectious <u>Disease</u> 5.B: Ensuring Children's Nutritional Well-Being 5.C: Maintaining a Healthful Environment1a: Knowing and understanding youngchildren'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 appropriateassessment 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, includingappropriate 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 andliteracy; 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 contentareas or academic disciplines 5c: Using own knowledge, appropriate early learning standards, and other resources todesign, implement, and evaluate developmentally meaningful and challenging curriculumfor 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 technologyeffectively with young children, with peers, and as a professional resource. 6d: Integrating knowledgeable, reflective, and critical perspectives onearly education 6e: Engaging in informed advocacy for young children and the earlychildhood profession 9.A: Indoor and Outdoor Equipment, Materials, and Furnishings 9.B: Outdoor Environmental Design 9.C: Building and Physical Design 9.D: Environmental Health Pre- Professional Assessment and Certification (Pre-Pac)

 PPA 2B

 PPA 2E

 PPA 3

 PPA 3A

 PPA 3C

 PPA 3E

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<u>PPA 4</u> PPA 4A PPA 5E PPA 7D ₽ 

Course Number and Name:	CDT 2714 Social Studies, M	ath, and Science	e for Young	Children		Formatted: Font: (Default) +Body (C	Calibri)
Description:	This course provides know	This course provides knowledge of strategies for developing					Calibri), Not
	and implementing develop					Formatted: Font: (Default) +Body (C	Calibri)
	experiences in social studie children. Lab activities with during Practicum.			•		Formatted: Font: (Default) +Body (C Expanded by / Condensed by	Calibri), Not
	-			1		Formatted: Font: (Default) +Body (C	Calibri)
Hour Breakdown:	Semester Credit Hours 4	Lecture 4	Lab	Contact Hours 60		Formatted: Font: (Default) +Body (C Expanded by / Condensed by	Calibri), Not
Prerequisite:	Instructor Approved				Formatted: Font: (Default) Calibri, N Condensed by	lot Expanded by /	
Student Learning Outcomes:					<u>   </u>	Formatted: Heading 3, Indent: Left:	0", Line spacing:
Analyze mathematical, science			cations for (	early		single	
education as defined in the Mis	sissippi Earry Learning Standar	85			$\langle \rangle \rangle$	Formatted: Font: Not Bold	
	cience, and social studies prac		ir implicatio	ns for early		Formatted: None, Indent: Left: 0.31	
education as defined in th	e Mississippi Early Learning St	andards. PPA 3D				Formatted: Not Expanded by / Cond	densed by
2. Discuss the importance of d	evelopmentally appropriate so	cial studies exp	eriences in a	classroom		Formatted: Not Expanded by / Cond	densed by
setting for young children.						Formatted: Font: 10 pt	
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	of social studies for young child ity, and our world. PPA 3E	Iren to include	the areas of	self, family,	$\neg \setminus $	0.25", Right: 0.47", Space Before: 0	
	social studies experiences to in	clude activities	materials	tools, and	$\gamma ( ) $	single	pt, Line spacing.
resources. PPA 3D			, materials,			Formatted: Right: 0.47", Space Befo	vre: 0 nt line
2						spacing: single	ne. o pi, Line
evelop a portfolio of social studie	s experiences to include activiti	<del>es, materials, t</del>	ools, and res	ources. PPA	<b>≤</b>	Formatted: Indent: Left: 0.69", Right	t: 0.47" Space
evelop a social studies unit.	<del>∖ 3E</del>					Before: 0 pt, Line spacing: single	t. 0.47 , Space
•	developmentally appropriate r	nath experienc	es in the clas	ssroom for		Formatted: Font: 10 pt	
young children. PPA 3E5, 3C 4-5,	3D					Formatted: Not Superscript/ Subscr	ipt
•	al concepts of math including o					Formatted: Superscript	
	sification, shapes, spatial sense math development in the sense			-	()))	Formatted: Font: 10 pt, Superscript	
operational stages of d	-					Formatted: Normal, Right: 0.47", Lir	ne spacing: single
	ormal, and structured math exp		, .			No bullets or numbering	le spacing. single,
	f math experiences including ac	tivities, materi	als, tools, an	<u>d</u>		Formatted: Font: 10 pt	
resources. 6- Develop a portfolio of r	nath experiences including activ	utios materiale	tools and	esources-			
	developmentally appropriate s					Formatted: Font: 11 pt	
setting for young children.		·				Formatted: Normal, Right: 0.47", Sp No bullets or numbering, Tab stops:	
a. Identify the objectives	of science for young children t		reas of inves	stigation,		0.64"	NULAL U.04 +
	al science, life science, and eart			a b : l al		Formatted	
	formal, and structured science science experiences including a	•					[38
resources.	science experiences including a	cuvilles, male	i iais, tuuis, d	nu	$\langle \rangle$	Formatted	[39
5. Develop a social studies, ma	ath, or science unit. PPA 3C4					Formatted	[40
	-				•	Formatted: Superscript	

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# Pre- Professional Assessment and Certification (Pre-Pac)

 PPA 3A

 PPA 3D

 PPA 3C4-5

 PPA 3E

 PPA 3D PPA 3C4 5 PPA 3E

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Course Number and Name:		(n. )				Formatted	[45]
course wanneer and warne.	CDT 2813 Administration	1 of Programs to	r Young Childr	en 🔹		Formatted	
Description:	This course provides kn	owledge of the d	development ar	nd	$\mathbb{N}$	Formatted	
•	administration of early	childhood educa	tion programs.				[47] ]
	Emphasis is placed on e	-		d a b -		Formatted	[48]
	procedures, organizatio quality measures throu		-	d the		Formatted	[49]
						Formatted	[50]
Hour Breakdown:	Semester Credit Hours		Lab	Contact Hours		Formatted	[51]
	3	3		45	-+	Formatted	[52]
Prerequisite:	Instructor Approved					Formatted	[53]
relequisitei	instructor ripproved			,		Formatted	[54]
Student Learning Outcomes:					/	Formatted	
1. Discuss employability skills		ffective commun	ication, time				
<u>management, and other s</u> 2. Compose a developmental		arly childhood e	education PPA 10			Formatted	[56]
<ol> <li>Create an employment port</li> </ol>						Formatted	[57]
opportunities in early child	lhood education, as well as t					Formatted	[58]
based learning opportuniti						Formatted	[59]
<ol> <li>Demonstrate interviewing s</li> <li>Discuss the administration</li> </ol>		m				Formatted	[60]
6. Discuss management styles	, , ,		itment to progr	am goals		Formatted	( [61]
and improvements. PPA 6D	,		1 0	0		Formatted	
7. Explain the employee roles		as accepted by t	he recognized				[62]
professional organization 8. Explore the Mississippi Dep		ns Governing Lic	ensure of Child	Care		Formatted	[63]
Facilities. PPA 6C				Care		Formatted	[64]
9. Implement federal, state, a	nd local standards, policies,	regulations, and	laws that affec	t children,		Formatted	[65]
families, and programs. PPA	.6C	24.6		]		Formatted	[66]
10. Demonstrate the applicati <u>11.</u> Identify funding sources a			ont of a family h	ome child		Formatted	[67]
	owned child care business.					Formatted	[68]
11.12. Identify components of	f effective communication.	escribe the rol	e and value o	<u>f the</u>		Formatted	
licensing and accreditat	tion process.					Formatted	[69]
	NAEVO Chandrada				// /		[70]
tudent Learning Outcomes from 5.A: Promoting and Protecting Ch					/	Formatted	[71]
Disease						Formatted	[72]
5.B: Ensuring Children's Nutrition	al Well-Being					Formatted	[73]
5.C: Maintaining a Healthful Envir 6a: Identifying and involving on		1.6.1.1				Formatted	[74]
6b: Knowing about and upholdi			d professional (	widelines		Formatted	
Engaging in continuous, collabo						Formatted	( [76]
with young children, with peers						Formatted	
6d: Integrating knowledgeable,	reflective, and critical persp	ectives on		•	///		[77]
early education - 6e: Engaging in informed advoc	acy for young children and th	e early				Formatted	[78]
childhood profession	asy is: young children and a	ie earry				Formatted	[79]
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6.A: Supportive Work Environm					- //	Formatted	[80]
6.A: Supportive Work Environm 6.B: Professional Identity and R 6.C: Qualifications of Teaching	ecognition					Formatted	[80]

6.D: Ongoing Professional Development	
7.A: Knowing and Understanding the Program's Families	
7.B: Sharing Information Between Staff and Families	
7.C: Nurturing Families as Advocates for Their Children	
8.A: Linking With the Community	Formatted: Font color: Auto
8.B: Accessing Community Resources	Formatted: Font color: Auto
8.C: Acting as a Citizen in the Neighborhood and the Early Childhood	
Community	Formatted: Font color: Auto
9.A: Indoor and Outdoor Equipment, Materials, and Furnishings	Formatted: Font color: Auto
9.B: Outdoor Environmental Design 9.C: Building and Physical Design	Formatted: Font color: Auto
9.D: Environmental Health	
10.A: Leadership	Formatted: Font color: Auto
10.B: Management Policies and Procedures	Formatted: Font color: Auto
10.C: Fiscal Accountability Policies and Procedures	Formatted: Font color: Auto
10.D: Health, Nutrition, and Safety Policies and Procedures	Formatted: Font color: Auto
10.E: Personnel Policies	
10.F: Program Evaluation, Accountability, and Continuous	Formatted: Font color: Auto
Improvement 6f: Describe the accreditation process.	Formatted: Font color: Auto
Pre-, Professional Assessment and Certification (Pre-Pac)	Formatted: Font color: Auto
PPA 1C	Formatted: Font color: Auto
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# Course Number and Name:

Description:

## CDT 2914 Initial Practicum

This discrimination of the set of

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 within various early childhood age groups and educational settings. PPA 5A, 6C, 4A,4B
- Evaluate and reflect on the effectiveness of learning environments using appropriate guidelines and standards. <sup>PPA 2A, 2B, 2C, 2D</sup>
- 3. Demonstrate understanding of positive relationships and appropriate guidance through a supportive environment.  $^{\rm PPA\,SA,\,SB,\,SC}$
- 4. Engage in the effective use of technology as a professional resource in creating developmentally appropriate environments and curriculum within various early childhood age groups and educational settings. <sup>1A,6D1</sup>
- 4-5. Observe and practice in at least one of the four types of early education settings (early school grades, child care centers and homes, Head Start Programs, Laboratory centers). PPA 5A, 6C, 4A,4B

#### Student Learning Outcomes from NAEYC Standards

1.A: Building Positive Relationships Between Teachers and Families

- 1.B: Building Positive Relationships Between Teachers and Children
- 1.C: Helping Children Make Friends
- 1.D: Creating a Predictable, Consistent, and Harmonious Classroom
- 1.E: Addressing Challenging Behaviors
- 1.F: Promoting Self-Regulation
- 2.A: Essential Characteristics
- 2.B: Social and Emotional Development
- 2.C: Physical Development
- 2.D: Language Development
- 2.E: Early Literacy
- 2.F: Early Mathematics
- 2.G: Science
- 2.H: Technology
- 2.J: Creative Expression Appreciation for the Arts
- 2.K: Health and Safety
- 2.L: Social Studies
- 3.A: Designing Enriched Learning Environments
- 3.B: Creating Caring Communities for Learning
- 3.C: Supervising Children

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3.D: Using Time, Grouping, and Routines to Achieve Learning Goals	
3.E: Responding to Children's Interests and Needs	
3.F: Making Learning Meaningful for All Children	
3.G: Using Instruction to Deepen Children's Understanding and Build Their Skills and	
Knowledge	
4.A: Creating an Assessment Plan	
4.B: Using Appropriate Assessment Methods	
4.C: Identifying Children's Interests and Needs and Describing Children's Progress	
1.D: Adapting Curriculum, Individualizing Teaching, and Informing Program Development	
I.E: Communicating With Families and Involving Families in the Assessment Process	
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-	
elationships	
la: Understanding positive relationships and supportive interactions as the foundation of	
heir work with young children	
1b: 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	
iteracy; the arts – music, creative movement, dance, drama, visual arts; mathematics;	
cience, physical activity, physical education, health and safety; and social studies.	
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas-	
<del>or academic disciplines</del> 5 <del>c: Using own knowledge, appropriate early learning standards, and other resources to-</del>	
se: osing own knowledge, appropriate early learning standards, and other resources to- design, implement, and evaluate developmentally meaningful and challenging curriculum-	
ior each child.	
Ge dentifying and involving oneself with the early childhood field	
5b: Knowing about and upholding ethical standards and other early childhood professional	
ruidelines	
5c: Engaging in continuous, collaborative learning to inform practice; using technology	
effectively with young children, with peers, and as a professional resource.	
5d: Integrating knowledgeable, reflective, and critical perspectives on early education-	
5e: 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	
<del>roups (birth – age 3, 3-5, 5-8)</del>	
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)5.A: Promoting and Protecting Children's Health and Controlling Infectious	Formatted: Font: Not Bold
Disease	Proventinal Front Net Deld
5.B: Ensuring Children's Nutritional Well-Being	Formatted: Font: Not Bold
5.C: Maintaining a Healthful Environment	Formatted: Font: Not Bold
5.A: Supportive Work Environment	Formatted: Font: Not Bold
5.B: Professional Identity and Recognition	
5.C: Qualifications of Teaching and Administrative Staff	
5.D: Ongoing Professional Development	
7.A: Knowing and Understanding the Program's Families	
7.B: Sharing Information Between Staff and Families	
7.C: Nurturing Families as Advocates for Their Children	Formatted: Font: Not Bold

3.A: Linking With the Community
3.B: Accessing Community Resources
3.C: Acting as a Citizen in the Neighborhood and the Early Childhood Community
9.A: Indoor and Outdoor Equipment, Materials, and Furnishings
9.B: Outdoor Environmental Design
9.C: Building and Physical Design
9.D: Environmental Health
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 ₽ A 2 A ₽ ₽ A 2 ₿ ₽ ₽ A 2 e ₽ ₽ A 2 ₽ ₽ ₽ А 4 A ₽ ₽ А 4 B ₽

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	CDT 2924 Infant and Toddle	er Practicum E	xperience			Formatted: Font: (Default) +Body (Times New Roman)
Description:	This			ıdes		<b>Formatted:</b> Font: (Default) +Body (Times New Roman), Not Expanded by / Condensed by
	a minimum of 120 clock ho			(  )		
	supervised teaching in an a setting. The course provide			<u>      </u>	Formatted: Font: (Default) +Body (Times New Roman)	
	based best practices of ear				Formatted: Font: (Default) +Body (Times New Roman),	
	theories. Students work to			11111	Not Expanded by / Condensed by	
	safe, healthy, and develop				Formatted: Font: (Default) +Body (Times New Roman)	
	an optimum learning envir	onment for yo	oung children.		<b>Formatted:</b> Font: (Default) +Body (Times New Roman), Not Expanded by / Condensed by	
Hour Breakdown:	Semester Credit Hours 4	Lecture	Lab 8	Contact Hours 120		Formatted: Font: (Default) Calibri, Not Expanded by /
Prerequisite:	Instructor Approved			$\setminus \ $	Formatted: Heading 3, Indent: Left: 0", Line spacing: single	
tudent Learning Outcomes:				•		Formatted: Font: Not Bold
	, and evaluate developmentally a		-			Formatted: Highlight
experiences that meet t program standards. PPA	the diverse needs of infant and to 5A, 6C, 4A,4B	ddlers within t	the group and	N N	/	(
		idant learning	outcomes for			Formatted Table
	teaching strategies to support stu bugh positive interactions and rela					Formatted: None, Indent: Left: 0.31"
	opriate and supportive guidance s			al	//	Formatted: Not Expanded by / Condensed by
and emotional develop	ment for infants and toddlers. PPA Ilism related to advocacy, ethical b	5A, 5B, 5C			\	Formatted: Not Expanded by / Condensed by
	development, and reflective prac					Formatted: Not Superscript/ Subscript
4.5. Observe and practice in	at least one of the four types of			1		Formatted: Right: 0.95", Tab stops: Not at 0.64" + 0.64"
care centers and nomes	s, Early Head Start Programs, Labo	oratory centers	s)			Formatted: Font color: Auto
tudent Learning Outcomes	from NAEYC Standards				$\langle \rangle$	Formatted: Font: 10 pt
	from NAEYC Standards owledge to create healthy, respec	tful, supportive	e, and	•	$\langle$	Formatted: Font: 10 pt
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1c: Using developmental kno challenging learning environ 2b: Supporting and engaging	owledge to create healthy, respec	h respectful, re	eciprocal relation	• <del>onships</del>		Formatted: Normal, Indent: Left: 0.31", Space Before:
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early education 6e: Engaging in informed advocacy for young children and the earlychildhood profession 7a. Opportunities to observe and practice in at least one of the three early childhood agegroups (birth – age 3, 3-5, 5-8)1.A: Building Positive Relationships Between Teachers and Families 1.B: Building Positive Relationships Between Teachers and Children 1.C: Helping Children Make Friends 1.D: Creating a Predictable, Consistent, and Harmonious Classroom 1.E: Addressing Challenging Behaviors 1.F: Promoting Self-Regulation 2.A: Essential Characteristics 2.B: Social and Emotional Development 2.C: Physical Development 2.D: Language Development 2.E: Early Literacy 2.F: Early Mathematics 2.G: Science 2.H: Technology 2.J: Creative Expression Appreciation for the Arts 2.K: Health and Safety 2.L: Social Studies 3.A: Designing Enriched Learning Environments 3.B: Creating Caring Communities for Learning 3.C: Supervising Children 3.D: Using Time, Grouping, and Routines to Achieve Learning Goals 3.E: Responding to Children's Interests and Needs 3.F: Making Learning Meaningful for All Children 3.G: Using Instruction to Deepen Children's Understanding and Build Their Skills and Knowledge 4.A: Creating an Assessment Plan 4.B: Using Appropriate Assessment Methods 4.C: Identifying Children's Interests and Needs and Describing Children's Progress 4.D: Adapting Curriculum, Individualizing Teaching, and Informing Program Development 4.E: Communicating With Families and Involving Families in the Assessment Process 5.A: Promoting and Protecting Children's Health and Controlling Infectious Disease 5.B: Ensuring Children's Nutritional Well-Being 5.C: Maintaining a Healthful Environment 6.A: Supportive Work Environment 6.B: Professional Identity and Recognition 6.C: Qualifications of Teaching and Administrative Staff 6.D: Ongoing Professional Development 7.A: Knowing and Understanding the Program's Families 7.B: Sharing Information Between Staff and Families 7.C: Nurturing Families as Advocates for Their Children 8.A: Linking With the Community 8.B: Accessing Community Resources 8.C: Acting as a Citizen in the Neighborhood and the Early Childhood Community 9.A: Indoor and Outdoor Equipment, Materials, and Furnishings 9.B: Outdoor Environmental Design 9.C: Building and Physical Design

9.D: Environmental Health-

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of early education setting s, Head Start programs

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Course Number and Name:	CDT 2813 Administration o	<del>f Programs for</del>	Young Childre	<del>n</del>		Formatted: Highlight
Description:	This course provides know administration of early chil Emphasis is placed on eval procedures, organizational	dhood education uation of policion	on programs es and-			
	quality measures through a			the		
Hour Breakdown:	Semester Credit Hours	Lecture	Lab	Contact Hours		
	3	5		<del>45</del>		
Prerequisite: Student Learning Outcomes:						Formatted: Numbered + Level: 1 + Numbering Style: 2, 3, + Start at: 1 + Alignment: Left + Aligned at: 0.39" + Indent at: 0.64"
12. Discuss employability skills 13. Compose a developmenta 14. Create an employment po	lly appropriate philosophy of ea ortfolio for use when applying fo	r jobs related to	o young childr	en and ·		Formatted: Indent: Hanging: 0.25", Numbered + Lev 1 + Numbering Style: 1, 2, 3, + Start at: 1 + Alignment: Left + Aligned at: 0.39" + Indent at: 0.64"
opportunities in early child learning opportunities. <sup>PPA</sup> Demonstrate interviewing 15. Discuss the administration	l <del>hood education, as well as the  </del> <sup>1F</sup>	<del>oossibility for ir</del> <del>.</del>	ternship and v	<del>work-based-</del>		Formatted: Indent: Left: 0.39", Hanging: 0.17", Numbered + Level: 1 + Numbering Style: 1, 2, 3, + Start at: 1 + Alignment: Left + Aligned at: 0.39" + Indent at: 0.64"
improvements. PPA 6D	s, responsibilities, and ethics as					Formatted: Indent: Hanging: 0.25", Numbered + Lev 1 + Numbering Style: 1, 2, 3, + Start at: 1 + Alignment: Left + Aligned at: 0.39" + Indent at: 0.64"
PPA 6C 15. Implement federal, state,	partment of Health Regulations and local standards, policies, re	0				<b>Formatted:</b> Numbered + Level: 1 + Numbering Style: 2, 3, + Start at: 1 + Alignment: Left + Aligned at: 0.39" + Indent at: 0.64"
15. Identify funding sources a	 ion of evaluation materials. <sup>PPA 6</sup> vailable in the community for th red child care business. <sup>PPA 6</sup>	<del>le developmen</del>	t of a family ho	<del>ome child care-</del>		Formatted: Indent: Hanging: 0.25", Numbered + Lev 1 + Numbering Style: 1, 2, 3, + Start at: 1 + Alignment: Left + Aligned at: 0.39" + Indent at: 0.64"
dent Learning Outcomes from Identifying and involving onese		<del>/ childhood pro</del>	fessional guide	<del>lines</del>		Formatted: Indent: Left: 0.39", Hanging: 0.17", Numbered + Level: 1 + Numbering Style: 1, 2, 3, + Start at: 1 + Alignment: Left + Aligned at: 0.39" + Indent at: 0.64"
with young children, with peer Integrating knowledgeable, rel	prative learning to inform practic s, and as a professional resource flective, and critical perspectives	÷	ology effective	<del>y -</del>		Formatted: Indent: Hanging: 0.25", Numbered + Lev 1 + Numbering Style: 1, 2, 3, + Start at: 1 + Alignment: Left + Aligned at: 0.39" + Indent at: 0.64'
<del>ication -</del> Engaging in informed advocacy	r for young children and the earl	<del>y.</del>				Formatted: Font color: Purple
dhood profession					/	Formatted: Not Expanded by / Condensed by
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Professional Assessment a rtification (Pro-Pac) PPA 1C					$\leftarrow$	Formatted: Not Expanded by / Condensed by
1F PPA 1F2 PPA1G PPA 6 PP	A <u>6B PPA 6C PPA 6D PPA 6E P</u>	PA 6D			M.	Formatted: Not Expanded by / Condensed by
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Course Number and Name	CDT 2934 Preschool Practic	um Experience	P	4	Formatted: Font: (Default) +Body (Times Ne	w Roman)
Description:	This <b>control</b> -is a supervised	practicum cou	urse which inclue	dac	Formatted: Font: (Default) +Body (Times Ne	ew Roman)
Description:	a minimum of 120 clock ho		Formatted Table			
	approved preschool settin		Earmattad: East: (Default) + Body (Times No	Poman)		
	course which focuses on th	ne student's de	emonstration of		Formatted: Font: (Default) +Body (Times Ne Not Expanded by / Condensed by	w Koman),
	competencies throughout		•			
	study for young children. I before completion of the p		last course take	n	Formatted: Font: (Default) +Body (Times Ne Not Expanded by / Condensed by	w Roman),
		-		I	Formatted: Font: (Default) +Body (Times Ne	w Roman)
Hour Breakdown:	Semester Credit Hours 4	Lecture	Lab 8	Contact Hours 120	Formatted: Font: (Default) +Body (Times Ne Not Expanded by / Condensed by	w Roman),
Prerequisite:	Instructor Approved				Formatted: Font: (Default) +Body (Times Ne	w Roman)
					Formatted: Font: (Default) Calibri, Not Expar	
Student Learning Outcome				•	Condensed by	lided by 7
	nt, and evaluate developmentally a the diverse needs of preschool chil 5A, 6C, 4A,4B				Formatted: Heading 3, Indent: Left: 0", Line single	spacing:
2. Demonstrate a variety of preschool children thro	of teaching strategies to support stu ugh positive interactions and relat	onships. PPA 2A,	2B, 2C, 2D		Formatted: Font: (Default) +Body (Times Ne Not Bold	w Roman),
	propriate and supportive guidance s ment for preschool children. PPA 5A,		ch promote socia	al	Formatted: Highlight	
	nalism related to advocacy, ethical l		essional		Formatted: None, Indent: Left: 0.31"	
	development, and reflective pract				Formatted: Not Expanded by / Condensed b	by
A	in at least one of the four types of	early education	n settings (early	•	Formatted: Not Expanded by / Condensed b	by
school grades, child car	e centers and homes, Head Start P				Formatted: Not Superscript/ Subscript	
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Student Learning Outcome				•	Formatted: Font: 10 pt	
	owledge to create healthy, respect	ful, supportive	<del>, and -</del>		Formatted: Font: 10 pt, Bold	
hallenging learning enviror	iments for young children ig families and communities throug	h respectful, re	ciprocal relation	<del>ships</del>	Formatted: Normal, Space Before: 0 pt	
	relationships and supportive intera					
heir work with young child	<del>ren</del> ding effective strategies and tools f	or oarly oduca	tion including		Formatted: Font: 10 pt, Bold, Not Expanded Condensed by	by /
appropriate uses of technol		or earry euuca	uon, meiuumg		Formatted: Font: 10 pt, Bold	
a: Understanding content	tice to promote positive outcomes knowledge and resources in acade	nic disciplines:			Formatted: Font: 10 pt, Bold, Not Expanded Condensed by	by /
	eative movement, dance, drama, v wsical education, health and safety				Formatted: Font: 10 pt, Bold	
and the second	central concepts, inquiry tools, and				Formatted: Font: 10 pt, Bold, Not Expanded	bv /
	ng own knowledge, appropriate ea hent, and evaluate developmentall			<del>ler</del>	Condensed by	297
esources to design, implen curriculum for each child.	ient, and evaluate developmentali	<del>/ meaningiui a</del>	na challenging-		Formatted: Font: 10 pt, Bold	
5a: Identifying and involving 5b: Knowing about and uph	oneself with the early childhood fi olding ethical standards and other	early childhood	d professional gu	<del>iidelines</del>	Formatted: Font: 10 pt, Bold, Not Expanded Condensed by	by /
Sc: Engaging in continuous,	<del>collaborative learning to inform pr</del>	<del>ictice; using te</del>	<del>chnology-</del>		Formatted: Font: 10 pt, Bold	
	ren, with peers, and as a profession ble, reflective, and critical perspect				Formatted	[86
	ing in informed advocacy for young				Formatted: Underline	
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children and the early childhood profession
7a. Opportunities to observe and practice in at least one of the three early childhood age-
<del>groups (birth – age 3, 3-5, 5-8)</del>
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)1.A: Building Positive Relationships Between Teachers and Families
1.B: Building Positive Relationships Between Teachers and Children
1.C: Helping Children Make Friends
1.D: Creating a Predictable, Consistent, and Harmonious Classroom
1.E: Addressing Challenging Behaviors
1.F: Promoting Self-Regulation
2.A: Essential Characteristics
2.B: Social and Emotional Development
2.C: Physical Development
2.D: Language Development
2.E: Early Literacy
2.F: Early Mathematics
2.G: Science
2.H: Technology
2.J: Creative Expression Appreciation for the Arts
2.K: Health and Safety
2.L: Social Studies
3.A: Designing Enriched Learning Environments
3.B: Creating Caring Communities for Learning
3.C: Supervising Children
3.D: Using Time, Grouping, and Routines to Achieve Learning Goals
3.E: Responding to Children's Interests and Needs
3.F: Making Learning Meaningful for All Children
3.G: Using Instruction to Deepen Children's Understanding and Build Their Skills and
Knowledge
4.A: Creating an Assessment Plan
4.B: Using Appropriate Assessment Methods
4.C: Identifying Children's Interests and Needs and Describing Children's Progress
4.D: Adapting Curriculum, Individualizing Teaching, and Informing Program Development
4.E: Communicating With Families and Involving Families in the Assessment Process
5.A: Promoting and Protecting Children's Health and Controlling Infectious Disease
5.B: Ensuring Children's Nutritional Well-Being
5.C: Maintaining a Healthful Environment
6.A: Supportive Work Environment
6.B: Professional Identity and Recognition
6.C: Qualifications of Teaching and Administrative Staff
6.D: Ongoing Professional Development
7.A: Knowing and Understanding the Program's Families
7.B: Sharing Information Between Staff and Families
7.C: Nurturing Families as Advocates for Their Children
8.A: Linking With the Community
8.B: Accessing Community Resources
8.C: Acting as a Citizen in the Neighborhood and the Early Childhood Community
9.A: Indoor and Outdoor Equipment, Materials, and Furnishings
9.B: Outdoor Environmental Design
9.C: Building and Physical Design
9.D: Environmental Health

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#### 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

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Course Number and Name	: CDT 2944 Advanced Practic	um					Formatted: Font: (Default) +Body (Times New Roman)
Description: This This a supervised practicum <u>course</u> which includes a minimum of 120 clock hours of supervised teaching in an approved early childhood						<b>Formatted:</b> Font: (Default) +Body (Times New Roman), Not Expanded by / Condensed by	
	setting. The course is a cap	-		•		\Y	Formatted: Font: (Default) +Body (Times New Roman)
					////	17	· · · · · · · · · · · · · · · · · · ·
		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					Formatted: Font: (Default) +Body (Times New Roman), Not Expanded by / Condensed by
	or the programm						Formatted: Font: (Default) +Body (Times New Roman)
Hour Breakdown:	Semester Credit Hours 4	Lecture	Lab 8	Contact Hours	_ \		Formatted: Font: (Default) +Body (Times New Roman),
	Т		0	120			Not Expanded by / Condensed by
Prerequisite:	Instructor Approved				Formatted: Font: (Default) Calibri, Not Expanded by / Condensed by		
Student Learning Outcome	s:				•		Formatted: Heading 3, Indent: Left: 0", Line spacing:
1. Plan, prepare, impleme	nt, and evaluate developmentally a	ppropriate lea	arning experien	ces that meet the			single
	ren within the group and program s					l	Formatted: Font: Not Bold
	of teaching strategies to support stu	dent learning	outcomes thro	ugh positive		\ k	Formatted: Highlight
	ionships. <sup>PPA 2A, 2B, 2C, 2D</sup> propriate and supportive guidance s	trategies whi	ch promote soc	ial and emotional		$\langle \rangle \rangle$	Formatted: None, Indent: Left: 0.31"
development. PPA 5A, 5E		-					Formatted: Not Expanded by / Condensed by
	<ol> <li>Demonstrate professionalism related to advocacy, ethical behavior, professional standards, professional development, and reflective practice. <sup>1A,601</sup>.</li> </ol>					ł	
	in at least one of the four types of e	early education	n settings (earl	v school grades			Formatted: Not Expanded by / Condensed by
	homes, Head Start Programs, Labo			y school grades,		્	Formatted: Font color: Auto
Student Learning Outcomes fro					•		Formatted: Tab stops: Not at 0.64" + 0.64"
1c: Using developmental know	ledge to create healthy, respectful,	<del>supportive, a</del>	nd challenging l	earning-		$ \neg $	Formatted: Font: 10 pt, Bold, Underline
environments for young childre						Y	Formatted: Normal, Indent: Left: 0.13", Space Before: 0
	milies and communities through re					$\setminus$	pt
01	tionships and supportive interactio	ns as the four	addition of their	work with young-		17	
children 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of						$\langle \rangle$	<b>Formatted:</b> Font: 10 pt, Bold, Underline, Not Expanded by / Condensed by
technology	g encetive strategies and tools for t		in, including up)				· · · ·
	to promote positive outcomes for	each child				<u>]</u> [][	Formatted: Font: 10 pt, Bold, Underline
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,							<b>Formatted:</b> Font: 10 pt, Bold, Underline, Not Expanded by / Condensed by
health and safety; and social st		-,,,	,,,,,	··· <b>,</b> ,			Formatted: Font: 10 pt, Bold, Underline
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines						111	• • • •
	ropriate early learning standards, a ningful and challenging curriculum			, implement, and			<b>Formatted:</b> Font: 10 pt, Bold, Underline, Not Expanded by / Condensed by
6a: Identifying and involving on	eself with the early childhood field						Formatted: Font: 10 pt, Bold, Underline
	ing ethical standards and other earl					111	Formatted: Font: 10 pt, Bold, Underline, Not Expanded
	laborative learning to inform practic	<del>ce; using tech</del>	nology effective	ely with young			by / Condensed by
children, with peers, and as a p	<del>roressional resource.</del> , reflective, and critical perspective	s on early edu	ication			11	Formatted: Font: 10 pt, Bold, Underline
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000	nd practice in at least one of the thr	· · ·		os (birth – age 3, 3-			Formatted: Font: 10 pt, Bold, Underline, Not Expanded by / Condensed by
	nd practice in at least one of the th	ree main type	s of early educa	tion settings		ľ	Formatted: Underline
	centers and homes, Head Start pro					(	-
Between Teachers and Familie		5					
	- hips Between Teachers and Childre	n					
1.C: Helping Children Make Frie							

1.D: Creating a Predictable, Consistent, and Harmonious Classroom

1.E: Addressing Challenging Behaviors 1.F: Promoting Self-Regulation 2.A: Essential Characteristics 2.B: Social and Emotional Development 2.C: Physical Development 2.D: Language Development 2.E: Early Literacy 2.F: Early Mathematics 2.G: Science 2.H: Technology 2.J: Creative Expression Appreciation for the Arts 2.K: Health and Safety 2.L: Social Studies 3.A: Designing Enriched Learning Environments 3.B: Creating Caring Communities for Learning 3.C: Supervising Children 3.D: Using Time, Grouping, and Routines to Achieve Learning Goals 3.E: Responding to Children's Interests and Needs 3.F: Making Learning Meaningful for All Children 3.G: Using Instruction to Deepen Children's Understanding and Build Their Skills and Knowledge 4.A: Creating an Assessment Plan 4.B: Using Appropriate Assessment Methods 4.C: Identifying Children's Interests and Needs and Describing Children's Progress 4.D: Adapting Curriculum, Individualizing Teaching, and Informing Program Development 4.E: Communicating With Families and Involving Families in the Assessment Process 5.A: Promoting and Protecting Children's Health and Controlling Infectious Disease 5.B: Ensuring Children's Nutritional Well-Being 5.C: Maintaining a Healthful Environment 6.A: Supportive Work Environment 6.B: Professional Identity and Recognition 6.C: Qualifications of Teaching and Administrative Staff 6.D: Ongoing Professional Development 7.A: Knowing and Understanding the Program's Families 7.B: Sharing Information Between Staff and Families 7.C: Nurturing Families as Advocates for Their Children 8.A: Linking With the Community 8.B: Accessing Community Resources 8.C: Acting as a Citizen in the Neighborhood and the Early Childhood Community 9.A: Indoor and Outdoor Equipment, Materials, and Furnishings 9.B: Outdoor Environmental Design 9.C: Building and Physical Design 9.D: Environmental Health

Pre-Professional Assessment and Certification (Pre-Pac)	
-PPA 1A	
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-PPA 4B	
-PPA 5A	

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### 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 and the science Degree must include all of the rest of the science Degree for the second to the second the second to the courses. The courses in the General Education Core Courses. The courses in 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.

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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)

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2. Letter machine-jumbo cutter and dies (1 per program)		Formatted: Indent: Hanging: 0.31		
3. Washer (1 per program)	//	Numbered + Level: 1 + Numbering		
4. Dryer (1 per program)	///	Start at: 1 + Alignment: Left + Alig		
5. Dishwasher, commercial, sanitizing (1, per, program)		Indent at: 0.45", Tab stops: 0.51",	Left + 0.51", Left +	
6. Stovetop (1 per lab)		Not at 0.45" + 0.45"		
7. Range (1, per, program)		Formatted		
8. Baby buggy, 6 seater (1 per program)		Formatted		
9. Computers (1 per 4 college students)		Formatted	[ [S	
10. Computers (1 per 10 children in classroom)		Formatted		
11. Printer, laser, (2 per networked lab)	())))))	Formatted		
12. Air purification system (1 per children's classroom)			[10	
13. SmartBoard		Formatted	[10	
14. Portable electronic devices (e.g. i-pad, kindle, tablets)		Formatted	[ [10	
Specialized and adaptive furniture and equipment for indoor and outdoor activities need to meet the Mississippi		<u> </u>		
Department of Health Regulations Governing Licensure of Child Care Facilities		Formatted	[10	
15. 15 Specialized and adaptive furniture and equipment for indoor and outdoor activities need to meet the Mississippi-		Formatted	[10	
Department of Health Regulations Governing Licensure of Child Care Facilities				
ntant Taddiar Environmental Rating Scale Revised (11685-8), and Early Ghildhood Environmental Stating Scale	/ ]/[[	Formatted	[10	
texteel (CERIS)	\ [[]]	Formatted		
"Other equipment items can be added when deemed appropriate by the community college industry	/ / <i>W</i>	Formatted		
craft committee or by industry/business training requirements."	////	Formatted	[10	
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NON-CAPITALIZED ITEMS**		Formatted: Not Expanded by / Co	ndensed by	
		Formatted	[ [10	
1. Child and infant mannequins (1 of each per 4 students)			( [10	
2. Big books kits (1 set preschool and 1 set toddler per program)	1/1	Formatted: Font: 10 pt		
3. CD player (1 per child's classroom)		Formatted: Highlight		
4. Rolling big book reading stand (1 per child's classroom)		Commetted Numbered - Level 1	Numeboring Chulou	
5. Paint smocks (1 per 4 children in centers)		Formatted: Numbered + Level: 1		
6. Drying rack (3 per children's classroom)		2, 3, + Start at: 1 + Alignment: Le 0.14" + Indent at: 0.45"	at + Alighed at.	
7. Paper cutter (Large and small, 1 each per program)		0.14 + Indent at. 0.45		
8. Manual 3-hole paper punch (1 per 3 students)		Formatted: Indent: Hanging: 0.31		
9. Diaper stations (1 per infant and toddler labs)		1 + Numbering Style: 1, 2, 3, + S	tart at: 1 +	
10. First-aid kit (1 per children's classroom)		Alignment: Left + Aligned at: 0.14	' + Indent at: 0.45"	
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)				
<del>22.21.</del> Towels (1 per child in center)				
23-22. Bath cloths (2 per child in center)				

25-24. Story books (assorted, developmentally age appropriate) (50 per program)
26-25. Measuring tools: buckets, shovels, cups, spoons, etc. (1 set per lab)
27-26. Rhythm instrument set (set of 30) (1 set per program)
28-27. Auto-harp or keyboard (2 per lab)

<del>29. Keyboard instrument (1 per lab)</del>	Formatted: Not Expanded by / Condensed by
30-28. Scissor rack, holds 20 pairs (2 per program)	
31.29. Dual-head cassette or CD playerplayer (1 per lab) 32.30. Screen, projector (1 per program)	Formatted: Not Expanded by / Condensed by
$\frac{32.31}{33.31}$ . Cots (1 per student)	Formatted: Not Expanded by / Condensed by
34.32. Sand/H <sub>2</sub> O table (1 per child's classroom)	Formatted: Not Expanded by / Condensed by
35-33. Refrigerator (infant lab) (1 per lab)	Formatted: Indent: Left: 0.14", Hanging: 0.31", Right:
36.34. Refrigerator (toddlers) (1 per program)	0", Space Before: 0.05 pt
38. Rolling cart (1 per child's classroom) <u>39.</u> Developmentally, appropriate, toys,, equipment,, materials, for, the, following learning, centers:	Formatted: Not Expanded by / Condensed by
•_Science	Formatted: Not Expanded by / Condensed by
• Math	Formatted: Not Expanded by / Condensed by
• Music	Formatted: Not Expanded by / Condensed by
Social Studies     Language/library.	
• Computer	Formatted: Not Expanded by / Condensed by
• Gross motor,	Formatted: Not Expanded by / Condensed by
Manipulative	Formatted: Not Expanded by / Condensed by
Block/construction	Formatted: Not Expanded by / Condensed by
<u>         • Creative art</u> • Dramatic play,	Formatted: Not Expanded by / Condensed by
39-	Formatted: Not Expanded by / Condensed by
Math-	
Music IIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIII	Formatted: Not Expanded by / Condensed by
Social Studies-	Formatted: Not Expanded by / Condensed by
Computer	Formatted: Not Expanded by / Condensed by
Gross motor	Formatted: Not Expanded by / Condensed by
Manipulative-	Formatted: Indent: Left: -0.31"
Block/construction	Formatted: Indent: Left: 0"
Creative art Dramatic play	
43-40. Humidifier (1 per infant/toddler classroom)	Formatted: Indent: Left: 0.07", Hanging: 0.24", Right:
44-41. Scissors, blunt tip (30 pairs per program)	0.47", Space Before: 0.05 pt, Line spacing: Exactly 12.15 pt
45-42. Multicultural kit (1 per lab)	/ >
46-43. Marker board, white with markers and erasers (1 per lab)	Formatted: Not Expanded by / Condensed by
47-44. Flannel board (1 per lab)	Formatted: Not Expanded by / Condensed by
48:45. Story books with audio, assorted set (1 per 10 students)	Formatted: Not Expanded by / Condensed by
49-46. Geometric shapes (2 sets per lab) 50-47. Model food (4 per program)	Formatted: Not Expanded by / Condensed by
51-48. Bluetooth speakers	
52:49. Apple TV	Formatted: Not Expanded by / Condensed by
53.50. Specialized and adaptive furniture and equipment needs to meet the Mississippi Department of Health Regulations	Formatted: Not Expanded by / Condensed by
Governing Licensure of Child Care Facilities, Infant Toddler, Environmental Rating Scale Revised (ITERS- R), and Early	Formatted: Not Expanded by / Condensed by
Childhood Environmental Rating Scale Revised (ECERS-R).	Formatted: Not Expanded by / Condensed by
It is recommended that instructors have access to the following items:	Formatted: Not Expanded by / Condensed by
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2-1. TV/DVD combination (1 per program)	Formatted: Not Expanded by / Condensed by
3-2. Direct projector (1 per program)	Formatted: Not Expanded by / Condensed by
4. <u>3.</u> Copier	Formatted: Not Expanded by / Condensed by
5-4. Dual-head cassette or CD player CD player (1 per instructional classroom) 6-5. Digital camera (1 per program)	
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**7.6.** Scissors, sharp tip (4 pairs per program) **7.** Research Based Curriculum

#### <del>8.</del> 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 Math

Music

Social Studies

Language/library-

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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:

• Math

Gross motor-

Manipulative

Music

- Social Studies
- Language/library

Computer

Gross motor

- Manipulative
- Block/construction
- Creative art

Dramatic play

Math-

Music

Social Studies

Language/library

Computer

Gross motor-

Manipulative

Block/constructio

Creative art-

Dramatic play

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## Appendix C: Course Crosswalk

Course Crosswalk Early Childhood Technology (CIP:19.0709)					
te: Courses that have been ad	lded or cha	nged in the	2018 curriculum are highlighted.		
Previous			Revised		
			Current		
	ework		2018 MS Curriculum Framework		
Course Title	Hours	Course Number	Course Title	Hours	
Early Childhood Profession	3	CDT 1113	Early Childhood Profession	3	
Infant and Toddler					
Development	4	CDT 1214	Infant and Toddler Development	4	
Preschool and Primary			,		
	4	CDT 1224	Development	4	
0					
	3	CDT 1313	ç	3	
	3/4	CDT 1343-		3/4	
Nutrition		4	Nutrition		
Guiding Social and Emotional			Guiding Social and Emotional		
Behavior	3	CDT 2233	Behavior	3	
Language and Literacy					
Development for Young			Language and Literacy		
	3	CDT 1713	0	3	
Science for Young Children	4		for Young Children	4	
	4	2924		4	
	2	CDT 2442		2	
	3	CD1 2413		3	
	2	CDT 2612		3	
	3	CD1 2013		3	
5	2	CDT 2812	ũ	3	
	3	CD1 2013		э	
	3	CDT 2513		3	
	5		involvement	5	
Advanced Practicum <b>OP</b>			Advanced Practicum <b>OR</b>		
Preschool Practicum	4	2934	Preschool Practicum	4	
	Early Childhe te: Courses that have been and Previous Existing 2012 MS Curriculum Frame Course Title Early Childhood Profession Infant and Toddler Development Preschool and Primary Development Creative Arts for Young Children Child Health, Safety, and Nutrition Guiding Social and Emotional Behavior Language and Literacy Development for Young Children Social Studies, Math, and Science for Young Children Initial Practicum <u>OR</u> Infant and Toddler Practicum Development of the Exceptional Child Methods, Materials, and Measurement Administration of Programs for Young Children Family Dynamics and Community Involvement Advanced Practicum <u>OR</u>	Early Childhood Tecc         te: Courses that have been added or char         Previous         Existing         2012 MS Curriculum Framework         Course Title       Hours         Early Childhood Profession       3         Infant and Toddler       Hours         Development       4         Preschool and Primary       Development         Development       4         Creative Arts for Young       Child Health, Safety, and         Child Health, Safety, and       3/4         Nutrition       3         Guiding Social and Emotional       Behavior         Behavior       3         Language and Literacy       Development for Young         Children       3         Social Studies, Math, and       Science for Young Children         Alotal Practicum OR Infant       3         Methods, Materials, and       Measurement         Administration of Programs       3         For Young Children       3         Administration of Programs       3         Family Dynamics and       3         Advanced Practicum OR       3	Early Childhood Technology         te: Courses that have been added or changed in the         Previous Existing       Course         2012 MS Curriculum Framework         Course Title       Hours       Course Number         Early Childhood Profession       3       CDT 1113         Infant and Toddler       4       CDT 1214         Development       4       CDT 1224         Creative Arts for Young       Children       3         Children       3       CDT 1313         Children       3       CDT 1313         Child Health, Safety, and       3/4       CDT 1343- 4         Guiding Social and Emotional Behavior       CDT 1223         Language and Literacy       Development for Young       CDT 2714         Children       3       CDT 2714         Initial Practicum OR Infant and Toddler Practicum       4       CDT 2413         Methods, Materials, and Measurement       3       CDT 2413         Methods, Materials, and Measurement       CDT 2813       CDT 2813         Family Dynamics and Community Involvement       3       CDT 2513	Early Childhood Technology (CIP:19.0709)         te: Courses that have been added or changed in the 2018 curriculum are highlighted.         Previous Existing         Previous Existing       Revised Current         2018 MS Curriculum Framework         2018 MS Curriculum Framework         Course Title         Hours       Course Number       Course Title         Previous       Course Title       Hours       Course Title         Infant and Toddler       4       CDT 1214       Infant and Toddler Development         Preschool and Primary       Preschool and Primary       Preschool and Primary       Development         Creative Arts for Young       CDT 1313       Creative Arts for Young Children         Children       3 /4       CDT 1343-       Child Health, Safety, and Nutrition         Guiding Social and Emotional Behavior       Guiding Social and Emotional Behavior       Guiding Social and Emotional Behavior       Behavior         Language and Literacy       Language and Literacy       Social Studies, Math, and Science for Young Children       Social Studies, Math, and Science for Young Children         Social Studies, Math, and Science for Young Children       CDT 2914 or CDT       Initial Practicum <b>OR</b> Infant and Toddler Practicum       Development of the Exceptional Child       CDT 2413 </td	

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	<u>Course Crosswalk</u> Early Childhood Technology (CIP:19.0709)					
Not	Note: Courses that have been added or changed in the 2023 curriculum are highlighted.					
	<u>Revised</u>					
	2023 MS Curriculum Framev	<u>vork</u>				
<u>Course</u> Number	<u>Course Title</u>	<u>Hours</u>				
<u>CDT 1113</u>	Early Childhood Profession	<u>3</u>				
<u>CDT 1214</u>	Infant and Toddler Development	<u>4</u>				
<u>CDT 1224</u>	Preschool and Primary Development	<u>4</u>				
<u>CDT 1313</u>	Creative Arts for Young Children	<u>3</u>				
CDT 1343-4	<u>Child Health, Safety, and</u> <u>Nutrition</u>	<u>3/4</u>				
<u>CDT 1713</u>	Language and Literacy Development for Young Children	<u>3</u>				
<u>CDT 2233</u>	Guiding Social and Emotional Behavior	<u>3</u>				
<u>CDT 2413</u>	Development of the Exceptional	<u>3</u>				
<u>CDT 2513</u>	Family Dynamics and Community Involvement	<u>3</u>				
CDT 2613	Methods, Materials, and Measurement	<u>3</u>				
<u>CDT 2714</u>	Social Studies, Math, and Science for Young Children	<u>4</u>				
<u>CDT 2813</u>	Administration of Programs for Young Children	<u>3</u>				
<u>CDT 2914</u> OR	Initial Practicum <b>OR</b>	<u>4</u>				
CDT2924	Infant and Toddler Practicum					
<u>CDT 2944</u> OR	Advanced Practicum <b>OR</b>	<u>4</u>				
CDT 2934	Preschool Practicum					

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Negrated Course Mate 2-term	Witnessent and Othersen	
Development Profiles: Pre-Birth		
hrough Adolescence 9th Edition	Marotz/Allen	<del>,978-0-357-62502-6</del>
Creative Activities and Curriculum		
or Young Children 11 <sup>th</sup> Edition	Mayesky	9781337072007
arly Childhood Experiences in	Zimbalist/	5761557672667
anguage Arts, Integrated Mind		
Tap 12 <sup>th</sup> Edition-2016	Machado	9781305721623
ositive Child Guidance, Integrated		0781205720176078025
for Mind Tap 8 <sup>th</sup> _9 <sup>th</sup> Edition <del>2016</del>	Miller	<del>9781305720176</del> 978035 7625309
Iome, School and Community		
elations, Integrated Mind Tap 9 <sup>th</sup>		
dition	Gestwicki	9781337590617
arly Education Curriculum: A		
the Edition	Beaver/Wyatt/Jackman	9781337590617
Aath and Science for Young	Beavery wyatty saekman	5/6155/55001/
Children 8 <sup>th</sup> Edition-2016	Charlesworth	9781305088962
ocial Studies	Wallace	9781401881979
eveloping and Administering Early		
-Chhildhoodildcare and Education		
Program <u>s</u> 9 <u>10</u> <sup>th</sup>	Sciarra/Lynch/Adams/Dorsey	9781305697249
Edition-2016	· , , · , · · <u>· · · · · · · · · · · · ·</u>	
Beginning Essentials in Early Childhood <del>ren</del> Education 3 <sup>rd</sup> Edition	Gordon	97813 <mark>00</mark> 05 <mark>0000</mark> 089037
Inderstanding Child Development		9781305501034
<u>Oth Edition</u>	Charlesworth	
Art and Creative Development for	Fox	9781 <u>28573</u> 33 <u>95</u>
oung Children 8 <sup>th</sup> Edition	104	
lealth, Safety, and Nutrition <u>for the</u> oung Child 11 <sup>th</sup> Edition	Marotz	978 <u>035776576</u>
The Exceptional Child Inclusion in		9780 3 <u>5</u> 7 <u>630693</u>
arly Childhood Education 9th Edition	Allen <u>/Cowdery</u>	
child, Family, School, Comunity <u>-</u> ocialization and Support 11 <sup>th</sup> , Edition	White/Berns	9780 <mark>3</mark> 57 <u>5</u> 09593
Developmentally Appropriate		
Practice: Curriculum & Development		
n Early Education 6 <sup>th</sup> Edition	Gestwicki	97813 <mark>0<u>550102</u>7</mark>
Working with Young Children	Judy Herr	<del>9781631260247</del>
Norking with Young Children 10 <sup>th</sup>	Judy Herr	978-1-6858-4211-6

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Child Development: Early Stages _Through Age 12 <u>- 9<sup>th</sup> Edition</u>	Celia <u>Anita</u> Decker <u>, Ed.D</u>	978-1- 6356-3779-3
All About the ECERS R Set	D. Cryer	<del>50035</del>
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	<del>978-0-06-190622</del>
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
Creative Literacy in Action	Towell	<u>9781285171272</u>

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Infant & Toddles: Caregiving and Responseive Curriculum	•		•
_Development, <u>10</u> <sup>th</sup> Edition	Terri Jo Swim	13:978-1305501010	-
Guiding Children's Social Development & Learning: Theory and Skills Det Edition	Marjoreie, J. Kostelnik, Anne K. Soderman, Alice Phipps Whiren, Michelle Rupoper,		•
		<del>13:978-1305960756</del>	
Children with Special Needs in Early Childhood Settings, 1 <sup>st</sup>	Carol L. Paasche, Lola Gorrill, Bev Strom		•
Ed <u>ition</u> Creative Resources for the Early	•	<del>13: 9781401835705</del>	
Childhood Classroom 6 <sup>th</sup> Edition	Judy Herr	13:978-1111831028	
			•
	<b></b>		•
Effective Practices in Early Childhood			
Education, 3 <sup>rd</sup> 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		13:978-013265821	
Guidance with Young Children	Katherine Kersey		

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# 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 <u>qlobalglobal</u> economies.		
1 F.	Create an employment portfolio for use when applying for internships and work-based learninglearning 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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<u>4</u>	<u>Learning Environment (Weight - 14.3%)</u>	
<u>4A.</u>	Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.	
4 <u>B.</u>	Apply safe and healthy practices that comply with state regulations.	
4 <del>C.</del>	Implement strategies to teach children health, safety, and sanitation habits.	
4 <del>D.</del>	Plan safe and healthy meals and snacks.	
<u>4E.</u>	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.	
<u>5</u>	<u> Positive Relationships with Children (Weight - 14.3%)</u>	
5A.	Apply developmentally appropriate guidelines for guiding children's behavior.	
<u>56.</u>	Demonstrate problem-solving skills with children.	
5 <u>C.</u>	Demonstrate interpersonal skills that promote positive and productive relationships with children.	
<u>5D.</u>	Implement strategies for constructive and supportive interactions between children and Families.	
<u>5E.</u>	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.	
<u>6B.</u>	Apply professional ethical standards as accepted by the recognized professional organizations.	
<u>6C.</u>	Implement federal, state, and local standards, policies, regulations, and laws that affect children, families, and programs.	
<u>6D.</u>	Demonstrate enthusiasm, initiative, and commitment to programs goals and Improvements.	
<u>6E.</u>	Apply business management skills to planning businesses in early childhood, education, and services.	
<u>7</u>	Family and Community Involvement (Weight - 14.3%)	
7A.	Demonstrate an understanding of the diversity in family units and roles,.	
<u>76.</u>	Plan communication strategies to strengthen parent/child care provider relationships.	
7C.	Determine community resources available to children and their families.	
<u>7D.</u>	Describe methods for facilitating respectful, reciprocal relationships between child care providers and the community.	
Į	earning Environment (Weight - 14.3%)	
	Anage physical space to maintain a learning environment that is safe and healthy and- encourages physical activity.	

4 <del>B.</del>	Apply safe and healthy practices that comply with state regulations.			
4 <del>C.</del>	Implement strategies to teach children health, safety, and sanitation habits.			
4D.	Plan safe and healthy meals and snacks.			
4 <del>E.</del>	Document symptoms of child abuse and neglect and use appropriate procedures to- report suspected abuse or neglect to the designated authorities.			
4 <del>F.</del>	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.			
56.	Demonstrate problem-solving skills with children.			
<del>5C.</del>	Demonstrate interpersonal skills that promote positive and productive relationships with children.			
<del>5D.</del>	Implement strategies for constructive and supportive interactions between children and Families.			
<del>5E.</del>	Analyze children's developmental progress and summarize developmental issues and concorns.			
6	Professional Practices and Standards (Weight - 14.3%)			
<del>6A.</del>	Utilize opportunities for continuing training and education.			
<del>6B.</del>	Apply professional ethical standards as accepted by the recognized professional organizations.			
<del>6C.</del>	Implement federal, state, and local standards, policies, regulations, and laws that affect			
	children, families, and programs.			
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	children, families, and programs. Demonstrate enthusiasm, initiative, and commitment to programs goals and- Improvements. Apply business management skills to planning businesses in early childhood, education,			
<del>6E.</del>	children, families, and programs. Demonstrate enthusiasm, initiative, and commitment to programs goals and- Improvements. Apply business management skills to planning businesses in early childhood, education, and services.			
<del>6E.</del> 7	children, families, and programs. Demonstrate enthusiasm, initiative, and commitment to programs goals and- Improvements. Apply business management skills to planning businesses in early childhood, education, and services. Family and Community Involvement (Weight - 14.3%)			
<del>6E.</del> 7 7 <del>A.</del>	children, families, and programs.         Demonstrate enthusiasm, initiative, and commitment to programs goals and- Improvements.         Apply business management skills to planning businesses in early childhood, education, and services.         Family and Community Involvement (Weight - 14.3%)         Demonstrate an understanding of the diversity in family units and roles,.			

44	Learning Environment (Weight - 14.3%)
<u>4A.</u>	Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.
<u>4B.</u>	Apply safe and healthy practices that comply with state regulations.
<u>4C.</u>	Implement strategies to teach children health, safety, and sanitation habits.
<u>4D.</u>	Plan safe and healthy meals and snacks.
<u>4E.</u>	Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.

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