Early Childhood Education Technology Mississippi Curriculum Framework

Program CIP: 19.0709 – Child Care Provider/Assistant
October 2014

FACULTY WRITING TEAM MEMBERS

Mary Price, Copiah-Lincoln Community College
Sheri Anders, East Central Community College
Laketha Berry, Hinds Community College
Marilyn Binion, Hinds Community College
Ericka Davis, Hinds Community College
Shaunta Durr, Hinds Community College
Patricia Grantham, Hinds Community College
Mary Ann Greene, Hinds Community College
Holly Kirk, Itawamba Community College
Leah Hinton, Jones County Junior College
Win Maxey-Shumate, Meridian Community College
Pamela Jones, Mississippi Gulf Coast Community College
Jenniffer Newell, Northeast Mississippi Community College
Alice Camp, Northwest Mississippi Community College
Judy Shaw, Pearl River Community College
Carol Ann McMorris, Southwest Community College

ADMINISTRATOR WRITING TEAM MEMBERS

Sherry Franklin, Dean of Career and Technical Education,
   Hinds Community College-Rankin Campus
Beverly Clark, Dean of Career and Technical Education
   Mississippi Gulf Coast Community College
Robin Douglas, Assistant Dean of Career, Technical, and Workforce Education
   Northwest Mississippi Community College

BUSINESS AND INDUSTRY WRITING TEAM MEMBERS

Eileen Beazley, Director of Early Childhood Education for Midtown Partners, Jackson, MS
Tamara Smith, Director, Little Samaritan Montessori Center, Jackson, MS
Monica May, Project Director, Quality Stars, Brandon, MS
Freda Kirkland, Regional Coordinator, Quality Stars, Petal, MS
Pamela M. Russ, Division Dean, Tougaloo College
Jan Mays, Field Technical Assistant, Mississippi State University Extension Service
Annette Strong, Owner, Hope Resource and Activity Daycare, Jonestown, MS

OFFICE OF CURRICULUM AND INSTRUCTION TEAM MEMBERS

Robin Parker, Director of Curriculum and Instruction, Office of Curriculum and
   Instruction, Mississippi Community College Board
Rachel De Vaughan, Curriculum Specialist, Office of Curriculum and Instruction,
   Mississippi Community College Board
Elmira Ratliff, Curriculum Specialist, Office of Curriculum and Instruction,
   Mississippi Community College Board

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.

Contents

ADOPTION OF NATIONAL CERTIFICATION STANDARDS

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

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

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

INDUSTRY JOB PROJECTION DATA

The field of early childhood education is growing steadily. This field provides not only opportunities in direct teaching but also room for upward mobility into administrative positions. There is 17.21%% increase in occupational demand at the regional level and an 18.64% increase at the state level. Median annual income for child care workers is $17,451.20 at the state and regional level. A summary of occupational data from the State Workforce Investment Board Data Center is displayed below:

Table 1: Education Level

Program Occupations	Education Level
Child care workers	Short-Term on-the-job training

Table 2: Occupational Overview

	Region	State	United States
2010 Occupational Jobs	3,486	5,708	610,920
2020 Occupational Jobs	4,086	6,772	703,583
Total Change	600	1,064	92,663
Total % Change	17.21%	18.64%	15.17%
2010 Median Hourly Earnings	$8.39	$8.39	$9.28
2010 Median Annual Earnings	$17,451.20	$17,451.20	$19,302.40
Annual Openings	60	106	9,266

Table 3:   Occupational Breakdown

Description	2010 Jobs	2020 Jobs	Annual Openings	2010 Hourly Earnings	2010 Annual Earnings 2,080 Work Hours
Child care workers	3,486	4,086	60	$8.39	$17,451.20

Table 4:   Occupational Change

Description	Regional Change	Regional % Change	State % Change	National % Change
Child care workers	600	17.21%	18.64%	15.17%

ARTICULATION

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

Articulated Secondary Course	Articulated Postsecondary Course	Aligned Industry Certification
(S) Early Childhood Services & Education (Program CIP 19.0709)	CDT 1113 Early Childhood Profession (Program CIP 19.0709)	Not Applicable

TECHNICAL SKILLS ASSESSMENT

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

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

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

OR

MS-CPAS2 at the end of the first year

ONLINE AND BLENDED LEARNING OPPORTUNITIES

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

PROGRAM DESCRIPTION

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

The Early Childhood Education Technology curriculum is a 2-year discipline that requires a minimum of 60 semester hours of course work. Successful completion of the Early Childhood Education Technology curriculum results in the students receiving a Career Certificate, Technical Certificate and/or an Associate in Applied Science degree. This curriculum meets the National Association for the Education of Young Children Standards for Early Childhood Professional Preparation and the Mississippi Department of Education Standards and Guidelines for Pre–Kindergarten (3- and 4-year-olds). *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 socioeconomic levels and abilities.

The Early Childhood Education Technology program offers a Career certificate, a Technical certificate and an Associate of Applied Science degree. The program offers students the opportunity to apply for a Child Development Assistant Infant and Toddler Certificate of Proficiency and a Child Development Assistant Pre-school Certificate of Proficiency.

SUGGESTED COURSE SEQUENCE

Accelerated Pathway Credential

Course Number	Course Name	Semester Credit Hours	SCH Breakdown		Total Contact Hours	Contact Hour Breakdown		Certification Information
			Lecture	Lab		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 1343-4	Child Health, Safety, and Nutrition	3/4	3/3	0/2	45/75	45/45	0/30	
	Elective	5			0	0	0	
	TOTAL	**15/16**	**8**	**4/6**	**180/210**	**120**	**60/90**	

Career Certificate Required Courses

Course Number	Course Name	Semester Credit Hours	SCH Breakdown		Total Contact Hours	Contact Hour Breakdown		Certification Information
			Lecture	Lab		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 Development	4	3	2	75	45	30	
CDT 1313	Creative Arts	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	3	3		45	45	0	
CDT 2714	Social Studies, Math, and Science for Young Children	4	4		60	60	0	
CDT 2914 or CDT 2924	Initial Practicum **OR** Infant and Toddler Practicum	4		8	120	0	120	
	TOTAL	**31/32**	**24/24**	**14/16**	**570/600**	**360**	**210/240**	

Technical Certificate Required Courses

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

Technical Electives

Course Number	Course Name	Semester Credit Hours	SCH Breakdown		Total Contact Hours	Contact Hour Breakdown		Certification Information
			Lecture	Lab		Lecture	Lab	Certification Name
CDT 1111	Early Childhood Education Seminar I	1	1		15	15		
CDT 1121	Early Childhood Education Seminar II	1	1		15	15		
CDT 2111	Early Childhood Education Seminar III	1	1		15	15		
CDT 2121	Early Childhood Education Seminar IV	1	1		15	15		
	Other Approved Electives							
	TOTAL	**4**	**4**		**60**	**60**		

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 (SACS) Commission on Colleges Standard 2.7.3 from the Principles of Accreditation: Foundations for Quality Enhancement[1] describes the general education core.

Section 2.7.3   In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.

---

[1]

Southern Association of Colleges and Schools Commission on Colleges. (2012). *The principles of accreditation: Foundations for quality enhancement.* Retrieved from
http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf

CAREER CERTIFICATE REQUIRED COURSES

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

Classification: Career Certificate Requirement

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

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	2	2	60

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Explain the Early Childhood Education Technology (CDT) program philosophy and policies.
    a. Identify expected behaviors of CDT students, children, parents, teachers, and instructors according to college program policies.
    b. Identify the personal qualities and abilities needed to be an effective early childhood educator.
    c. Summarize education and training requirements and opportunities for career path in early childhood, education, and services.
    d. Analyze the effects of early childhood, education, and services on local, state, national, and global economies.
    e. Analyze the role of professional organizations in education and early childhood.

2. Discuss early childhood education and childcare movements to include history, theories, standards, and practice.
    a. Identify theorists of Early Childhood Education.
    b. Identify developmentally appropriate practice as described by the National Association for the Education of Young Children (NAEYC).
    c. Identify current and emerging early childhood standards including, but not limited to:
       • Child Development Associate (CDA)
       • ITERS-R
       • ECERS –R
       • Quality Stars: Mississippi's Quality Rating and Improvement System
       • Mississippi Early Learning Guidelines
       • Mississippi Early Learning Standards correlated to Common Core State Standards
    d. Explain the importance of lesson plans, behavioral goals, and objectives for young children.

3. Use systematic approach to observing and recording child behavior.
    a. Use various methods and record observational techniques such as:
       • Checklist
       • Anecdotal or running records
       • Narrative
       • Time sampling
       • Case study
    b. Use data from assessment tool(s) to plan instruction.

4. Describe types of early childhood programs and employment opportunities.

13

    a. Analyze the role and functions of individuals engaged in early childhood, education, and services.

    b. Analyze opportunities for employment and entrepreneurial endeavors in early childhood, education, and services.

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.

Course Number and Name: **CDT 1214   Infant and Toddler Development**

Classification: Career Certificate Requirement

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

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
4	3	2	75

National Assessment: None

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Identify the cognitive, physical, emotional, language, and social developmental characteristics of the child. *(Literacy Theme and Assessment Theme)*
    a. Explain developmental norms to understand the characteristics of infants and toddlers.
    b. Observe, record, and assess infant/toddler age children using observational tools.
    c. Use data from assessment tool(s) to plan instruction.

2. Demonstrate the responsibilities of the early educator role for infants and toddlers to support child development and early literacy. *(Literacy Theme)*
    a. Identify daily routine tasks for infant/toddler educator.
    b. Practice the daily routine tasks required for infant/toddler children.
    c. Analyze strategies that promote children's growth and development.

3. Evaluate materials and equipment in the indoor and outdoor environment using the **Infant Toddler Environmental Rating Scale Revised (ITERS-R)**. *(Assessment Theme)*

4. Analyze cultural and environmental influences when assessing children's development.

5.   Identify services, resources, and agencies providing direct services for infant and toddlers with diverse developmental, cultural linguistic, and economic needs. (Teaching Children of Poverty Theme)

6. Utilize appropriate *Infant Toddler Standards* to develop an infant/toddler lesson plan.

CDA Credential Student Learning Outcomes
To establish and maintain a safe, healthy learning environment. (*Infant and Toddler Credential Preparation)*
    Learning Environment: Candidate uses space, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages and fosters trust, play, exploration, interaction, and learning.

To advance physical and intellectual competence. *(Infant and Toddler Credential Preparation)*
    Physical: Candidate provides a variety of developmentally appropriate equipment, learning experiences, and teaching strategies to promote the physical development (fine motor and gross motor) of children.

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

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

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

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

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

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

Student Learning Outcomes from NAEYC Standards

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

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

Classification: Career Certificate Requirement

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

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
4	3	2	75

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Identify the cognitive, physical, emotional, language, and social developmental characteristics of the child. *(Literacy Theme and Assessment Theme)*
   a. Explain developmental norms as they relate to caregiving of preschool/school age children (ages 3 – 8).
   b. Observe, record, and assess preschool/school age children using observational techniques.
   c. Use data from assessment tools to plan instruction.

2. Demonstrate the responsibilities of the early educators' role for preschool/school age children to support early literacy. *(Literacy Theme)*
   a. Identify daily routine tasks for preschool/school age children.
   b. Practice the daily routine tasks required for preschool/school age children.
   c. Analyze strategies that promote children's growth and development.

3. Evaluate materials and equipment in the indoor and outdoor environment using the **Early Childhood Environmental Rating Scale Revised (ECERS-R)** rating scale. *(Assessment Theme)*

4. Analyze cultural and environmental influences when assessing children's development.

5. Identify services, resources, and agencies providing direct services for preschool/school age children with diverse developmental, cultural linguistic, and economic needs. *(Teaching Children of Poverty Theme)*

6. Utilize appropriate Early Learning Standards to develop preschool lesson plan and a school age lesson plan. *(Literacy Theme)*

CDA Credential Student Learning Outcomes
To establish and maintain a safe, healthy learning environment. *(Preschool Credential Preparation)*
   Learning Environment: Candidate uses space, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages and fosters trust, play, exploration, interaction, and learning.

To advance physical and intellectual competence. *(Preschool Credential Preparation)*
   Physical: Candidate provides a variety of developmentally appropriate equipment, learning experiences, and teaching strategies to promote the physical development (fine motor and gross motor) of children.

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

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

To ensure a well-run, purposeful program responsive to participant needs. *(Preschool Credential Preparation)*
Program Management: Candidate is a manager who uses all available resources to ensure an effective operation. The Candidate is a competent organizer, planner, record keeper, communicator, and a cooperative coworker.

To establish positive and productive relationships with families. *(Preschool Credential Preparation)*
Families: Candidate establishes a positive, cooperative relationship with each child's family, engages in two-way communication with families, encourages their involvement in the program, and supports the child's relationship with his or her family.

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

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

Classification: Career Certificate Requirement

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

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	3		45

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Develop, implement and analyze creative expression experiences in the classroom for young children as defined in the Early Learning Standards.
    a. Identify the elements and stages of creative expression for music, movement, dramatic play, and visual arts. *(Literacy Theme)*
    b. Develop and implement age, developmentally, and individually appropriate music, movement, dramatic play, and visual arts experiences. *(Teaching Children of Poverty Theme)*

2. Assess children's fine motor skill, gross motor skill, and emerging literacy development through the process of creative arts. *(Literacy Theme)*

3. Identify ways teachers promote creativity in young children in the classroom environment and across all curriculum areas in accordance with the Early Learning and Infant Toddler Standards, Toddler Environmental Rating Scale Revised (ITERS-R) and Early Childhood Environmental Rating Scale Revised (ECERS-R). *(Assessment Theme)*

4. Develop a portfolio of creative expression experiences for music, movement, dramatic play, and visual arts.

CDA Credential Student Learning Outcomes
To advance physical and intellectual competence. *(Infant/Toddler & Preschool Credential)*
    Creative: Candidate provides opportunities that stimulate children to play with sound, rhythm, language, materials, space and ideas in individual ways to express their creative abilities.

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

Classification: Career Certificate Requirement

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

Hour Breakdown:

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

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Analyze environments for young children and the practices of early educators for application of general safety practices and regulations.
    a. 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, thunderstorm-tornado, flood, hazardous materials, violent intruder.
    d. Develop a portfolio of safety activities and practices to introduce young children to safety concepts and practices.

2. Analyze environments for young children and the practices of early educators for application of general health practices and regulations.
    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.
    c. Discuss lifesaving procedures for children birth through age eight to include First Aid Skills and CPR.
    d. Identify and describe types of child abuse and neglect and the documentation and reporting procedures required by Mississippi state law.
    5. 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.
    6. Develop a portfolio of health activities and practices to introduce young children to health concepts and practices.

3. Analyze nutritional concepts and food service practices pertaining to the nutritional needs of young children in early childhood environments.
    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.

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

Classification: Career Certificate Requirement

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

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	3		45

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Analyze the behavior of young children birth through age eight.
   a. Identify the typical behavior of young children at each stage of development.
   b. Apply developmentally appropriate guidelines for guiding children's behavior at each stage of development.
2. Identify standards and appropriate early learning literature related to social and emotional development. *(Literacy Theme)*

3. Demonstrate appropriate problem-solving skills with children.
   a. Identify and demonstrate positive techniques for guiding behavior for young children.
   b. Discuss inappropriate classroom management techniques and design positive alternatives for dealing with behavior.

4. Demonstrate interpersonal skills that promote and produce positive relationships with children.

5. Implement instructional strategies that are age developmentally and individually appropriate which influence constructive and supportive interactions between children and families of diverse settings. *(Teaching Children of Poverty Theme)*

6. Observe, record, assess and analyze children's developmental progress and summarize developmental issues and concerns. *(Assessment Theme)*

CDA Credential Student Learning Outcomes
To support social and emotional development and to provide positive guidance. *(I/T and Preschool Credential)*
   Self: Candidate provides a warm, positive, supportive relationship with each child, and helps each child learn about and take pride in his or her individual and cultural identity.

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

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

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

Classification: Career Certificate Requirement

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

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	3		45

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Analyze brain development and language acquisition theories and their implications for early education and childcare practices.

2. Identify the areas of English/language arts as defined by the current state standards such as the Mississippi Early Learning Standards. *(Assessment and Literacy Themes)*

3. Demonstrate developmentally appropriate strategies for engaging young children with stories and active learning experiences.

4. Evaluate and integrate age, developmentally, and individually appropriate children's literature (books) into all aspects of the curriculum. *(Assessment Theme)*

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)*

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.

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

Classification: Career Certificate Requirement

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

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
4	4		60

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Analyze mathematical, science, and social studies practices and their implications for early education as defined in the **Mississippi Early Learning Standards**.

2. Discuss the importance of developmentally appropriate social studies experiences in a classroom setting for young children.
    a. Identify the objectives of social studies for young children to include the areas of self, family, classroom, community, and our world.
    b. Develop a portfolio of social studies experiences to include activities, materials, tools, and resources.
    c. Develop a social studies unit.

3. Discuss the importance of developmentally appropriate math experiences in the classroom for young children.
    a. Explain the fundamental concepts of math including one-to-one correspondence, number sense, comparing, classification, shapes, spatial sense, measurement, patterning.
    b. Identify the process of math development in the sensorimotor, preoperational, and concrete operational stages of development.
    c. Identify naturalistic, informal, and structured math experiences for the young child.
    d. Develop a portfolio of math experiences including activities, materials, tools, and resources.

4. Discuss the importance of developmentally appropriate science experiences in a classroom setting for young children.
    a. Identify the objectives of science for young children to include the areas of investigation, the five senses, physical science, life science, and earth science.
    b. Identify naturalistic, informal, and structured science experiences for the young child.
    c. Develop a portfolio of science experiences including activities, materials, tools, and resources.

Course Number and Name: **CDT 2914**   **Initial Practicum**

Classification: Technical Certificate Requirement Option

Description: This course is a supervised practicum which includes a minimum of 180 clock hours of observation and supervised teaching in an approved early childhood setting. The course provides the application of evidence based best practices of early education principles and theories. Students work to create an environment that is safe, healthy, and developmentally appropriate to promote an optimum learning environment for young children.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
4		8	120

Prerequisite: Instructor Approved

Student Learning Outcomes:

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

Student Learning Outcomes from NAEYC Standards

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4d: Reflecting on own practice to promote positive outcomes for each child

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for young children and the early childhood profession

7a. Opportunities to observe and practice in at least one of the three early childhood age groups (birth – age 3, 3-5, 5-8)

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

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

Classification: Technical Certificate Requirement Option

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

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
4		8	120

Prerequisite: Instructor Approved

Student Learning Outcomes:

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

Student Learning Outcomes from NAEYC Standards

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4d: Reflecting on own practice to promote positive outcomes for each child

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for young children and the early childhood profession

7a. Opportunities to observe and practice in at least one of the three early childhood age groups (birth – age 3, 3-5, 5-8)

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

TECHNICAL CERTIFICATE REQUIRED COURSES

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

Classification: Technical Certificate Requirement

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

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	2	2	60

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Explore the current research pertaining to the causes and classifications of cognitive, physical, emotional, language, and/or social developmental differences.

2. Discuss federal and state legislation concerning atypical development to include prevention, early intervention, classroom integration, and environmental accommodations.
   a. Review resources and methods for social integration and adaptation of the physical classroom environment to accommodate the individual needs of atypically developing children.
   b. Discuss an Individualized Family Service Plan (IFSP) and an Individual Education Plan (IEP).
   c. Demonstrate a variety of teaching methods to meet individual needs of children who are developing atypically.

3. Analyze abilities and needs of children who are developing atypically and the effects on the children's growth and development.

4. Discuss the challenges associated with implementing inclusion within an early childhood program.
   a. Review appropriate methods of instruction and intervention strategies.
   b. Discuss partnerships with families as related to early intervention and inclusion.

5. Research available interdisciplinary community resources and professional services such as speech and language pathologists, physical therapists, and others by compiling a resource file.

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

Classification: Technical Certificate Requirement

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

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	3		45

Prerequisite: Instructor Approved

Student Learning Outcomes:

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

Student Learning Outcomes from NAEYC Standards

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

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

Classification: Technical Certificate Requirement

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

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	3		45

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Discuss employability skills.
   a. Compose a developmentally appropriate philosophy of early childhood education.
   b. Create an employment portfolio for use when applying for jobs related to young children and opportunities in early childhood education, as well as the possibility for internship and work-based learning opportunities.
   c. Demonstrate interviewing skills.

2. Discuss the administration of an early childhood program.
   a. Discuss management styles to include enthusiasm, initiative, and commitment to program goals and improvements.
   b. Explain the employee roles, responsibilities, and ethics as accepted by the recognized professional organization.
   c. Explore the Mississippi Department of Health Regulations Governing Licensure of Child Care Facilities.
   d. Implement federal, state, and local standards, policies, regulations, and laws that affect children, families, and programs.
   e. Demonstrate the application of evaluation materials.

3. Identify funding sources available in the community for the development of a family home child care business or privately owned child care business.

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

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

Classification: Technical Certificate Requirement

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

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	3		45

National Assessment:

Prerequisite: Instructor Approved

Student Learning Outcomes:

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

Student Learning Outcomes from NAEYC Standards

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

Course Number and Course Name: **CDT 2944**   **Advanced Practicum**

Classification: Technical Certificate Requirement

Description: This course is a supervised practicum which includes a minimum of 180 clock hours of supervised teaching in an approved early childhood setting. The course is a capstone course which focuses on the student's demonstration of competencies throughout the daily routine using a unit of study for young children. It is usually the last course taken before completion of the program.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
4		8	120

Prerequisite: Instructor Approved

Student Learning Outcomes:

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

Student Learning Outcomes from NAEYC Standards

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4d: Reflecting on own practice to promote positive outcomes for each child

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for young children and the early childhood profession

7a. Opportunities to observe and practice in at least one of the three early childhood age groups (birth – age 3, 3-5, 5-8)

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

Course Number and Course Name: **CDT 2934**   **Preschool Practicum Experience**

Classification: Technical Certificate Requirement

Description: This course is a supervised practicum which includes a minimum of 180 clock hours of supervised teaching in an approved preschool setting. The course is a capstone course which focuses on the student's demonstration of competencies throughout the daily routine using a unit of study for young children. It is usually the last course taken before completion of the program.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
4		8	120

Prerequisite: Instructor Approved

Student Learning Outcomes:

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

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

TECHNICAL ELECTIVES

Course Number and Name: **CDT 1111**   **Early Childhood Education Seminar I**

Classification: Technical Elective

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

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
1	1		15

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Interaction and cooperation in the modern workplace
   a. Demonstrate communication skills by actively participating in program and campus activities.
   b. Evaluate new materials added to the classroom.

2. Community participation
   a. Actively participate in a class organized community service project.

Course Number and Name: **CDT 1121**   **Early Childhood Education Seminar II**

Classification: Technical Elective

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

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
1	1		15

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Interaction and cooperation in the modern workplace
   a. Demonstrate problem-solving skills by actively participating in program and campus activities.
   b. Locate and utilize local resource sources.

2. Community participation
   a. Actively participate in a class organized community service project.

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

Classification: Technical Elective

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

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
1	1		15

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Interaction and cooperation in the modern workplace
   a. Demonstrate a leadership role when actively participating in program and campus activities
   b. Design a resume for early childhood education employment
   c. Prepare for and pass the national exam for early childhood education providers
   d. Participate in a mock job interview

2. Community participation
   a. Actively participate in a class organized community service project.

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

Classification: Technical Elective

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

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
1	1		15

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Interaction and cooperation in the modern workplace
   a. Initiate at least one job interview

2. Community participation
   a. Actively participate in at least one community service project.

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:
   a. Career Certificate Required Course – A required course for all students completing a career certificate.
   b. Technical Certificate Required Course – A required course for all students completing a technical certificate.
   c. Technical Elective – Elective courses that are available for colleges to offer to students.

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

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

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

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

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

The content of the courses in this document reflects approximately 75% of the time allocated to each course.

The remaining 25% of each course should be developed at the local district level and may reflect the following:

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

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

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

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

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

Sequencing of the course within a program is left to the discretion of the local college. Naturally, foundation courses related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other courses related to specific skill areas and related academics, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors. Programs that offer an Associate of Applied Science Degree must include all of the required Career Certificate courses, Technical Certificate courses **AND** a minimum of 15 semester hours of General Education Core Courses. The courses in the General Education Core may be spaced out over the entire length of the program so that students complete some academic and Career Technical courses each semester. Each community college specifies the actual courses that are required to meet the General Education Core Requirements for the Associate of Applied Science Degree at their college.

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

Adding new student learning outcomes to complement the existing competencies and suggested objectives in the program framework.
Revising or extending the student learning outcomes
Adjusting the semester credit hours of a course to be up 1 hour or down 1 hour (after informing the Mississippi Community College Board [MCCB] of the change)

Recommended Tools and Equipment

CAPITALIZED ITEMS*

1. Laminator–poster size (1 per program)
2. Letter machine–jumbo cutter and dies (1 per program)
3. Washer (1 per program)
4. Dryer (1 per program)
5. Dishwasher, commercial, sanitizing (1 per program)
6. Stovetop (1 per lab)
7. Range (1 per program)
8. Baby buggy, 6 seater (1 per program)
9. Computers (1 per 4 college students)
10. Computers (1 per 10 children in classroom)
11. Printer, laser (2 per networked lab)
12. Air purification system (1 per children's classroom)

* Specialized and adaptive furniture and equipment for indoor and outdoor activities need to meet the Mississippi Department of Health Regulations Governing Licensure of Child Care Facilities, Infant Toddler Environmental Rating Scale Revised (ITERS-R), and Early Childhood Environmental Rating Scale Revised (ECERS-R).

NON-CAPITALIZED ITEMS**

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

29. Auto-harp (2 per lab)
30. Keyboard instrument (1 per lab)
31. Scissor rack, holds 20 pairs (2 per program)
32. Dual-head cassette player (1 per lab)
33. Screen, projector (1 per program)
34. Cots (1 per student)
35. Sand/H_2O table (1 per child's classroom)
36. Refrigerator (infant lab) (1 per lab)
37. Refrigerator (toddlers) (1 per program)
38. Rolling cart (1 per child's classroom)
39. Developmentally appropriate toys, equipment, materials for the following learning centers:
    - Science
    - Math
    - Music
    - Social Studies
    - Language/library
    - Computer
    - Gross motor
    - Manipulative
    - Block/construction
    - Creative art
    - Dramatic play
40. Humidifier (1 per infant/toddler classroom)
41. Scissors, blunt tip (30 pairs per program)
42. Multicultural kit (1 per lab)
43. Marker board, white with markers and erasers (1 per lab)
44. Flannel board (1 per lab)
45. Cassettes with story books, assorted set (1 per 10 students)
46. Geometric shapes (2 sets per lab)
47. Model food (4 per program)

** Specialized and adaptive furniture and equipment needs to meet the Mississippi Department of Health Regulations Governing Licensure of Child Care Facilities, Infant Toddler Environmental Rating Scale Revised (ITERS-R), and Early Childhood Environmental Rating Scale Revised (ECERS-R).

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

1. Camcorder with tripod baseroller (1 per program)
2. TV/VCR/DVD combination (1 per program)
3. Direct projector (1 per program)
4. Copier
5. Tape player/cassette (1 per instructional classroom)
6. CD player (1 per instructional classroom)
7. Digital camera (1 per program)
8. Scissors, sharp tip (4 pairs per program)

Computer Software for Centers
Developmentally appropriate software following NAEYC standards for the following learning centers:
- Science
- Math
- Music
- Social Studies

- Language/library
- Computer
- Gross motor
- Manipulative
- Block/construction
- Creative art
- Dramatic play

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

Videos/DVD's for Centers
Developmentally appropriate Videos/DVDs following NAEYC standards for the following learning centers:
- Science
- Math
- Music
- Social Studies
- Language/library
- Computer
- Gross motor
- Manipulative
- Block/construction
- Creative art
- Dramatic play

Instructional Video/DVDs
Developmentally appropriate Video/DVDs following NAEYC standards for the Early Childhood Professional Programs