

Request for Approval with Assurances Montana Big Sky Pathways (Programs of Study)


The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) calls for states to offer "career and technical programs of study," known as Big Sky Pathways in Montana, as an option to students and their parents when planning for and completing future coursework. These programs, at a minimum, must:

- Incorporate and align secondary and postsecondary education elements,
- Include academic and CTE content in a coordinated, non-duplicative progression of courses,
- Offer the opportunity, where appropriate, for secondary students to acquire postsecondary credits, and
- Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Assurances:

By my signature on this form, I assure that the proposed Big Sky Pathway submitted for approval by this high school/college satisfies the 10 stated requirements. For approval, all 10 requirements must be checked.

Name of Big Sky Pathway (cluster level):	Education + Training	
Name of High School:	Forsyth High School	
Names of Secondary Lead Teacher and Counselor:	Kim Knoche, Patti Scopini	
<i>The Lead Secondary Teacher will be contacted if OPI has questions about this request</i>		
Lead Teacher's email address:	kknoche@forsyth.k12.mt.us	
Lead Teacher's phone number:	406.344.2794	
Name of College:	Dawson Community College	
Name of College Program:	Early Childhood Education, AAS	
Name of College Lead Faculty Member:	Brenda Stockert	
REQUIREMENTS FOR APPROVAL		
1.	Includes all state and local graduation requirements	✓
2.	Identifies the appropriate secondary CTE, academic, and recommended elective courses offered by this high school which will prepare the student for college-level courses without remediation	✓
3.	Outlines a non-duplicative sequence of courses from grades 9-12 and from secondary to postsecondary education	✓
4.	Prepares students for entry into a postsecondary program or apprenticeship	✓
5.	Leads to an industry-recognized postsecondary credential, degree or employment	✓
6.	Includes appropriate state standards and/or industry skills standards. Identify standards used: National FCS Standards	✓
7.	Aligns with an AAS program offered by a Montana college (college of technology, community college, tribal college, MSU-Northern)	✓
8.	Links with a web-based guidance delivery system such as MCIS If using something other than MCIS, please indicate:	✓
9.	When applicable, dual enrollment opportunities have been identified.	✓
10.	When applicable, Advanced Placement, IB courses and CTE START (statewide articulations) have been identified.	✓
High School Principal's Signature:		Date: 1-21-11
H.S. Advisory Committee Member's Signature:		Date: 1-25-11
College Chief Academic Officer's Signature:		Date: 1-26-11
College Lead Faculty Member's Signature:		Date: 1-26-11
Please submit this Request for Approval form and a copy of the Big Sky Pathway Proposal to: OPI, Career and Technical Education, P.O. Box 202501, Helena, Montana 59620-2501		
OPI Specialist Approval:	Megand Vincent	Date of Approval: 9-15-11
OCHE Approval:	[Signature]	Date of Approval: 11/14/11
Both the college and the high school will receive a signed copy when the BSP is approved		

HIGH SCHOOL: Forsyth High School		BIG SKY PATHWAY PROPOSAL 
COLLEGE: Dawson Community College		
COLLEGE DEGREE PROGRAM: Early Childhood Education, AAS		
Cluster Overview: Jobs in the human services career cluster involve tending to families and to human needs.	Pathway Options: <ul style="list-style-type: none"> • Early Childhood Development and Services • Counseling and Mental Health Services • Family and Community Services • Personal Care Services • Consumer Services 	Occupation Examples: Community Service Director, Consumer Advocate, Cosmetologist, Director of Childcare Facility, Personal Trainer, Social Worker <i>For a complete listing, go to:</i> http://online.onetcenter.org/find/career?c=10&q=Go

SUGGESTED HIGH SCHOOL COURSES

Grade	Workforce/2-Year College Prep	4-Year MT College/Univ Prep (Rigorous Core)	CTE and/or Electives	Recommended CTE Cluster Foundation Course(s)	Recommended CTE Pathway Courses	Other Recommended CTE Courses
9th	Graduation Requirements	English 1, Algebra 1, Health Enhancement 9, Physical Science, World History, Computer Applications 1		Computer Applications FCS 7 & 8 (1 semester)		
	Workforce/2-Year College Prep	Same as Above				
	4-Year MT College/Univ Prep (Rigorous Core)		Fine Art or Vocational elective			
10th	Graduation Requirements	English 2, Geometry, Biology, Health Enhancement 10, Fine Art or Vocational		Child Development 1 Child Development 2		
	Workforce/2-Year College Prep	Same + Spanish 1				
	4-Year MT College/Univ Prep (Rigorous Core)		Child Development 1 or Computer Apps 2			
11th	Graduation Requirements	English 3, 3 rd Math, 3 rd Science, Adult Living, American History, Fine Art or Vocational Elective		Adult Living Business Math Computer Apps. 2 & 3 Culinary Essentials		
	Workforce/2-Year College Prep	Physics or Chemistry, Advanced Biology, Spanish 2, Algebra 2				
	4-Year MT College/Univ Prep (Rigorous Core)		Child Development 2, Adult Living, Business Math, Art, Choir, Band, Creative Writing, Drama			
12th	Graduation Requirements	English 4, 3 rd Science, Political Science, Adult Living, 3 rd Math, Fine Art or Vocational Elective		Career & Technical Student Organization(s): FCCLA		
	Workforce/2-Year College Prep	Physics or Chemistry, Advanced Math, Spanish 3, Advanced Biology				
	4-Year MT College/Univ Prep (Rigorous Core)		Adult Living, Business Math, Art, Choir, Band, Creative Writing Drama			

ADVANCED LEARNING OPPORTUNITIES
High School to College/Career Linkages

CTE START courses: Capp 120, Capp 154, Capp 156
Advanced Placement or IB courses: N/A
Dual Enrollment courses: N/A
Online courses: Digital Academy, DCC- Early Start Classes
Other:

POSTSECONDARY PROGRAM OF STUDY

	Math	English	Major	Other
13—Semester 1	BU 165 M 100	Writ 101	EDEC 108 EDEC 105 EDEC247 EDEC248	PYSX 103 SOCL 101 CC 113
13—Semester 2	M108 OR M95	CM159 OR CM101	EDEC230 EDEC231 EDEC130 EDEC131	

14—Semester 1		CM 110	EDEC281 EDEC282 EDEC210 EDEC211	
14—Semester 2			EDEC283 EDEC284 EDEC265	

MONTANA POSTSECONDARY OPPORTUNITIES

*Montana University System Degree and Program Inventory: <http://www.homepage.montana.edu/~mus/drqinv/>
Your Guide to Montana's Certificate and Associate Degree Programs: <http://mus.edu/twoyear/YourGuide.html>*

Colleges of Technology: BLCOT—Billings; GFCOT—Great Falls; HCOT— Helena; TECHCOT—Butte; UMCOT—Missoula; GCP—Bozeman	Community Colleges: DCC—Glendive; FVCC—Kalispell; MCC—Miles City	Tribal Colleges: BFCC—Browning; CDKC—Lame Deer; FBCC—Harlem; FPCC—Poplar; LBHC—Crow Agency; SCC—Box Elder; SKC—Pablo	Four Year Colleges/Universities: MSU—Bozeman; MSUB—Billings; MSUN—Havre; TECH—Butte; UM— Missoula; UMW—Dillon
---	--	--	---

MILITARY	<ul style="list-style-type: none"> Requires diploma or GED 17 with parental consent; 18 without 	Air Force, Air Guard, Army, Coast Guard, Marines, and Navy For more information: http://todaysmilitary.com
PROFESSIONAL CERTIFICATE	<ul style="list-style-type: none"> Requires diploma or GED Less than 30 credits; little/no general ed credits Complete in one year or less 	Gerontology — FVCC
APPRENTICESHIP	<ul style="list-style-type: none"> Requires diploma or GED Must be at least 18 Minimum 2,000 hours of supervised experience 	See the MT Dept of Labor website for more information: http://wsd.dli.mt.gov/apprenticeship/default.asp
CERTIFICATE OF APPLIED SCIENCE	<ul style="list-style-type: none"> Requires diploma or GED 30-45 credits; limited general education credits Complete in one year or less 	Gerontology — BFCC Personal Trainer — FVCC, SCC Early Childhood Education — DCC
ASSOCIATE'S OF APPLIED SCIENCE DEGREE	<ul style="list-style-type: none"> Requires diploma or GED 60-72 credits; includes 15-25 general ed credits Complete in two years (<i>if prepared academically in math and English</i>) 	Human Services — DCC, FVCC Substance Abuse Counseling — FVCC, BLMSU, DCC, BFCC, SCC Early Childhood Education — UMW, DCC Education Studies — UMW
BACCALAUREATE DEGREE	<ul style="list-style-type: none"> Requires 4-year college prep for admission 128 credits (approximately) Complete in four years 	Communication & Human Relationships — UM Community Health — MSU Early Childhood Education — MSU, UMW Family & Consumer Sciences — MSU Psychology — UM, MSU Social Work — UM, SKC Sociology — MSU

Degree and Program Inventory above may not be all inclusive

PATHWAY DESCRIPTION

Early Childhood Development and Services Pathway: People with careers in early childhood development and services nurture and teach children. They provide services in childcare centers, nursery schools, preschools, public schools, private households, family childcare homes, and before- and after-school programs.

C. CLUSTER (FOUNDATION) KNOWLEDGE AND SKILLS

The following Cluster (Foundation) Knowledge and Skill statements apply to all careers in the Human Services Cluster. Persons preparing for careers in the Human Services Cluster should be able to demonstrate these skills in addition to those found on the Essential Knowledge and Skills Chart.

Cluster Topic HMC01
ACADEMIC FOUNDATIONS: *Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.*

No additional statements in this topic beyond those found in the Essential Knowledge and Skills Chart.

Cluster Topic HMC02
COMMUNICATIONS: *Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.*

No additional statements in this topic beyond those found in the Essential Knowledge and Skills Chart.

Cluster Topic HMC03
PROBLEM-SOLVING AND CRITICAL THINKING: *Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation.*

No additional statements in this topic beyond those found in the Essential Knowledge and Skills Chart.

Cluster Topic HMC04
INFORMATION TECHNOLOGY APPLICATIONS: *Use information technology tools specific to the career cluster to access, manage, integrate, and create information.*

No additional statements in this topic beyond those found in the Essential Knowledge and Skills Chart.

Cluster Topic HMC05
SYSTEMS: *Understand roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. Identify how key organizational systems affect organizational performance and the quality of products and services. Understand global context of industries and careers.*

HMC05.01
Apply principles of planning, design, development, and evaluation when creating professional programs to accomplish long-range goals.

HMC05.01.01
 Design programs or activities to meet specific organizational and professional development needs.

Sample Indicators
 Document that programs and activities effectively address needs.

HMC05.02
Select and employ available human resources to accomplish team objectives in the human services setting.

Computer Applications, English, AW101, C101, ECEC265, EDEC210	
English 1-4, Adult Living	W101, C101, EDEC265, EDEC210
	EDEC230, CM159, PSYX103
	CAPP131, EDEC281 & 283, EDEC270
	EDEC265, SOC101
	EDEC281 & 283
	All ECE labs
	EDEC105, EDEC265, SOC101

Career Clusters Knowledge and Skills

HS

PS

HMC05.02.01 Sample Indicators	Accomplish team objectives using available human resources. Document that team objectives have been met. Provide professional development opportunities for improvement.		
Cluster Topic HMC06	SAFETY, HEALTH AND ENVIRONMENTAL: Understand the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. Follow organizational policies and procedures and contribute to continuous improvement in performance and compliance.		
HMC06.01	Describe, assess, and demonstrate rules and laws which should be followed in a human services setting to promote occupational safety and health.		EDEC130 & 131, HL103
HMC06.01.01	Demonstrate knowledge of rules and laws designed to promote safety and health and their rationale. Identify key rights of employees related to occupational safety and health.		EDEC130 & 131, HL103
Sample Indicators	Identify the responsibilities of employers related to occupational safety and health. Explain the role of government agencies in providing a safe workplace. Demonstrate methods to correct common hazards. Demonstrate personal and group health and safety practices. Implement procedures to protect the health and safety of all individuals.		EDEC130 & 131, HL103 EDEC130 & 131, HL103 EDEC130 & 131, HL103 EDEC130 & 131, HL103
HMC06.01.02	Manage the physical and social environment to reduce conflict and promote safety.		EDEC130 & 131, HL103
HMC06.01.03	Follow regulations and organizational policies and procedures to assure a safe and healthy environment.		EDEC130 & 131, HL103
HMC06.01.04			EDEC130 & 131, HL103
HMC06.01.05			EDEC130 & 131, HL103
HMC06.01.06			EDEC130 & 131, HL103
Cluster Topic HMC07	LEADERSHIP AND TEAMWORK: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.		
HMC07.01	Model behaviors that demonstrate support for the organization's mission and ensure quality service in order to provide quality human services to clients.		EDEC265 & ECEC210
HMC07.01.01	Develop organizational priorities that reflect the organization's mission. Assist in setting organizational priorities to ensure quality. Establish working relationships with all levels of personnel. Use interpersonal skills to build effective working relationships.		all ECE labs all ECE labs all ECE labs all ECE labs all ECE labs
Sample Indicators			
HMC07.01.02			
Sample Indicators			

Career Clusters Knowledge and Skills

HS

PS

HMC07.01.03 Develop culturally competent practices that are sensitive to cultural, religious, disability, and gender issues.
Sample Indicators Set up and/or participate in workshops relating to cultural, religious, disability, and gender issues specific to human services careers.
 Develop service guidelines with other co-workers .
 Maintain working relationships with all levels of personnel.

	all ECE labs
	n/a
	n/a
	all ECE labs

Cluster Topic
HMC08
ETHICS AND LEGAL RESPONSIBILITIES: Know and understand the Importance of professional ethics and legal responsibilities.

HMC08.01 Model ethical and legal conduct while working in the human services industry.

HMC08.01.01 Comply with legal requirements to assure appropriate conduct.
Sample Indicators Assess and document legal compliance.
 HMC08.01.02 Adhere to recognized ethical standards to inspire confidence.
Sample Indicators Assess and document adherence to ethical standards.
 HMC08.01.03 Maintain compliance by seeking ethical and legal guidance from appropriate sources.
Sample Indicators Document, review, and resolve ethical and legal conflicts.

	EDEC108, EDEC265
	all ECE labs
	all ECE labs
	all ECE labs
	all ECE labs
	all ECE labs
	all ECE labs
	all ECE labs

HMC08.02
Demonstrate actions that comply with legal requirements for personal liability to guide personal conduct in the human services setting.

HMC08.02.01 Prevent personal liability by following legal requirements.
Sample Indicators Assess adherence to appropriate personal liability requirements.

	n/a
	n/a
	n/a

Cluster Topic
HMC09
EMPLOYABILITY AND CAREER DEVELOPMENT: Know and understand the Importance of employability skills. Explore, plan, and effectively manage careers. Know and understand the Importance of entrepreneurship skills.

HMC09.01 Explain written organizational policies, rules and procedures to help employees perform their jobs.

HMC09.01.01 Locate appropriate information on organizational policies in handbooks and manuals.
Sample Indicators Identify the contents of various organizational publications.
 Select the appropriate document(s) as reference for the situation.
 HMC09.01.02 Discuss how specific organizational policies and rules influence a specific work situation.
Sample Indicators Locate and identify specific organizational policy, rule or procedure to assist with a given situation.

	EDEC265
	n/a
	n/a
	n/a
	n/a
	n/a
	n/a
	n/a

Explain specific organizational policy, rule or procedure to improve a given situation.

	n/a
--	-----

Pathway Topic
HMPA02
HMPA02.01

COMMUNICATIONS

EDEC281 & 282, EDEC283 & 284,

Describe and use grammatically correct English to enhance learning, direct behavior, and strengthen classroom management.

edec281 & 282, EDEC183 & 284

Engage children in meaningful and developmentally appropriate conversations to enhance learning and direct behavior.

CD1- I, CD2 R

Confirm that children understand and respond by following directions.

CD1- I, CD2 R

Support curriculum development and classroom management by engaging in meaningful conversations with parents and children.

CD1- I, CD2 R

Confirm that children seek information, ask questions, and engage in conversations with adults.

Engage in meaningful conversations with parents and children to support curriculum development and classroom management.

CD1- I, CD2 R

Provide children with learning opportunities that are meaningful and developmentally appropriate.

EDEC210 & 211

Make changes in expectations as needed.

Ask children for input on classroom rules and routines.

Seek parental input for suggestions and advice.

Ask parents to indicate their expectations and hopes.

Use grammatically correct speech and written language to communicate with both the children and families.

CD1- I, CD2 R

Use strategies when providing guidance/intervention for inappropriate behavior (e.g. redirection, appropriate choices, etc).

CD1- I, CD2 R

HMPA02.02 Listen and communicate respectfully and attentively to the child to facilitate ongoing development.

EDEC108, all labs

Interact with child as an individual and in group settings.

CD1- I, CD2 R

Interact with children on their level, bend down to engage children and provide support.

CD1- I, CD1-R

Sample Indicators

Confirm that staff members comment and question children when appropriate.

n/a

Regularly engage parents in conversations concerning their child's development, child development in general and current issues in the program or classroom.

n/a

Regularly engage children in meaningful conversations about areas of interest to the child.

all ECC labs

all ECE labs

all ECE

Ask children to comment and question openly and often.

all labs

Re-phrase and respond to comments appropriately and accurately.

all labs

Provide positive role model to the children.

CD1- I, CD2-R

Encourage participation by showing interest and listening intently to children..

CD1- I, CD2-R

HMPA02.03 Listen and communicate respectfully and attentively to parents to facilitate ongoing child development.

EDEC210 & 211, EDEC247 & 248

Communicate with family members (e.g. greet parents upon arrival and departure, etc).

CD2-I

CD2-I

EDEC105, EDEC210

Sample Indicators

Discuss lesson plans and progress notes with other staff members and parents.

Store past lesson plans and progress notes that are available for review.

Educate families on the development of their child (e.g. send out information such as journal articles, safety recalls, community events, etc.).

CD2-I

Document parents' actions and comments indicating understanding of information provided.

Sample Indicators

HMPA02.03.03 Engage parents in meaningful conversations (showing interest and openness when listening) to encourage participation.

HMPA02.04 Listen and communicate respectfully and attentively to staff members to facilitate child development activities.

HMPA02.04.01 Communicate about classroom activities.

Sample Indicators Communicate scheduled meetings to parents and family.

Keep accurate meeting records.

Implement action plans that are agreed to by all parties.

HMPA02.04.02 Communicate about the developmental abilities of the children in the classroom.

HMPA02.04.03 Communicate information among staff from family members.

HMPA02.05 Write plainly, synthesizing and summarizing information to assure it is easily understood by parents and staff members.

HMPA02.05.01 Document children's development and services provided.

HMPA02.05.02 Inform parents through a variety of methods.

HMPA02.06 Create and organize parent-teacher conferences, open houses and family forums to enhance family and community involvement.

HMPA02.06.01 Discuss children's progress with parents at formal and informal meetings.

Pathway Topic

HMPA03

HMPA03.01

PROBLEM-SOLVING AND CRITICAL THINKING

Analyze situations and apply problem-solving and critical thinking skills to provide solutions in an early childhood setting.

HMPA03.01.01 Manage the learning environment using appropriate techniques.

Sample Indicators Establish a developmentally-appropriate learning environment in which children are able to succeed.

Make changes when necessary.

HMPA03.01.02 Provide intervention (when needed) by utilizing knowledge regarding typical and atypical child development.

Sample Indicators Respond quickly to situations that require adult intervention, such as injury or behavior issues.

Take immediate action to help a child, which may include first aid or calling 911.

Use first aid with universal precautions.

Inform supervisor of problem and action.

Document incident report.

Pathway Topic

HMPA04

HMPA04.01

INFORMATION TECHNOLOGY APPLICATIONS

Select and use appropriate technology to enhance and organize early care and education programs.

HMPA04.01.01 Use computer and applicable software for record keeping, lesson plans, and children's learning activities.

Sample Indicators Keep lesson plans and accurate records up-to-date and readily available.

Engage children in utilizing computer technology.

EDEC210 & 211,

EDEC281 & 282

N/A

N/A

N/A

EDEC283 & 284

N/A

All Labs

ALL ECE labs

n/a

EDEC210 & 211,

n/a

EDEC230, EDEC248, all labs

All Labs

all ECE labs

all ECE labs

EDEC247

all ECE labs

EDEC130 & 131

all ECE labs

all ECE labs

all ECE labs

All Labs

All Labs

All Labs

All Labs

Pathway Topic HMPA05

HMPA05.01

Maintain working partnerships with child development licensing and certification organizations to keep abreast of current procedures and changes.

HMPA05.01.01

Sample Indicators

Identify appropriate licensing regulations.

Document that program is compliant with current licensing regulations.

HMPA05.01.02

HMPA05.01.03

Comply with licensing regulations.
Respond to all licensing and certification communications in a timely manner.

Sample Indicators

Maintain required credentials.

HMPA05.01.04

Sample Indicators

Initiate communication as needed to resolve situations.

Respond proactively when problems arise.

Follow through with suggestions provided.

Cooperate with all service providers.

Respond to requests or concerns.

Follow through with solutions in a timely manner.

HMPA05.02

Foster and create working relationships between staff and parents/family members to encourage involvement and enhance learning.

HMPA05.02.01

Sample Indicators

Greet parents and family members when they enter the program or classroom.

Use correct names for parents and family members.

Talk to parents and families.

Demonstrate strategies to establish and communicate the parent's and family's role as primary teachers.

Pathway Topic HMPA06

HMPA06.01

HEALTH, SAFETY AND ENVIRONMENT

Complete safety and sanitation procedures associated with the early childhood education environment to assure compliance and readiness for potential hazards.

HMPA06.01.01

Sample Indicators

Meet health requirements.

Provide a safe and sanitary environment.

Provide supervision at all times.

Provide and maintain safety indoors and outdoors.

Respond to emergency situations appropriately.

Pathway Topic HMPA07

HMPA07.01

LEADERSHIP AND TEAMWORK

Create an inviting and encouraging atmosphere to encourage parent and family participation.

EDEC108, EDEC265

EDEC108, EDEC265

n/a

n/a

n/a

n/a

all labs

all labs

all labs

All Labs

all labs

all labs

EDEC210 & 211

EDEC211

all EC labs

all EC labs

all EC labs

all EC labs

EDEC130 & 131

EDEC131

EDEC130 & 131

all ECE labs

all ECE labs

all ECE labs

all ECE labs

EDEC210 & 211

EDEC265

CD2- I

CD2-I

CD2- I

CD1- I, CD2

CD1- I

CD1- I

CD1- I

CD1- I

HMPA07.01.01	Present opportunities to enhance parent's and family's roles as primary teachers.	EDEC211, EDEC265
<i>Sample Indicators</i>	<ul style="list-style-type: none"> Write and phone parents/family regularly to inform them about child's progress and activities. Request parents' suggestions for curriculum development. Schedule appointments at parents' requests or on own initiative to discuss child's development. Provide parents with developmental information about their child and typically developing children of their child's age. 	n/a n/a n/a n/a

Pathway Topic
HMPA08
HMPA08.01

HMPA08.01.01	ETHICS AND LEGAL RESPONSIBILITIES Describe and adhere to ethical and legal responsibilities, laws and regulations to protect children and families. Comply with early childhood education laws and regulations.	EDEC265 EDEC265 EDEC265 EDEC265
<i>Sample Indicators</i>	<ul style="list-style-type: none"> Follow through with reporting cases of child abuse. Maintain confidentiality when handling any information concerning children, parents or other staff members. 	CD1- I, CD2- I
HMPA08.01.02	Demonstrate respect for diversity in the early childhood environment.	EDEC265 EDEC265 EDEC265
<i>Sample Indicators</i>	Treat children, parents and other staff with respect at all times.	CD1- I, CD2- I
HMPA08.01.03	Recognize and report abuse and neglect.	EDEC265 EDEC265
<i>Sample Indicators</i>		CD1- I

Pathway Topic
HMPA09

No additional statements in the topic beyond those found in the Cluster and Essential Knowledge and Skills Charts.

EDEC108

Pathway Topic
HMPA10
HMPA10.01

TECHNICAL SKILLS
Employ principles of child growth and development, including social, emotional, physical and cognitive milestones to provide comprehensive program offerings.

EDEC247 & 248

HMPA10.01.01	Create developmentally appropriate activities and lesson plans to reflect various interests and developmental levels.	EDEC281
<i>Sample Indicators</i>	Observe, assess, and document children's progress.	EDEC281 & 284 EDEC105
HMPA10.01.02	Implement developmentally appropriate activities and lesson plans to reflect various interests and developmental levels.	EDEC281 & 284 EDEC105
<i>Sample Indicators</i>	Observe, assess, and document children's progress.	EDEC281 EDEC105 EDEC105 EDEC105 EDEC105
HMPA10.01.03	Evaluate curriculum for compliance with state-specific and NAEYC standards.	EDEC281 & 284 EDEC105
<i>Sample Indicators</i>	Observe, assess, and document children's participation type and level. Observe, assess, and document children's developmental progress. Document that curriculum meets standards.	EDEC281 EDEC105 EDEC105 EDEC105 EDEC105
HMPA10.01.04	Evaluate child's strengths and needs.	EDEC105 all ECE labs
<i>Sample Indicators</i>	Create rapport with the children and parents/family members.	EDEC105

HMPA10.01.05	Analyze children's developmental level from observation and elicited information.	EDEC105
<i>Sample Indicators</i>	Analyze information and observations to individualize a plan of instruction for each child. Observe, assess, and document that children can follow the plan successfully and the progress of the children.	EDEC105 EDEC105

HMPA10.02 Incorporate play and other activities to develop children's skills.

HMPA10.02.01
Sample Indicators
 Create activities suitable for varied learning styles and needs.
 Observe, assess, and document children's participation level.
 Observe, assess, and document children's developmental progress.

CD1- I, CD2- R
 CD1- I, CD2- R
 EDEC281 & 283
 EDEC282 & 284
 all labs
 all EC labs

HMPA10.03 Evaluate curriculum for multicultural awareness activities to ensure a culturally rich and inviting learning environment.

HMPA10.03.01
Sample Indicators
 Create an environment to highlight richness and diversity of staff, children, and their families.
 Behave courteously and respectfully to people of all cultures.
 Create learning activities focused on various cultures.
 Give parents an opportunity to share their culture in the classroom.
 Provide books, posters, food and music representing diversity.

CD1- I, CD2- R
 CD1- I, CD2- R
 All EDEC classes & Labs
 EDEC210 & 211
 All EDEC classes & Labs
 All EDEC classes & Labs
 All EDEC classes & Labs
 All EDEC classes & Labs

HMPA10.04 Evaluate curriculum for inclusiveness of special needs children.

HMPA10.04.01
 HMPA10.04.02
 HMPA10.04.03
Sample Indicators
 Recognize developmental delays in children.
 Network with community agencies to provide special needs services.
 Integrate practices that support the development of special needs children.

CD2- I
 CD1- I
 N/A
 N/A
 N/A
 N/A

R	
E	
R	
E	
R	
R	
R	
I	

Course Notes

R
R
R
R
R

R R R R R R R R R

R R R R R R R R R R R R R R R R R R R

R R

R

R R

R

R R R R R R R R R R

R R R R

R R

R R R R R R R

R R R R R R R

R

R R R R R R R

R R

R

R

R

R

R

R

R

R

R

R

R

R

R

R

R

R

R

R

R

R

R

R

R

R

R

R R R R

R

R R R R R

R