Oklahoma State Regents for Higher Education

CONTRACTUAL ARRANGEMENTS AND/OR TECHNICAL PRIOR LEARNING ASSESSMENT PROGRAM REQUEST FORM

Rose State College
Institution Submitting Proposal

Family Services and Child Development Associate in Applied Science Degree (091)
Program name and State Regents’ three-digit program code

Eastern Oklahoma County Technology Center
Contractual Entity

Date of Governing Board Approval: 09/17/15

Signature of President: [Signature] Date: 09/17/15

Signature of Other Entity Signatory: [Signature] Date: 

State Regents' Policy 3.6 and 3.15
http://www.okhighered.org/admin-fac/academic-forms/
Thank you for your submission. Based on the information detailed below, the Commission has determined that it has sufficient information to constitute notification of the contractual relationship per policy and no further action is required. If you have any further questions, please send an email to changerequests@hlcommission.org.

Name: Dr. Frances M. Hendrix  
Institution: 1635 - Rose State College - OK  
City: Midwest City  
State: Oklahoma  
Email address: fhendrix@rose.edu  
Phone number: 405.733.7395

You confirm you are authorized to provide the Commission with information regarding your institution's contractual arrangements.

Academic program: Family Services and Child Development  
CIP code: 19.0708  
Course catalog name: Introduction to Family Services and Child Development  
Program or credential level: Associate  
Expected start date: 2015-08-17  
Contractual partner: Eastern Oklahoma County Technology  

Total program credit hours: 63  
Credit hours taught by contractual partner: 11  
Calculated percentage: 17.46

The percentage taught by the contractual partner is less than 25%.  
Does the contractual partner provide oversight of the curriculum? Yes  
Does the contractual partner provide assurance of the consistency? Yes  
Does the contractual partner establish academic qualifications for instructional personnel? Yes  

The percentage representing the aggregate of the contractual partner's total efforts: Less than 25%
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You confirm you are authorized to provide the Commission with information regarding your institution's contractual arrangements.

Academic program: Family Services and Child Development
CIP code: 19.0708
Course catalog name: Health, Safety, and Nutrition for Families and Children
Program or credential level: Associate
Expected start date: 2015-08-18
Contractual partner: Eastern Oklahoma County Technology Center

Total program credit hours: 63
Credit hours taught by contractual partner: 11
Calculated percentage: 17.46

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You confirm you are authorized to provide the Commission with information regarding your institution's contractual arrangements.

Academic program: Family Services and Child Development  
CIP code: 19.0708  
Course catalog name: Practicum in Family Services and Child Development  
Program or credential level: Associate  
Expected start date: 2015-08-17  
Contractual partner: Mid-Del Technology Center

Total program credit hours: 63  
Credit hours taught by contractual partner: 11  
Calculated percentage: 17.46

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You confirm you are authorized to provide the Commission with information regarding your institution's contractual arrangements.

Academic program: Family Services and Child Development  
CIP code: 19.0708  
Course catalog name: Learning Environments for Young Children  
Program or credential level: Associate  
Expected start date: 2015-08-18  
Contractual partner: Eastern Oklahoma County Technology Center

Total program credit hours: 63  
Credit hours taught by contractual partner: 11  
Calculated percentage: 17.46

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Contractual Arrangement and/or Technical Prior Learning Assessment Program Request Form

The proposal for a contractual arrangements or technical prior learning assessment (PLA) program should provide the following information.

NOTE: INFORMATION NOT INCLUDED IN THE PROPOSAL MAY CAUSE A DELAY IN PROCESSING.

1. A signature page (institutional president and entity’s signatory) that includes the names of the participating college and other entity.

2. Name of college-level certificate or degree program(s) toward which credit will be awarded, including the State Regents’ three-digit program code and any options.

(The size of the box is NOT an indicator of the amount of information required to address the request. Please include as much information as necessary [the boxes will expand].)

Family Services and Child Development Associate in Applied Science degree program, Rose State College
Early Care and Education of Children, Eastern Oklahoma County Technology Center

3. Will this arrangement include:

   X contractual arrangement   technical assessments (PLA)   Combination of both

4. List a) technical courses on the Statewide Contractual Course Inventory/Technical Crosswalk, b) assessments on the Statewide Inventory of Industrial, Technical and Other Assessments, and/ or c) general education courses that will be included in the contractual or technical PLA program.

   a) Technical Courses in Contractual Arrangements:

| Higher Education Course: FSCD 1213 Introduction to Family Services and Child Development | Contractual Technical Course: You: Working with Young Children Types of Early Childhood Programs A Career for You in Childcare Developing as an Early Education Professional Child Development Principles and Theories Understanding Children from Birth to Age Two Understanding Children Two- and Three-year Olds Middle Childhood Developing Guidance Skills Applying Child Development Concepts | Approved for listing on Statewide Contractual Course Inventory/Technical Crosswalk? Yes No X Request Pending |

State Regents’ Policy 3.6 and 3.15
http://www.okhighered.org/admtnc-fac/academic-forms/
<table>
<thead>
<tr>
<th>Higher Education Course: FSCD 1313 Health, Safety, and Nutrition for Families and Children</th>
<th>Contractual Technical Course: Planning Nutritious Meals and Snacks Guiding Food and Nutrition Experiences Promoting Good Nutrition Promoting Children’s Safety Guiding Children’s Health Selecting Toys, Equipment, and Educational Materials Introduction to Licensing Standards</th>
<th>Approved for listing on Statewide Contractual Course Inventory/Technical Crosswalk?  Yes  No  X Request Pending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Education Course: FSCD 1322 Learning Environments for Young Children</td>
<td>Contractual Technical Course: Preparing for the Roles of the Master Teacher Implementing Best Practices to Comply with Licensing Standards Ensuring Developmentally-appropriate Activities Guiding Children Involving Families and the Community Caring for Children with Special Needs, Gifts, and Talents Managing the Curriculum and the Program for Infants and Toddlers Programs for School-age Children Developing Teaching Resources</td>
<td>Approved for listing on Statewide Contractual Course Inventory/Technical Crosswalk?  Yes  No  X Request Pending</td>
</tr>
<tr>
<td>Higher Education Course: FSCD 2233 Practicum in Family Services and Child Development</td>
<td>Contractual Technical Course: On-the-job Training</td>
<td>Approved for listing on Statewide Contractual Course Inventory/Technical Crosswalk?  Yes  No  X Request Pending</td>
</tr>
</tbody>
</table>

b) Technical Assessments (PLA):

<table>
<thead>
<tr>
<th>Higher Education Course: NONE</th>
<th>Technical Assessment:</th>
<th>Approved for listing on the Statewide Matrix of Industrial, Technical and Other Assessments?  Yes  No  Request Pending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Education Course:</td>
<td>Technical Assessment:</td>
<td>Approved for listing on the Statewide Matrix of Industrial, Technical and Other Assessments?  Yes  No  Request Pending</td>
</tr>
<tr>
<td>Higher Education Course:</td>
<td>Technical Assessment:</td>
<td>Approved for listing on the Statewide Matrix of Industrial, Technical and Other Assessments?  Yes  No  Request Pending</td>
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</table>

State Regents’ Policy 3.6 and 3.15
http://www.okhighered.org/admin-fac/academic-forms/
c) General Education Courses:

<table>
<thead>
<tr>
<th>Higher Education Course:</th>
<th>Location?</th>
<th>Delivery Method?</th>
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<tbody>
<tr>
<td>NONE</td>
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<td>(add rows as needed)</td>
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</tbody>
</table>

5. Detail the maximum number of college credit hours to be articulated through contractual technical courses or technical assessments and the maximum college credit awarded toward the degree for work completed outside the institution1.

<table>
<thead>
<tr>
<th>Total credit hours articulated through contractual technical courses:</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total credit hours articulated through technical assessments:</td>
<td>0</td>
</tr>
<tr>
<td>Total credit hours that can be applied to the degree through</td>
<td>11</td>
</tr>
<tr>
<td>approved contractual technical courses and/or assessments:</td>
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</tr>
<tr>
<td>Total credit hours in general education:</td>
<td>0</td>
</tr>
<tr>
<td>Total credit hours required for the degree:</td>
<td>63</td>
</tr>
</tbody>
</table>

1 Note: the Higher Learning Commission requires that at least "15 of the 60 credits for the associate’s degree be credits earned at the institution itself, through arrangements with other accredited institutions, or through contractual relationships approved by the Commission." However, any time the credit from outside the institution surpasses 50%, a higher level of scrutiny/review from HLC should be expected.

6. Description of the contractual entity’s classroom and laboratory facilities and how they will be utilized.

Eastern Oklahoma County Technology Center uses a similar approach to that of Rose State College; however, they have continued their child care facility where students have practicum experience. Rose State College students accomplish their practicum requirements at a certified facility through EduCare. The Eastern Oklahoma County Technology Center facilities mirror those available at Rose State College to include the standard projection technology, tables/chairs or desks for the lecture environment. Rose State College also uses a simulated child care facility environment for lab or small group activities. Age-specific and developmentally appropriate toys and reading materials are available for students to develop lesson plans for small group and individual group projects. These tools are also available at Eastern Oklahoma County Technology Center.
7. Academic credentials of contractual entity’s faculty responsible for classroom and laboratory experiences. (Include a summary document here. Full vitae, resume and certifications must be included as attachments, as well as documentation of the institutional process for credential and/or experience evaluation for contractual entity’s faculty.)

<table>
<thead>
<tr>
<th>College faculty supervising the contractual arrangement or application of PLA credit for the program:</th>
</tr>
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<tbody>
<tr>
<td>N/A</td>
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</tbody>
</table>

| Contractual entity’s faculty teaching in the contractual arrangement: |
| Ms. Karen Manwell, M.Ed., Human Development with an emphasis in Child Development, University of Central Oklahoma; B.S. in Early Childhood Education, University of Central Oklahoma; Vocational Certification, Family and Consumer Sciences |

8. Outline the process to assure quality academic programming and continuous improvement in the contractual arrangement or technical PLA program.

| Rose State College faculty reviewed the Eastern Oklahoma County Technology Center curriculum and determined that the curriculum duplicated 11 credit hours of instruction that occurs through the Family Services and Child Development Associate in Applied Science degree program at Rose State College. Rose State College faculty reviewed the credentials of faculty from Eastern Oklahoma County Technology Center to ensure faculty hold credentials that meet the minimum requirements for adjunct and full-time faculty assignments at Rose State College. Rose State College faculty added the Eastern Oklahoma County Technology Center faculty to the Rose State College Family Services and Child Development program advisory committee. Rose State College faculty were added to the Eastern Oklahoma County Technology Center Early Care and Education of Children |

9. Describe the criteria for assessment of student outcomes in each contractual technical course and/or assessment.

| See attached syllabi. |
10. To maintain quality courses, the higher education institution will designate an appropriate individual to direct and oversee the contractual arrangement. Provide the name of the individual as well as the criteria and procedures that will be used for an annual evaluation of courses. (Note if same or different from #7)

In addition to the full-time Family Services and Child Care Program faculty member and coordinator, Ms. Kristen Hommel-Miller, Ms. Jerri Cachero, Coordinator for Technology Center Programs, Rose State College, oversees all contractual arrangements with technology centers to ensure that students are advised and enrolled appropriately, serves as the liaison between faculty representatives from the technology centers and the college. She holds meetings with faculty on campus, meets with faculty and staff at each technology center, and arranges and holds joint meetings. She also develops the annual Technology Center catalog, meets with admissions and enrollment staffs from the technology center and on campus, and hosts students from the technology centers on campus on enrollment/advisement days. In addition, she attends advisory committees, and other statewide meetings at the Oklahoma State Regents for Higher Education.

11. Describe the academic and student support services available to students enrolled in the contractual arrangement.

Students from the technology center are hosted on campus. Students are enrolled on campus by Academic Advisors, tour the campus and receive financial aid/college life information from Prospective Student Services and are taken on a campus-wide tour. Students complete their admissions forms, take COMPASS exams, are enrolled and attend various related seminars on campus. Students have access to the College’s website services such as those available in the Learning Resources Center and receive a Rose State College student I.D. card which grants students' rights and privileges of a Rose State College student.

A college liaison visits each campus on a weekly basis to assist with questions related to degree completion, financial aid deadlines, Ticket to Rose, etc., and serves as an advisor to these students at their technology center.

12. Outline the financial arrangements between the institution and the contractual entity if different from that specified in policy; this should include student tuition and other charges applicable to the contractual arrangement.

Students pay the state-adopted rate of $8.00 per credit hour since instruction takes place at the technology center under the technology center budget.
13. Indicate if high school students may be enrolled in this contractual arrangement and/or any restriction based on age of students due to the nature of the technical field, licensure requirements, etc.

High school students are eligible for enrollment provided that they meet the admission requirements under the cooperative agreement policy.
COOPERATIVE AGREEMENTS PROGRAM  
ROSE STATE COLLEGE/EASTERN OKLAHOMA COUNTY TECHNOLOGY CENTER  
Fall 2015 – Spring 2016  
RSC – Social Sciences Division  
Degree: A.A.S. Family Services and Child Development  
Contacts: Professor Kristen Hommel Miller  
Division Academic Advisor: Ms. Cathy Ogle  
Eastern Oklahoma County Technology Center Program: Early Care and Education of Children  
Contacts: Ms. Karen Manwell

<table>
<thead>
<tr>
<th>RSC Course Number and Title</th>
<th>EOC Technology Center Units Covered</th>
<th>Credit Hours</th>
<th>RSC Faculty Initials</th>
<th>Tech Center Faculty Initials</th>
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</table>
| FSCD 1213: Introduction to Family Services and Child Development | - You: Working with Young Children  
- Types of Early Childhood Programs  
- A Career for You in Childcare  
- Developing as an Early Education Professional  
- Child Development Principles and Theories  
- Understanding Children from Birth to Age Two  
- Understanding Children Two-and Three-year Olds  
- Middle Childhood  
- Developing Guidance Skills  
- Applying Child Development Concepts | 3 | | |
| FSCD 1313: Health, Safety, and Nutrition for Families and Children | - Planning Nutritious Meals and Snacks  
- Guiding Food and Nutrition Experiences  
- Promoting Good Nutrition  
- Promoting Children’s Safety  
- Guiding Children’s Health  
- Selecting Toys, Equipment, and Educational Materials  
- Introduction to Licensing Standards | 3 | | |
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<tr>
<th>Course Code</th>
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<tr>
<td>FSCD 1322</td>
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<td></td>
<td>• Preparing for the Roles of the Master Teacher</td>
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<td>• Implementing Best Practices to Comply with Licensing Standards</td>
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<td>• Ensuring Developmentally-appropriate Activities</td>
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<td>• Guiding Children</td>
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<td>• Involving Families and the Community</td>
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<td>• Caring for Children with Special Needs, Gifts, and Talents</td>
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<td>• Managing the Curriculum and the Program for Infants and Toddlers</td>
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<td>• Programs for School-age Children</td>
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<td>Developing Teaching Resources</td>
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<td>FSCD 2233</td>
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<td>On-the-job Training</td>
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ASSOCIATE TEACHER

Professional Development - FSCD1212
You Working with Young Children
Types of Programs
Characteristics of a Professional
Block Test

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Health and Safety - FSCD 1312
Introduction to licensing Standards
Guiding Children's Safety
Guiding Children's Health
Personal Safety
Block Test

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Introduction to Child Development - FSCD1411
Understanding Children: Birth -Two
Programs for Infants and Toddlers
Understanding Two - Three year olds
Understanding Four - Five year olds
Understanding School Age Development
Programs for School Age Development
Block Test

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<td>Planning Nutritious Meals and Snacks</td>
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<td>Block Test</td>
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<td>Work Based Learning FSCD 2233</td>
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<td>Practicum Lab Hours</td>
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<td>Guiding Storytelling Experiences</td>
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<td>Selecting Toys and Equipment</td>
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<td>Guiding Art Blocks and Sensory</td>
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<td>Guiding Play and Puppetry</td>
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GRADING SYSTEM
EARLY CARE AND EDUCATION

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = Below 60
Administrative Failure = Result of excessive absences and tardies

Progress reports are sent every 5 weeks. Progress reports are sent to all students not just students experiencing challenges. This report will detail attendance, lab performance, written work, and tests. Written work and assignments that are not in will be noted on the report. This program is a competency based program so all assignments and tests must be eventually completed and turned in for a student to be a completer. The progress report helps a student to adjust pace and performance before the grading period ends.

Grades are averaged on a TOTAL POINTS system. The student will receive a check list for all L.A.P.'s and tests with the total possible points assigned. Lab's and projects are worth a possible 100 points each. Students will be accountable for 4 lab's per nine weeks and 1 project per nine weeks. As a general rule they will be averaged on 4 L.A.P. packets, 4 tests, and 1 block test per nine weeks. This does vary a little due to circumstances with school schedules, lab activities etc. that change the amount of class time. The students are provided specific information of this nature several times the week before progress reports go out. Class work is adjusted and modified to meet the needs of each individual student. Being aware of your learning style makes you a more productive worker. I discuss this during orientation week. I expect each student to discuss with me any challenges he/she faces that need adjustments in a non-traditional way. We are very fortunate to have a team of people with expertise in many areas in our Educational Enhancement Center to assist in any situations that cannot be addressed in the classroom. I will contact parent/guardian if after the first 9 weeks we are not seeing adequate progress. Motivation is a key factor to success and that sometimes takes a team effort to accomplish.

I thrive on success! I want each student in the program to be successful! This often takes a little time to find the combination. Tech is very different than traditional school classes with lecture/assignment/test. The mix of written work and performance can take some getting used to. Also the self-paced nature of the program requires self-direction and self-motivation. The key is to ask questions, read any and all notes on the board, and stay focused on your assigned task.
EASTERN OKLAHOMA COUNTY TECHNOLOGY CENTER

EARLY CARE AND EDUCATION

4601 N. CHOCТАW RD.

CHOCTAW, OKLAHOMA  73020

Rose State College

TITLE: Professional Development in Family Services and Child Development FSCD 1212

INSTRUCTIONAL AREA: Rose State Articulation—FSCD 1212

OBJECTIVES:

Upon completion of the course Ethics and the Early Childhood Educator, the student will be able to:

1. Discuss areas of possible job opportunities in the field of early childhood. The CDA credential, associate and bachelor’s degree will be discussed as these credentials and degrees are relevant to career choices.

2. Demonstrate the development of an Educational Professional Development Plan while using Oklahoma’s Core Competencies for Early Childhood Practitioners. Included in this discussion will be the establishment of professional development goals and timelines in meeting those goals.

3. Review criteria for professional dress, interview processes and the development of resumes.

4. Develop a resume which includes components of experience, education and certificates earned.

5. Design an appropriate cover letter.

6. Participate in “mock” interview.

7. Review all professional organizations relevant to positions being investigated.

8. Gather material for portfolio relevant to career interest, including resource file of referral agencies.

9. Review NAEYC’s “Code of Ethical Conduct.”

Methods of Instruction:  

Text  The Child Care professional — Karen Stephens  
Working with Young Children — Judy Herr

DVD  Career In Child Development  
Working with Children  
All In a Day’s Work/Understanding Yourself
L.A.P.'s:

- You: Working with Young Children
- Types of Early Childhood Programs
- A Career for You in Early Childhood Education
- Characteristics of a Professional
- Developing as an Early Education Professional

Assessment:

- L.A.P. Test
- Block Test

Individual Activities and Assignments (within L.A.P.'s)

Class assignments, lab performance, attendance and participation
TITLE: Practicum in Family Services and Child Development FSCD 2233

INSTRUCTIONAL AREA: Rose State Articulation—FSCD 2233

OBJECTIVES:

Upon completion of the course Practicum in Family Services and Child Development, the student will be able to:

1. Exhibit proficiency in managing children, working with family groups, or clients in agency settings.
2. Plan educational materials for children or families in group setting
3. Critique their experiences in lab setting.
4. Demonstrate ability to work with children, families and staff members.
5. Develop an age-appropriate curriculum plan for young children.
6. Attend a Parent Teacher Conference
7. Participate in Focused Portfolio discussion
8. Plan a family event or parent meeting including resources and guest speaker

Methods of Instruction: Mentoring Sessions – Observation and Feedback of Presentations and Activities

Assessments: N/A

Individual activities and assignment (within curriculum)

Class assignments, lab performance, parent interaction

Attendance and Participation
EASTERN OKLAHOMA COUNTY TECHNOLOGY CENTER

EARLY CARE AND EDUCATION

4601 N. CHOCTAW RD.

CHOCTAW, OKLAHOMA  73020

Rose State College

TITLE: Health and Safety for Families and Children FSCD 1312

INSTRUCTIONAL AREA: Rose State Articulation—FSCD 1312

OBJECTIVES:

Upon completion of the course Health and Safety for Families and Children, the student will be able to:

1. Explore laws related to neglect and abuse.
2. Examine current licensing requirements related to health, safety and welfare.
3. Review the elements involved in providing a safe and healthy learning environment for young children.
4. Mentor to and educate young children and their family members concerning positive health practices.
5. List symptoms of illnesses and diseases in children, then demonstrate the best methods of care for those children.
6. List the state required childhood immunizations and the recommended schedule for these immunizations. Name optional immunizations and reasons for administration of those immunizations.
7. Discuss the process of communicable/infectious disease control.
8. Discuss various methods of reporting and then correcting safety hazards in and around home and child care centers.
9. Review methods for promoting safe work and play habits for children
10. Explain the four principles of safety management: advanced planning, careful supervision, establishing rules, and conducting safety education.
11. Research appropriate forms to:
   a. Obtain necessary health information upon the child's enrollment
   b. Report Illness to families
   c. Report incidents/accidents to families
Methods of Instruction:

- **Text**
  - Good Health Handbook
  - DHS Licensing Requirements
  - Common Childhood Illnesses
  - Child Care Childhood Illnesses
  - Caring for Our Children
  - Illness in Childcare
  - Child Abuse and Neglect

- **DVD**

L.A.P's:

- Guiding Children's Safety
- Guiding Children's Health
- Introduction to Licensing Standards
- Personal Safety

Assessment:

- L.A.P. Test
- Block Test

Individual Activities and Assignments (within L.A.P.s)

Class assignments, lab performance, attendance and participation
OBJECTIVES:

Upon completion of the course Introduction to Child Development, Stages and Theories, the student will be able to:

1. Exhibit a basic understanding of the theories of Piaget, Erickson, Bandura, Montessori, Vygotsky, Dewey, and others.
2. Discuss how the theories of the above mentioned theorists apply to the emotional, cognitive, social and physical development in the early childhood classroom.

Methods of Instruction:

**TEXT**  
Working with Young Children – Judy Herr

**DVD**  
Child Development Theorists
Child Development Basics
Caring for Infants and Toddlers
Terrific Two's
Three's on the Threshold
Child Development 4-6
School Age Connection

L.A.P.'s:

- Child Development Principles and Theories
- Understanding Children from Birth to Age Two
- Understanding Two-and Three-year Olds
- Understanding Four-and Five-year Olds
- Understanding School-Age Development
- Developing Guidance Skills
Assessment:

- L.A.P. Tests
- Block Tests

Individual Activities and Assignments (within L.A.P.’s)

Project Evaluation on Each Required Project Implement

Class assignments, lab performance, attendance and participation
EASTERN OKLAHOMA COUNTY TECHNOLOGY CENTER

EARLY CARE AND EDUCATION

4601 N. CHOCTAW RD.

CHOCTAW, OKLAHOMA 73020

Rose State College

TITLE #1311 Nutrition for Families and Children FSCD 1311

INSTRUCTIONAL AREA: Rose State Articulation—FSCD 1311

OBJECTIVES:

Upon completion of the course Nutrition for Families with Children, the student will be able to:

1. Describe general child care and/or Health Department licensing requirements related to nutrition and serving food.
2. Identify and explain the function of My Plate Recommendations and how they are used for menu planning.
3. Plan two weeks menus for a child development facility or supported for a family of a limited budget using the breakfast, lunch, and snack plan (for family menu, plan supper rather than a snack).
4. Prepare four cooking activities experiences with children, two activities that could be used in a group setting and two activities in a family setting.
5. Demonstrate an understanding of special dietary concerns of children, such as obesity or allergies, by identifying the concerns from observations and/or case studies, and describe remedial dietary treatment.
6. Design appropriate form to:
   a. Record necessary nutrition information to request about each individual as they are enrolled in the Family Services/Child Development;
   b. Systematically report nutrition information to families.

Methods of Instruction:

TEXT Working with Young Children – Judy Herr
CACFP Training Manual and Supplements
DVD Nutrition Guidance for Child Care
Introduction to Food Bourne Illnesses
L.A.P.'s:

- Planning Nutritious Meals and Snacks
- Guiding Food and Nutrition Experiences
- Promoting Good Nutrition

Assessment:

- L.A.P. Test
- Block Test

Individual Activities and Assignments (within L.A.P.'s)

Project Evaluation for each assigned project implement

Class assignments, lab performance, attendance and participation
EASTERN OKLAHOMA COUNTY TECHNOLOGY CENTER

EARLY CARE AND EDUCATION

4601 N. CHOCTAW RD.

CHOCTAW, OKLAHOMA 73020

Rose State College

TITLE Learning Environment for Young Children FSCD 1332

INSTRUCTIONAL AREA: Rose State Articulation—FSCD 1332

OBJECTIVES:

Upon completion of the course Learning Environment for Young Children, the student will be able to:

1. Explain how a developmentally appropriate environment affects the cognitive, social-emotional and physical development of the child.
2. Display knowledge of the stages of play and how to select those appropriate to individuals and small groups.
3. Display knowledge of creativity as it relates to play and curriculum choices.
4. Demonstrates and understanding of principles of child development as they apply to room arrangement and design.
5. Exhibit an ability to identify objectives and relate them to activities. I.e. Pass Skills, Early Learning Guidelines and Focused Portfolio Milestones.
6. Exhibit an understanding of how developmentally appropriate practices can affect room arrangement and selection of equipment.
7. Plan and implement group for children birth to eight years old.
8. Develop curriculum plans to include all activity areas including group time.
9. Compare commercially developed toys and teacher made materials.

Methods of Instruction:

TEXT
Working with Young Children – Judy Herr
Planning Activities for Children
Child Centered Curriculum
Sensory Play
Building Mathematical Competencies in Early Childhood
Guiding Social Studies Experiences

DVD
Art and Music for Preschoolers
Dramatic Play
Structured Play Gross Motor Activities
Activities a Print Rich Environment
Block Play
Dramatic Play More than Playing House
Music and Early Learning
Is Your Child Gifted?
Successfully Educating Preschoolers with Special Needs

L.A.P.'s:
- The Curriculum
- Preparing the Environment
- Guiding Storytelling Experiences
- Guiding Art Block Building and Sensory
- Guiding Play and Puppetry
- Guiding Music and Movement
- Guiding Math Experiences
- Guiding Science Experiences
- Guiding Social Studies Experiences
- Selecting Toys and Equipment
- Caring for Children with Special Needs and Talents

Tests:
- L.A.P. Tests
- Block Test

Individual Activities and Assignments (within L.A.P.'s)

Project Evaluation Tool on all assigned project implements

Class assignments, lab performance, attendance and participation