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

Mid-Del Technology Center
Contractual Entity

Date of Governing Board Approval: 09/17/15

Signature of President: [Signature] Date: 9/17/15

Signature of Other Entity Signatory: [Signature] Date: 9/24/15
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: Mid-Del Technology Center

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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State: Oklahoma  
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Phone number: 405.733.7395

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

Academic program: Introduction to 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: 2015-08-17  
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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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: Learning Environments for Young Children
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

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
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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: 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

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%
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/admin-fac/academic-forms/
<table>
<thead>
<tr>
<th>Higher Education Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSCD 1313 Health, Safety, and Nutrition for Families and Children</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>Approved for listing on Statewide Contractual Course Inventory/Technical Crosswalk?</td>
</tr>
<tr>
<td>_Yes _No _X Request Pending</td>
</tr>
<tr>
<td>Higher Education Course:</td>
</tr>
<tr>
<td>FSCD 1322 Learning Environments for Young Children</td>
</tr>
<tr>
<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>
</tr>
<tr>
<td>Approved for listing on Statewide Contractual Course Inventory/Technical Crosswalk?</td>
</tr>
<tr>
<td>_Yes _No _X Request Pending</td>
</tr>
<tr>
<td>Higher Education Course:</td>
</tr>
<tr>
<td>FSCD 2233 Practicum in Family Services and Child Development</td>
</tr>
<tr>
<td>Contractual Technical Course: On-the-job Training</td>
</tr>
<tr>
<td>Approved for listing on Statewide Contractual Course Inventory/Technical Crosswalk?</td>
</tr>
<tr>
<td>_Yes _No _X Request Pending</td>
</tr>
</tbody>
</table>

b) Technical Assessments (PLA):

<table>
<thead>
<tr>
<th>Higher Education Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NONE</td>
</tr>
<tr>
<td>Technical Assessment:</td>
</tr>
<tr>
<td>Approved for listing on the Statewide Matrix of Industrial, Technical and Other Assessments?</td>
</tr>
<tr>
<td>_Yes _No _Request Pending</td>
</tr>
<tr>
<td>Higher Education Course:</td>
</tr>
<tr>
<td>Technical Assessment:</td>
</tr>
<tr>
<td>Approved for listing on the Statewide Matrix of Industrial, Technical and Other Assessments?</td>
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<td>_Yes _No _Request Pending</td>
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<td>Higher Education Course:</td>
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</tr>
<tr>
<td>_Yes _No _Request Pending</td>
</tr>
</tbody>
</table>
c) General Education Courses:

<table>
<thead>
<tr>
<th>Higher Education Course</th>
<th>Location?</th>
<th>Delivery Method?</th>
</tr>
</thead>
<tbody>
<tr>
<td>NONE</td>
<td>Location?</td>
<td>Delivery Method?</td>
</tr>
<tr>
<td></td>
<td>Location?</td>
<td>Delivery Method?</td>
</tr>
<tr>
<td></td>
<td>Location?</td>
<td>Delivery Method?</td>
</tr>
</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 institution⁴.

Total credit hours articulated through contractual technical courses: 11

Total credit hours articulated through technical assessments: 0

Total credit hours that can be applied to the degree through approved contractual technical courses and/or assessments: 11

Total credit hours in general education: 0

Total credit hours required for the degree: 63

⁴ 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.

Mid-Del 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 Mid-Del 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 Mid-Del 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.)*

College faculty supervising the contractual arrangement or application of PLA credit for the program:
N/A

Contractual entity’s faculty teaching in the contractual arrangement:
Ms. Glenda Crabree, M.S., Home Economics Education, University of Central Oklahoma; B.S., Vocational Home Economics, University of Central Oklahoma; Associates’ Degree, Rose State College; National Board Certification

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 Mid-Del 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 Mid-Del 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 Mid-Del Technology Center faculty to the Rose State College Family Services and Child Development program advisory committee. Rose State College faculty were added to the Mid-Del 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/advancement 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.

State Regents' Policy 3.6 and 3.15

http://www.okhighered.org/admin-fac/academic-forms/
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/MID DEL TECHNOLOGY CENTER  
Fall 2015 – Spring 2016  

RSC – Social Sciences Division  
Degree: A.A.S. Family Services and Child Development (0254)  

Contacts: Professor Kristen Hommel Miller  
Division Academic Advisor: Ms. Cathy Ogle  

Mid Del Technology Center Program: Early Care and Education of Children  
Contacts: Ms. Glenda Crabtree  

Credit Total: 11 Hours  

<table>
<thead>
<tr>
<th>RSC Course Number and Title</th>
<th>Mid Del Technology Center Units Covered</th>
<th>Credit Hours</th>
<th>RSC Faculty Initials</th>
<th>Tech Center Faculty Initials</th>
</tr>
</thead>
</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 | | |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Topics</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSCD 1322</td>
<td>Learning Environments for Young Children</td>
<td>Preparing for the Roles of the Master Teacher</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implementing Best Practices to Comply with Licensing Standards</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ensuring Developmentally-appropriate Activities</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Guiding Children</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Involving Families and the Community</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Caring for Children with Special Needs, Gifts, and Talents</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Managing the Curriculum and the Program for Infants and Toddlers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Programs for School-age Children</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Developing Teaching Resources</td>
<td></td>
</tr>
<tr>
<td>FSCD 2233</td>
<td>Practicum in Family Services and Child Development</td>
<td>On-the-job Training</td>
<td>3</td>
</tr>
</tbody>
</table>
Early Care and Education Teacher Assistant (Course Code: FC00020)
Career Major: Early Care & Education Teacher Assistant (Career Major Code: HM0010006)
Career Cluster: Human Services
Career Pathway: Early Childhood Development & Services
Course Length: 525 Hours
Instructor: Glenda Crabtree

Contact hours: 2:00-3:00 P.M.
Office phone: (405) 735-1707 ext. 6343
E-mail: gcrabtree@mid-del.net
Prerequisites: None

COURSE DESCRIPTION:
This course prepares students to provide instructional assistance to children under the direction of a licensed teacher in early care and education facilities. Students are taught health and safety, guidance, curriculum, and nutrition in a classroom/laboratory setting as well as in a supervised practicum experience. Upon successful completion of Teacher Assistant, the student is also recognized as having met the Entry Level Child Care Training (ELCCT) requirements.

COURSE TOPICS:
The course will cover the following topics:
- Child Development
- Creating a Safe and Healthful Environment
- Guiding Children
- Promoting Good Nutrition
- Providing an Environment for Learning
- Involving Families and the Community
- Planning Learning Experiences for Children

COURSE OBJECTIVES:
At the end of this course, students will be able to:
- Research licensing standards and accreditation sources for state
- Report on characteristics of quality child care program
- List types of child abuse and risk factors that increase chances of abuse
- State resources for dealing with child abuse and neglect
- Match types of jobs in child care to descriptions
- Identify state educational requirements for childcare positions and elements of professional development program
- Research licensing and certification opportunities for child care professionals
- Complete chart on immunizations
- Answer questions about communicable and non-communicable illnesses and diseases
- Determine appropriate or inappropriate techniques used to avoid cross-contamination
- State general procedures for caring for a sick child
- State guidelines for dealing with children and families coping with stress
- Answer questions about general safety guidelines and transportation safety precautions and procedures
- Answer questions about precautions and procedures involving emergencies
- Define developmental stages from infancy to school age
- Distinguish among emotional, intellectual, physical, and social development
- Answer questions about heredity and environment in child development
- Answer questions about types of play and importance of play in child development
- Discuss ways in which developmental levels affect behavior and guidance
- Describe styles of care giving
Early Care and Education
Course Syllabus

- List skills for effective communication
- Select from a list of developmental milestones of infants, toddlers, two-year olds, preschool, and school-age children
- State guidelines for influencing development of infants, toddlers, two-year olds, preschool, and school-age children
- Select from a list of general information that should appear on day care child record card
- Answer questions about guidelines for recording administration of medication
- State circumstances requiring completion of accident report
- Answer questions about promoting positive parent and child care teacher relationships
- Profile community resources available to a child care facility

CURRICULUM RESOURCES:
Working with Young Children-Goodheart-Willcox
Early Care and Education: Teacher Assistant - CIMC

EVALUATION AND GRADING:
Projects 20% Special projects will be assigned each 9 weeks.
Daily Work 30% A daily grade will be given.
Lab Assignments 30% Working in the Learning Center and Preschool.
Tests 20% Tests will be used as periodic assessments.

Grading Rubric:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Performance Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Independent Learner</td>
</tr>
<tr>
<td></td>
<td>Does research, designs, plans; applies academic skills; evaluates work and makes adjustments; quality work; needs little help from teacher; seeks out and finds resources on own; demonstrates knowledge with a grade of 90 or higher.</td>
</tr>
<tr>
<td>B</td>
<td>Semi-Independent Learner</td>
</tr>
<tr>
<td></td>
<td>Does research, Designs, plans; needs some help from teacher; quality work with a few flaws; needs feedback from teacher to realize work is not up to standard; redoes it to meet standards; demonstrates knowledge with a grade of 80 or higher.</td>
</tr>
<tr>
<td>C</td>
<td>Dependent Learner</td>
</tr>
<tr>
<td></td>
<td>Needs help to research, design and plan or must be given a plan; relies a great deal on teacher; must be given procedures for performing tasks; requires significant help to produce a quality product; needs help to evaluate product; final product is still not up to standards; demonstrates knowledge with a grade of 70 or higher.</td>
</tr>
<tr>
<td>D</td>
<td>Dependent Learner with no skills</td>
</tr>
<tr>
<td></td>
<td>Did not complete projects; if projects were completed, they were of such low quality that is was not acceptable work; show little effort to document procedures followed; show little criteria to determine quality; scored less than 70 on knowledge tests.</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
</tbody>
</table>
|       | Did not complete projects; if projects were completed, they were of such low quality that they did not pass; failed to document procedures followed; did not show criteria for determining quality; scored less than 60 on knowledge tests; poor attendance.

CLASSROOM EXPECTATIONS:

- BE PROFESSIONAL
- BE POSITIVE
- BE PREPARED
- BE ACCOUNTABLE
Early Care and Education
Course Syllabus

- State guidelines for writing accurate child observations/assessments
- Profile skills and attitudes needed by child care professionals in caring for children with special needs
- Answer questions about certification and training for care of child with special needs
- List ways to adapt toys, equipment, and activities for child with special needs, gifts, and talents
- Answer questions about principles and goals of curriculum and program management

CURRICULUM RESOURCE:
Early Care and Education: Master Teacher - CIMP

EVALUATION AND GRADING:

<table>
<thead>
<tr>
<th>Task</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>Daily Work</td>
<td>30%</td>
<td>A daily grade will be given</td>
</tr>
<tr>
<td>Lab Assignments</td>
<td>30%</td>
<td>Working in the Learning Center and Preschool</td>
</tr>
<tr>
<td>CJT Evaluations</td>
<td>20%</td>
<td>On the Job Training Evaluations due bi-weekly</td>
</tr>
<tr>
<td>Tests</td>
<td>20%</td>
<td>Tests will be used as periodic assessments</td>
</tr>
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Grading Rubric:

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Does research, designs, plans; applies academic skills; evaluates work and makes adjustments; quality work; needs little help from teacher; seeks out and finds resources on own; demonstrates knowledge with a grade of 90 or higher. |
| B       | Semi-Independent Learner
Does research, Designs, plans; needs some help from teacher; quality work with a few flaws; needs feedback from teacher to realize work is not up to standards; redo's it to meet standards; demonstrates knowledge with a grade of 80 or higher. |
| C       | Dependent Learner
Needs help to research, design and plan or must be given a plan; relies a great deal on teacher; must be given procedures for performing tasks; requires significant help to produce a quality product; needs help to evaluate product; final product is still not up to standards; demonstrates knowledge with a grade of 70 or higher. |
| D       | Dependent Learner with no skills
Did not complete projects; if projects were completed, they were of such low quality that is was not acceptable work; show little effort to document procedures followed; show little criteria to determine quality; scored less than 70 on knowledge tests. |
| F       | Failure
Did not complete projects; if projects were completed, they were of such low quality that they did not pass; failed to document procedures followed; did not show criteria for determining quality; scored less than 60 on knowledge tests; poor attendance. |

CLASSROOM EXPECTATIONS:

- BE PROFESSIONAL
- BE POSITIVE
- BE PREPARED
- BE ACCOUNTABLE
Early Care and Education
Course Syllabus

Early Care and Education Master Teacher

Career Major: Early Care & Education Master Teacher (Career Major Code: HM0010001)
Career Cluster: Human Services
Career Pathway: Early Childhood Development & Services
Course Length: 1050 Hours
Instructor: Glenda Crabtree

Contact hours: 2:00-3:00 P.M.
Office phone: (405) 739-1707 ext. 6343
E-mail: gcrabtree@mid-del.net
Prerequisites: Early Care and Education Teacher Assistant

COURSE DESCRIPTION:
Early Care & Education Master Teacher – This major prepares students to be licensed teachers in early care and education facilities responsible for the general supervision, development, and education of children. In addition to learning how to attend to children’s basic needs, students learn to organize activities that stimulate a child’s physical, emotional, intellectual, social, and creative growth. Instruction occurs in the classroom and laboratory as well as in a supervised practicum experience. Successful completion of Master Teacher curriculum with three months full-time experience meets the Licensing and Standards Criteria of Oklahoma for Master Teacher.

COURSE TOPICS:
The course will cover the following topics:
- Implementing Best Practices to Comply with Licensing Standards
- Ensuring Developmentally-Appropriate Activities
- Providing for Children’s Health and Safety
- Guiding Children
- Involving Families and the Community
- Caring for Children with Special Needs, Gifts, and Talents
- Managing the Curriculum and the Program
- Developing as an Early Education Professional

COURSE OBJECTIVES:
At the end of this course, students will be able to:
- Identify responsibilities of master teacher
- Discuss team roles of master teacher in childcare environment
- Develop profile of job outlook in childcare careers, including educational requirements in a career ladder
- Answer questions about key points in code of ethics of NAEYC and performance standards of Head Start
- Prepare personal development plan from self-evaluation
- Organize resource collection for professional resource file
- Answer questions about state licensing standards and regulations
- Answer questions about injury, illness, and disease reporting
- Answer questions about requirements for evacuation procedures and reporting safety hazards
- Answer questions about developmentally appropriate physical, cognitive, social, and emotional activities
- Present developmentally appropriate activities to individual children and small groups
- Review health and safety procedures of child care center
- List elements of emergency plan
- Answer questions about guidelines regarding ill children
- State guidelines for ensuring staff use of positive guidance techniques
- List steps for responding to common guidance situations
- State guidelines for conducting formal parent conference
- Explain uses of child observations/assessments
Chapter 1: "You: Working with Young Children"
Objectives: After studying this chapter, you will be able to:
- Explain how social and economic changes will increase the need for child care services
- Describe career opportunities in the early childhood field
- Describe the CDA Credential
- List responsibilities of the early childhood teacher
- Explain how certain characteristics can promote the success of early childhood teachers in caring for and educating young children

Chapter 2: "Types of Early Childhood Programmes"
Objectives: After studying this chapter, you will be able to:
- List and describe the various types of early childhood programs available to parents and their children
- Explain the advantages and disadvantages of each type of program
- Explain steps a parent may take in choosing quality child care
- List the components of center accreditation

Chapter 3: "Observing Children: A Tool for Assessment"
Objectives: After studying this chapter, you will be able to:
- List purposes of assessment
- Contrast initial and ongoing assessment
- List the factors to consider in choosing a method of assessment
- List the advantages and disadvantages of various assessment tools
- Summarize guidelines for observing children

Chapter 4: "Understanding Children from Birth to Age Two"
Objectives: After studying this chapter, you will be able to:
- Describe the areas and characteristics of development
- Chart the physical development of children in the first two years after birth
- Describe how children develop cognitively in the first two years after birth
- Explain how children in the first two years after birth develop socially and emotionally

Chapter 5: "Understanding Children Two- and Three-Year-Olds"
Objectives: After studying this chapter, you will be able to:
- Describe the physical, cognitive, and social-emotional development of two-year-olds.
- Explain how three-year-olds develop physically, cognitively, socially, and emotionally
- Relate how the development of two- and three-year-olds will affect the students' roles as teachers

Chapter 6: "Understanding Four- and Five-Year-Olds"
Objectives: After studying this chapter, you will be able to:
- Describe the physical, cognitive, and social-emotional development of four- and five-year-olds
- Explain how teachers can plan programs and relate to four- and five-year-olds in developmentally appropriate ways

Chapter 7: "Middle Childhood"
Objectives: After studying this chapter, you will be able to:
- Describe the physical, cognitive, and social-emotional development of school-age children
- Summarize potential health concerns of middle childhood
- Explain moral development during childhood

Chapter 8: "Preparing the Environment"
Objectives: After studying this chapter, you will be able to:
- Explain the value of planned indoor and outdoor space
- Name the basic activity areas in a center, along with the functions of each area
- List criteria to consider when choosing playroom furniture and color schemes
- Summarize factors that affect the organization of space in a center
- Organize basic activity areas of the classroom and outdoor play yard

Chapter 9: "Selecting Toys, Equipment, and Educational Materials"
Objectives: After studying this chapter, you will be able to:
- Describe safety factors to consider when purchasing toys and play yard equipment
- Explain how to report unsafe toys and equipment to the appropriate agencies
- List sources and methods for purchasing toys and equipment
- Identify toys and educational materials that teach children appreciation for people of all cultures

Chapter 10: "Promoting Children's Safety"
Objectives: After studying this chapter, you will be able to:
- List objectives for maintaining a safe environment for children
- Describe guidelines to follow for promoting children's safety
- Identify the signs of child abuse

Chapter 11: "Planning Nutritional Meals and Snacks"
Objectives: After studying this chapter, you will be able to:
- List goals for a good nutrition program
- Explain the importance of a healthy diet
- Describe nutritional problems that can result from a poor diet
- Name the food groups in the Food Guide Pyramid for Young Children and the main nutrients they supply
- Plan nutritious and appealing meals and snacks

Chapter 12: "Guiding Children's Health"
Objectives: After studying this chapter, you will be able to:
- Develop a workable health policy for a child care center
- List steps for controlling the spread of foodborne illnesses
- Explain the importance of first aid training
- Identify various injuries and outline procedures for treating them
- Explain how to care for children who become ill while in your care

Chapter 13- “Developing Guidance Skills”
Objectives: After studying this chapter, you will be able to:
- Identify goals of effective guidance
- List personality traits of effective early childhood teachers
- Describe principles of direct and indirect guidance
- Explain various techniques for effective guidance
- Summarize ways to promote a positive self-concept in each child

Chapter 14- “Guidance Problems”
Objectives: After studying this chapter, you will be able to:
- Identify situations and feelings that cause tension in children
- Describe behavior problems that result from tension
- Guide children as they learn appropriate behavior
- Describe the effects of family stressors on children and families

Chapter 15- “Establishing Classroom Rules”
Objectives: After studying this chapter, you will be able to:
- Explain the reasons for having classroom limits
- List guidelines for establishing classroom limits
- Describe methods for enforcing limits
- List useful limits for various classroom areas and activities

Chapter 16- “Handling Daily Routines”
Objectives: After studying this chapter, you will be able to:
- Explain the importance of a daily schedule
- Explain the use of transition techniques to move smoothly from one activity to another

Chapter 17- “The Curriculum”
Objectives: After studying this chapter, you will be able to:
- Develop program goals
- Explain the content and process-centered approach to curriculum development
- Describe factors to consider in curriculum planning
- Illustrate the use of themes as a basis for planning curriculum
- Write a block plan and lesson plan

Chapter 18- “Guiding Art, Blockbuilding, and Sensory Experiences”
Objectives: After studying this chapter, you will be able to:
- Explain how art experiences promote physical, social, emotional, and cognitive growths
- Describe techniques for guiding art experiences
- List the stages of art skill development
- Compile a list of art supplies needed for a well-stocked classroom
- Plan a variety of art, blockbuilding, sensory, and woodworking activities suitable for young children

Chapter 19- “Guiding Storytelling Experiences”
Objectives: After studying this chapter, you will be able to:
- Explain the advantages of storytelling
- List the four types of children’s books
- Discuss the process of choosing children’s books
- Outline the steps to follow when reading aloud to children
- Explain a variety of storytelling methods

Chapter 20- “Guiding Play and Puppetry Experiences”
Objectives: After studying this chapter, you will be able to:
- Describe the stages of play
- Explain the stages of material use in play
- Summarize the benefits of socio-dramatic play
- Summarize the benefits of puppetry experiences
- Make different types of puppets

Chapter 21- “Guiding Manuscript Writing”
Objectives: After studying this chapter, you will be able to:
- Define manuscript writing
- List reasons for encouraging the development of writing skills in preschool settings
- Explain activities that help children develop writing skills
- Outline the sequence children follow in learning alphabet letters
- Discuss guidelines to use to help children develop writing skills

Chapter 22- “Guiding Math Experiences”
Objectives: After studying this chapter, you will be able to:
- List objectives of early math experiences
- Recognize a variety of items that can be used to promote math experiences
- Identify math experiences that promote the development of key math concepts

Chapter 23- “Guiding Science Experiences”
Objectives: After studying this chapter, you will be able to:
- Explain what is meant by the term science
- Discuss reasons for studying science
- Outline the procedure for planning science activities
- List a variety of science supplies and sources for supplies
- Explain the role of the teacher in guiding science experiences
- Identify methods for developing children’s understanding of their senses
- Name and explain various ways to teach science concepts

Chapter 24 - "Guiding Social Studies Experiences"
Objectives: After studying this chapter, you will be able to:
- Explain the importance of social studies experiences
- Outline the role of the teacher in designing and guiding social studies experiences
- Describe ways to include multicultural, intergenerational, government, ecology, geography, holiday, and current events concepts in curriculum

Chapter 25 - "Guiding Food and Nutrition Experiences"
Objectives: After studying this chapter, you will be able to:
- Explain the value of food and nutrition experiences
- Give examples of ways to work with parents to best serve children’s nutritional needs
- List nutritional concepts to teach in early childhood settings
- Outline the procedure for conducting cooking experiences
- Identify various eating problems encountered in young children

Chapter 26 - "Guiding Music and Movement Experiences"
Objectives: After studying this chapter, you will be able to:
- Explain the benefits of music experiences
- Outline the teacher’s role in music experiences
- Name a variety of rhythm instruments
- List considerations for scheduling music activities
- Plan a variety of music activities
- Describe movement activities that promote children’s development

Chapter 27 - "Guiding Field Trip Experiences"
Objectives: After studying this chapter, you will be able to:
- Describe the importance of field trips
- List ways to promote safety on field trips
- Outline the process for selecting a field trip
- Explain the types and purposes of theme walks
- Plan a field trip from pre-trip planning to follow-up activities

Chapter 28 - "Programs for Infants and Toddlers"
Objectives: After studying this chapter, you will be able to:
- List the characteristics of a nurturing infant-toddler caregiver
- State guidelines for proper infant-toddler care
- Select toys that are safe and developmentally appropriate for infants and toddlers
- Plan the curriculum for infants and toddlers

Chapter 29 - "Programs for School-Age Children"
Objectives: After studying this chapter, you will be able to:
- Describe the three basic program models used in school-age child care
- Identify the characteristics of an effective teacher in a school-age child care program
- Discuss how to arrange indoor and outdoor space in a school-age child care environment
- Explain ways to assess children’s interests for curriculum planning
- List the components of a typical daily schedule in a school-age child care program

Chapter 30 - "Guiding Children with Special Needs"
Objectives: After studying this chapter, you will be able to:
- Explain the role of the teacher in working with children who have special needs
- Describe methods of integrating children with special needs into a typical program
- Explain the special needs of children who are gifted and how these needs can be met

Chapter 31 - "Parent Involvement"
Objectives: After studying this chapter, you will be able to:
- List objectives for parent involvement
- Cite advantages and disadvantages of various methods for involving parents in the center
- Describe the importance of a positive caregiver/family alliance
- Explain how to conduct a discussion group

Chapter 32 - "A Career for You In Child Care"
Objectives: After studying this chapter, you will be able to:
- Rank your job preferences
- Compile a resume
- Write a letter of application
- List various methods for seeking employment
- List questions to ask during an interview
- Explain the basic interviewing process
Chapter 1 “Introduction to Child Care and Licensing Standards”
Objectives: After studying this chapter, you will be able to:
- identify types of child care
- identify characteristics of a quality child care program
- research licensing standards
- identify types of child abuse

Chapter 2 “Developing as a Child Care Professional”
Objectives: After studying this chapter, you will be able to:
- identify necessary attributes of child care providers
- identify state educational requirements for child care positions
- describe elements of a professional development program

Chapter 3 “Providing for Children’s Health”
Objectives: After studying this chapter, you will be able to:
- identify guidelines for promoting good health
- identify necessary factors for communicable diseases to be transmitted
- explain how cross-contamination can happen

Chapter 4 “Providing for Children’s Safety”
Objectives: After studying this chapter, you will be able to:
- identify general safety guidelines and the necessity for safety in a child care environment
- identify precautions and procedures involving emergencies
- state guidelines for fire prevention and safety

Chapter 5 “Performing Housekeeping Responsibilities”
Objectives: After studying this chapter, you will be able to:
- state guidelines for housekeeping
- identify safety guidelines for using household cleaning supplies
- identify guidelines for laundry washing

Chapter 6 “Applying Child Development Concepts”
Objectives: After studying this chapter, you will be able to:
- list the basic needs of children
- match major theorists in child development to their theories
- define developmental stages from infancy to school-age
- distinguish among emotional, intellectual, physical, and social development
- observe children in types of play

Chapter 7 “Guiding Children”
Objectives: After studying this chapter, you will be able to:
- Discuss ways in which developmental levels affect behavior and guidance
- Describe the three styles of care giving
- Discuss how the styles of care giving affect children
- Contrast discipline and punishment
- State the goals for discipline
- List skills for effective communication

Chapter 8 “Caring for Infants, Toddlers, and Two-Year-Olds”
Objectives: After studying this chapter, you will be able to:
- Identify the abilities of infants
- State guidelines for responding to an infant
- Identify developmental milestones of infants, toddlers and two-year-olds
- Identify safety guidelines to follow when feeding babies
- Identify guidelines for encouraging toilet training

Chapter 9 “Caring for Preschool-age Children”
Objectives: After studying this chapter, you will be able to:
- Identify a preschool child’s interactive abilities
- Identify developmental milestones of preschool children
- State guidelines for interacting with preschool children
Chapter 10 “Caring for School-Age Children”
Objectives: After studying this chapter, you will be able to:
- identify developmental milestones of school-age children
- discuss guidelines for interacting with school-age children
- list a school-age child's interactive abilities

Chapter 11 “Promoting Good Nutrition”
Objectives: After studying this chapter, you will be able to:
- match essential nutrients to their functions
- label the food groups in the Food Guide Pyramid
- match mealtimes practices to the appropriate age groups
- identify guidelines for sanitary practices in food preparation, personal sanitation, storage, and clean-up
- plan a one-day menu for toddlers, two-year-olds, preschool children, and school-age children
- develop a nutrition activity for children

Chapter 12 “Providing an Environment for Learning”
Objectives: After studying this chapter, you will be able to:
- Identify spaces needed for a child care program
- Describe types of activity areas
- Discuss considerations for arranging indoor activity areas
- Discuss how the learning environment relates to the development and behavior of children
- Identify materials and equipment appropriate for children at different developmental stages
- Identify learning materials which demonstrate acceptance of cultural diversity

Chapter 13 “Caring for Children with Special Needs, Gifts and Talents”
Objectives: After studying this chapter, you will be able to:
- Identify considerations when caring for children with special needs, gifts and talents
- List types of special needs
- Describe physical or neurological disabilities
- Describe types of emotional or behavioral problems
- Discuss the rights of children with special needs

Chapter 14 “Developing Teaching Resources”
Objectives: After studying this chapter, you will be able to:
- Identify a resource file and the benefits of a resource file
- identify guidelines for field trips
- develop age-appropriate activities

Chapter 15 “Developing Program Plans”
Objectives: After studying this chapter, you will be able to:
- describe considerations in developing curriculum
- list factors to consider in planning a schedule
- discuss integrating learning centers
- develop a daily time schedule

Chapter 16 “Maintaining A Record Keeping System”
Objectives: After studying this chapter, you will be able to:
- state the purposes of a record keeping system
- state health record information that should appear on the day care child record card
- explain the need for confidentiality in record keeping
- state circumstances requiring completion of an accident report

Chapter 17 “Involving Parents And The Community”
Objectives: After studying this chapter, you will be able to:
- explain the purposes of informal parent conferences
- state guidelines for conducting informal parent conferences
- identify guidelines for responding to parents' complaints
Early Care and Education
Master Teacher Objectives

Book: Master Teacher

"Preparing For The Roles Of The Master Teacher"
Objectives: After studying this chapter, you will be able to:
- Identify responsibilities of the Master teacher
- Select from a list necessary attributes and skills of a Master teacher
- List the attributes of a team
- List key elements in job satisfaction
- Assess personal readiness for Master teacher in a child care environment

"Implementing Best Practices to Comply with Licensing Standards"
Objectives: After studying this chapter, you will be able to:
- Answer questions about the coverage of state child care licensing standards and regulations
- Identify methods for ensuring compliance with state licensing standards and regulations
- Explain the implications of local governing agencies on licensing standards
- Respond to scenarios involving compliance
- Complete an injury report form

"Ensuring Developmentally Appropriate Activities"
Objectives: After studying this chapter, you will be able to:
- Develop physical activities
- Develop intellectual/cognitive activities
- Develop social activities
- Develop emotional activities
- Develop self-concept activities
- Develop creative activities

"Providing for Children's Health and Safety"
Objectives: After studying this chapter, you will be able to:
- Identify annual training requirements for health and safety
- List elements of an emergency plan
- List resources for crisis management
- State criteria for effective procedures

"Guiding Children"
Objectives: After studying this chapter, you will be able to:
- Distinguish among roles and responsibilities of child care staff in guiding children
- Complete statements about criteria for assessing your individual effectiveness in guiding children
- State guidelines for ensuring staff use of positive guidance techniques
- Respond to scenarios involving guidance roles and responsibilities
- List steps for responding to common guidance situations
- Identify skills for communicating with parents

"Involving Families and the Community"
Objectives: After studying this chapter, you will be able to:
- Identify basic format of a formal conference
- Respond to scenarios involving formal conferences
- Identify ways to use community resources in teaching
- Explain the uses of child observations/assessments
- Describe acceptable formats for assessing children

"Caring for Children with Special Needs, Gifts and Talents"
Objectives: After studying this chapter, you will be able to:
- List requirements of the Americans With Disabilities Act
- Identify criteria of effective classrooms and activities for children with special needs, gifts and talents
- List ways to adapt toys, equipment and activities for a child with special needs, gifts and talents
- Explore personal attitudes and expectations about special needs/diverse abilities, gifts and talents

"Managing the Curriculum and the Program"
Objectives: After studying this chapter, you will be able to:
- State ways to use planning time effectively
- Develop a weekly lesson plan for each age group
- Develop twelve monthly themes
- State criteria for the selection of equipment and materials
- State guidelines for managing staff relations

"Developing As An Early Education Professional"
- Discuss the importance of maintaining personal wellness.
- Explain the purpose of a code of ethics
- Respond to scenarios involving Codes of Ethics
- Explain the purpose of self-evaluation for your professional development