
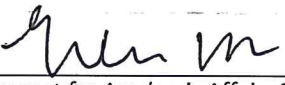
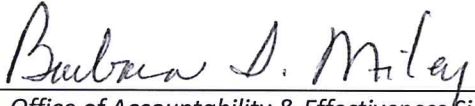


Note: Before completing this proposal, all core courses for a new program or certificate must have already been reviewed (or submitted for the same meeting) by the Curriculum Committee and approved by the Provost. In addition, the complete catalog page must be included at the end of this document.

School or Division	School of Education
Proposed by (faculty only)	Kelly Roy
Presenter (faculty only)	Regina Miller for Kelly Roy
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and must be submitted for a later date.	
Submission date	10/8/2018
<p>All Curriculum proposals require approval of the Curriculum Committee and the Vice Provost for Academic Affairs. Final approval or denial of a proposal is reflected on the completed and signed proposal.</p> <p><input checked="" type="checkbox"/> Approve <span style="margin-left: 150px;"><input type="checkbox"/> Do Not Approve</span></p> <p>               Curriculum Committee Chair Signature <span style="margin-left: 150px;"><u>12/11/18</u></span>              Date         </p>	
<p><input checked="" type="checkbox"/> Approve <span style="margin-left: 150px;"><input type="checkbox"/> Do Not Approve</span></p> <p>               Interim Provost for Academic Affairs Signature <span style="margin-left: 150px;"><u>12-12-18</u></span>              Date         </p>	
<p>All Curriculum proposals require review by the Office of Accountability &amp; Effectiveness.</p> <p><input checked="" type="checkbox"/> Reviewed</p> <p>               Office of Accountability &amp; Effectiveness Signature <span style="margin-left: 150px;"><u>1-4-19</u></span>              Date         </p>	

**Section I, Important Dates and Endorsements Required**

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Vice Provost for Academic Affairs' Office.

<b>Term in which approved action will take place</b>	Fall 2019
<b>Provide an explanation below for the requested exception to the effective date.</b>	
Type in the explanation for exception.	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean and Vice Provost for Academic Affairs prior to submission to the Dropbox.</b>		
<b>Dean</b>	<b>Signature</b>	<b>Date</b>
Type name here		
<b>Vice Provost for Academic Affairs</b>	<b>Signature</b>	<b>Date</b>
Dr. Eileen DeLuca		

<b>Required Endorsements</b>	<b>Type in Name</b>	<b>Select Date</b>
<b>Department Chair or Program Coordinator/Director</b>	Kelly Roy	10/8/2018
<b>Academic Dean or Vice Provost for Academic Affairs</b>	Larry Miller	10/8/2018

<b>Library Review:</b> Has the Libraries' Collection Manager been contacted about the new program or certificate and discussed potential impacts to the libraries' collections?
No, this will not result in a need for new materials.

<b>List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).</b>
Kelly Roy, Julia Kroeker, Mary Harder, and Mary Barbara Trube

**Section II, New Program or Certificate Information (must complete all items)**

List new program or certificate.	Child Development Specialization Certificate
<p><b>Describe (below) the process by which the need for the new program or certificate was identified.</b>  <b>Along with the summary, delineate the parties that have endorsed the new program such as Advisory Board, Faculty, and/or Ad Hoc Committees. Submit Minutes of meetings and endorsements along with this form.</b></p>	
<p>The need for the certificate was identified as a result of the Department of Early Learning's Career Pathway initiative for professional development and career advancement in Early Childhood Education. It was requested in April 2018 that State Colleges consider developing or adopting certificates to enhance early childhood educators' opportunities to move through the Tiers of credentials, and provide opportunities for recognition of achievement prior to completion of the AS. This has been endorsed by ECE faculty and staff.</p>	
<p><b>Provide a summary of the Program needs analysis.</b></p>	
<p>The needs analysis consisted of consideration of existing courses being gathered into a certificate to create a ladder for students that is consistent with the request from the Office of Early Learning.</p>	
<p><b>Provide a summary of the Salary Levels that graduates of this Program can expect to make.</b></p>	
<p>Students can earn between \$9.00/hour and \$20.00/hour following completion of the certificate.</p>	
<p><b>Briefly describe the existing resources available needed to implement this new program.</b></p>	
<p>Courses and faculty are in place and can accommodate the potential students pursuing the certificate. Courses will be offered online and blended supported through eLearning.</p>	
<p><b>Briefly describe the additional resources needed to implement this new program.</b></p>	
<p>Documentation of completion of the certificate and recognition on the transcript will be necessary. An increase in the number of students participating in graduation may result.</p>	
<p><b>Briefly describe any Program Accreditation required for this program.</b></p>	
<p>None currently</p>	
<p><b>Briefly describe any Industry Certification available for student to take during or following completion this program.</b></p>	
<p>This supports students' work towards an Florida Advanced Early Care and Education Credential.</p>	
<p><b>Project (below) the average enrollment for core courses.</b></p>	
<p>22</p>	
<p><b>Describe (below) how this projection was determined.</b></p>	
<p>Courses are currently being taught annually and that is their average enrollment each year. Some courses are offered each semester.</p>	
<p><b>List (below) similar programs or certificates at other colleges and universities.</b></p>	
<p>This certificate is a part of the statewide ECE framework. It is offered at Broward College, the College of Central Florida, Eastern Florida State College, Gulf Coast State College, and others currently.</p>	

**For AS and Certificate Programs:** Attach a Copy of the related FLDOE Curriculum Frameworks. Copy and paste the "Standards" from the FLDOE framework (one standard per row). List the FSW course or courses in which that Standard is taught.

<b>Program Title: Child Development Early Intervention Certificate</b>	
<b>Career Cluster: Education &amp; Training</b>	
<b>FLDOE Framework Standard</b>	<b>FSW Course</b>
01.0 Demonstrate knowledge of child growth and development.	CHD 1220 EEC 1947
02.0 Demonstrate knowledge of disabling conditions	EEX 1013
03.0 Demonstrate knowledge of early childhood education	EEC 1202
04.0 Guide physical development.	EEC 1947 EEX 1013
05.0 Guide cognitive, language, and literacy development.	CHD 2324 EEC 1946 EEC 1947
06.0 Guide creative development.	CHD 1332
07.0 Guide social, self-help and affective development.	CHD 1220 EEC 1603 EEC 1947
08.0 Demonstrate knowledge of state and local rules and regulations.	CHD 1134 EDF 2005
09.0 Demonstrate knowledge of appropriate methods of guidance and classroom management.	EEC 1603 EEC 1946 EEC 1947
10.0 Initiate and facilitate positive interaction with the child's family	CHD 1134 EEX 1013
11.0 Demonstrate knowledge of safety, health and nutrition.	HSC 1421
12.0 Identify and report child abuse and neglect in accordance with state regulations.	HSC 1421 EDF 2005
13.0 Demonstrate knowledge of community needs and resources.	EEX 1013
14.0 Demonstrate professionalism.	CHD 1134 EEC 1946
15.0 Demonstrate various observation and recording methods.	CHD 1134 EEC 1946
16.0 Demonstrate use of classroom media.	EME 2040

**Include complete new catalog page as an attachment. Proposals without the new catalog page will not be reviewed by the committee.**



**Section III, Personnel and Resources Needed** (add rows as necessary)

<b>Faculty position(s) (List discipline)</b>	<b>Full time or adjunct?</b>	<b>Total annual expenses</b>
No new positions		
<b>Staff position(s) (List title)</b>	<b>Full time or part time?</b>	<b>Total annual expenses</b>
No new positions		
<b>Describe (below) library resources needed to support this program or certificate. Explain rationale for response, even if answer is none.</b>		
No new resources are necessary		
<b>Describe (below) the technology, facilities, laboratory, or other resources needed to support this program or certificate.</b>		
No new resources are necessary		
<b>List (below) the estimated annual amount required for educational materials and supplies or other operating expenses for implementation of the new program or certificate.</b>		
No new resources are necessary		
<b>Identify (below) the funding source to be used for personnel and operating expenses.</b>		
No new resources are necessary		

**Section III, Justification for proposal**

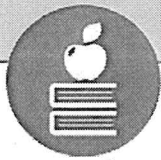
<b>Provide justification (below) for this proposed curriculum action.</b>
The addition of this certificate can offer students an opportunity for recognition and achievement as they progress towards their AS, or to support them in their workplace. It is consistent with a statewide initiative of incentives. It can increase completion rates as well.

### Recommended Course Sequence

Semester	Course	Credit	Preschool	Inclusion	Child Dev.
Fall 1	(General Education) Mathematics	3			
	ENC 1101 Composition I	3			
	EEC 1000 Foundations in Early Childhood Education	3	X		
	CHD 1135 Understanding Young Children	3	X		
	SLS 1515 Cornerstone Experience Course	3			
Spring 1	(General Education) Social Sciences (Writing Intensive)	3			
	CHD 1134 Management of Early Childhood Learning	3	X		X
	SPC 1017 Fundamentals of Speech Communication	3			
	HSC 1421 Health, Safety, and Nutrition for the Young Child	3			X
	CHD 1220 Introduction to Child Development	3	X		X
Fall 2	(General Education) Natural Sciences	3			
	EEC 1603 Positive Guidance and Behavior Management	3		X	X
	EEC 1946 Early Childhood Practicum I	3			X
	CHD 2324 Early Childhood Language Arts and Reading	3			X
	EDF 2005 Introduction to the Teaching Profession	3			X
	CHD 1332 Creative Experiences for the Young Child	3		X	X
Spring 2	EEX 1013 Special Needs in Early Childhood Education	3		X	X
	EEC 1202 Principles of Early Childhood Curriculum	3			X
	EEC 1947 Early Childhood Practicum II	3			X
	EDF 2085 Introduction to Diversity for Educators	3		X	
	EME 2040 Introduction to Technology for Educators	3			X

Added as an addendum to the certificate during 12/7/18 curriculum committee meeting:  
STUDENTS MUST EARN A C OR BETTER IN ALL EARLY CHILDHOOD EDUCATION  
COURSES (INCLUDING THOSE WITH THE FOLLOWING PREFIXES: CHD, DEP, EEC,  
EEX, EDF, EME, AND HSC) REQUIRED FOR THE MAJOR FOR A COURSE TO MEET  
DEGREE COMPLETION REQUIREMENTS FOR THE AS IN ECE.

*MEM*  
*12/11/18*



## Associate of Science in Early Childhood Education- 2166

**Career Pathway:** Education

**Location(s):** Courses for this program are offered at all BC locations. The core Early Childhood Education courses are only offered at the North Campus and the Judson A. Samuels South Campus. Please consult the course schedule for specific semester locations.

**Program Entrance Requirements:** HS Diploma or GED

**Program Description:** Opportunities for a rewarding career in early childhood abound for the well trained professional interested in being a teacher of young children, supervisor of children's programs, or owner of a child care facility. The Associate of Science degree combines classroom and field experiences to give students the necessary background for success in the job market. Visit the program's website for more information.

### Build Your Education



### Recommended Course Sequence

Full Time	Course ID	Description	Credit	TC1	TC2	TC3	TC4
Term 1	ENC1101	Composition I	3				
	MGF1106*	Foundations of Mathematical Reasoning or College Algebra	3				
	MAC1105	Child Guidance	3	X		X	X
	EEC1200	Early Childhood Education	3	X	X		X
	CGS1060C	Computer and Internet Literacy	3				
Term 2	ENC1102	Composition II	3				
	PSY2012	General Psychology	3				X
	CHD1331	Creativity for Young Children	3				X
	CHD1320	Curriculum Planning for Early Childhood	3	X	X	X	X
Term 3	CHD1334	Children's Literature Language Arts	3				X
	SPC1024	Introduction to Speech Communication or Public Speaking	3				X
	SPC1608						
Term 4	CHD1338	Math and Science for the Young Child	3				X
	HLP1081	Total Wellness	2				
	CHD1940	Practicum I: Observation and Evaluation	3				X
	EDF1005**	Introduction to the Teaching Profession	3				
	DEP2002	Child Psychology	3		X	X	X
Term 5	HUM1020	Foundations of the Humanities	3				
	CHD2800	Admin and Management in Early Childhood Education	3	X	X	X	X
	CHD2441	Practicum II	3				X
	BSC1005	Biological Principles	3				
	BSC1005L	Biological Lab	1				
<b>Total Program Credit Hours</b>			<b>60</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>36</b>

Notes: \*Student may need to take MAT1033/STA1001 based on placement score.

\*\*Recommended elective. This course is required for admission into any baccalaureate Education program.

Part Time	Course ID	Description	Credits	TC1	TC2	TC3	TC4
Term 1	ENC1101	Composition I	3				
	EEC1200	Early Childhood Education	3	X	X		X
Term 2	MGF1106*	Foundations of Mathematical Reasoning	3				
	MAC1105 EEC1603	or College Algebra Child Guidance	3	X		X	X
Term 3	CGS1060C	Computer and Internet Literacy	3				
	CHD1331	Creativity for Young Children	3				X
Term 4	ENC1102	Composition II	3				
	CHD1320	Curriculum Planning for Early Childhood	3	X	X	X	X
Term 5	CHD1334	Children's Literature Language Arts	3				X
	SPC1024 SPC1608	Introduction to Speech Communication or Public Speaking	3				X
Term 6	CHD1338	Math and Science for the Young Child	3				X
	PSY2012	General Psychology	2				X
Term 7	CHD1940	Practicum I: Observation and Evaluation	3				X
	DEP2002	Child Psychology	3		X	X	X
Term 8	EDF1005**	Introduction to the Teaching Profession	3				
	CHD2800	Admin and Management in Early Childhood Education	3	X	X	X	X
Term 9	Humanities	General Education Humanities	3				
	HLP1081	Total Wellness	3				
Term 10	CHD2441	Practicum II	3				X
	BSC1005	Biological Principles	3				
	BSC1005L	Biological Lab	1				
<b>Total Program Credit Hours</b>			<b>60</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>36</b>

Notes: \*Student may need to take MAT1033/STA1001 based on placement score.

\*\*Recommended elective. This course is required for admission into any baccalaureate Education program.

**CHOOSE YOUR COURSES**

## Program Highlights



**Credit for Prior Learning:** Accelerate your path to completion with these options:

- Credit by exam
- Earned Industry certifications
- Prior Learning Assessment
- And much more...



**Related Industry Certifications:** Upon completing this program, graduates will be eligible to sit for the following industry certifications/licenses: N/A



**Get an Internship:** After completing your first year of coursework make sure to visit the Career Center for internship opportunities that help you take your career to the next level!



**Median Wage and Job Growth Outlook:** Broward College has Career Coach! It is designed to help you find a good career by providing the most current local data on wages, employment, job postings, and associated education and training.



**Fund Your Education:**

This Program is Financial Aid eligible. Scholarships may be available.

**Get Started Today!**

START APPLICATION



Florida Department of Education  
Curriculum Framework

**Program Title:** Early Childhood Inclusion Specialization  
**Career Cluster:** Education & Training

CCC	
CIP Number	0413121000
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-2051 - Special Education Teachers, Preschool
CTE Program Resources	<a href="http://www.fl DOE.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fl DOE.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

**Purpose**

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

The content includes but is not limited to child development early childhood education; establishing and maintaining a safe, clean, healthy learning environment, guidance techniques and classroom management; communication; identification and reporting of child abuse and neglect; implementation of rules and regulations; nutrition; family interaction; legal and professional responsibilities, and employability skills. Programs prepare individuals to assume major care giving, educational, and maintenance responsibilities within home or center-based programs under the supervision of a lead teacher or supervisor.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.



## Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate knowledge of early childhood education practices.
- 02.0 Demonstrate knowledge of early intervention and inclusion strategies.
- 03.0 Demonstrate knowledge of observing and assessing young children.
- 04.0 Demonstrate knowledge of the learning environment for young children.

Florida Department of Education  
Student Performance Standards

Program Title: **Early Childhood Inclusion**  
 CIP Number: **TBD**  
 Program Length: **12 credit hours**  
 SOC Code: **TBD**

**This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004). At the completion of this program, the student will be able to:**

01.0	Demonstrate knowledge of early childhood education practices. The student will be able to:
01.01	Explain typical and atypical development.
01.02	Characterize the principles and patterns of child development.
01.03	Demonstrate an understanding of the signs of trauma, abuse and neglect.
01.04	Identify agencies in the community that screen and evaluate for intervention services to support children and their families.
01.05	Demonstrate an understanding of the science of early brain development.
01.06	Demonstrate an understanding of the foundations and fundamentals of autism spectrum disorders (ASD) and developmental delays (including causes and indicators, prevalence, effects on learning and effects on life).
01.07	Demonstrate an understanding of the foundations and fundamentals of giftedness.
02.0	Demonstrate knowledge of early intervention and inclusion strategies. The student will be able to:
02.01	Demonstrate an understanding of social and emotional competence in children.
02.02	Identify strategies that will improve executive functioning skills in young children.
02.03	Demonstrate an understanding of developmentally appropriate approaches (i.e.: conscious discipline techniques, positive behavior support, etc.)
02.04	Identify appropriate strategies that support and empower diverse families through respectful, reciprocal relationships.
03.0	Demonstrate knowledge of observing and assessing young children. The student will be able to:
03.01	Demonstrate an understanding of the difference between screening and assessment.
03.02	Explain the importance of observation and assessment.
03.03	Identify the tools and processes for documenting and collecting information.

03.04	Demonstrate an understanding of how observation and assessment data are used to monitor student growth and development.
03.05	Demonstrate an understanding of how data from observations and assessments are utilized to identify children in need of intervention strategies.
03.06	Develop strategies for reporting observation and assessment results to families and staff members.
03.07	Demonstrate an understanding of how data from observation and assessments assist in the development of individual educational plans (IEP) and/or individual family service plans (IFSP).
04.0	Demonstrate knowledge of the learning environment for young children. The student will be able to:
04.01	Assess the learning environment to increase accessibility and support inclusion.
04.02	Demonstrate an understanding of developmentally and functionally appropriate materials and equipment.
04.03	Identify methods of differentiating instruction to meet the needs of all children.
04.04	Utilize best practices in educational neuroscience research to plan activities.
04.05	Explain the importance and role of assistive technology in teaching.
04.06	Identify the guiding principles, laws, and funding options for assistive technology.
04.07	Identify types of assistive technology options for young children.

## Additional Information

### Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Special Notes

Students will be encouraged to participate in organizations and associated activities which are consistent with their professional goals. These include but are not limited to Early Childhood Association of Florida, National Association for the Education of Young Children and The Council for Exceptional Children.

### Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

### Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:  
<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education  
Curriculum Framework

Program Title: Preschool Specialization  
Career Cluster: Education & Training

CCC	
CIP Number	0419070908
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-2011 – Preschool Teachers, Except Special Education
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

**Purpose**

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

The purpose of this program is to prepare students as early childhood education caregivers with a preschool specialization or to provide supplementary training for persons previously or currently employed in these occupations.

The content includes but is not limited to growth and development, early childhood education; establishing and maintaining a safe, clean, healthy, learning environment; guidance techniques and classroom management; communication; identification of child abuse and neglect; implementation of rules and regulations; nutrition; family interaction; legal and professional responsibilities; and employability skills. Programs prepare individuals to assume major care giving and educational responsibilities within home or center-based programs for preschool children.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Plan for, establish, and maintain a safe, clean and healthy learning environment for three, four and five-year-old preschool children.
- 02.0 Demonstrate a knowledge of child growth and development of a three, four and five-year-old child.
- 03.0 Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver.

Florida Department of Education  
Student Performance Standards

Program Title: Preschool Specialization  
CIP Number: 0419070908  
Program Length: 12 credit hours  
SOC Code: 25-2011

**This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004). At the completion of this program, the student will be able to:**

01.0	Plan for, establish, and maintain a safe, clean and healthy learning environment for three, four, and five-year-old preschool children. The student will be able to:
01.01	Identify good health and safety habits and potential hazards in a child care facility.
01.02	Identify accidents common to children and appropriate first aid techniques.
01.03	Outline the steps to be taken in case of seizures, accidents or injury to a child.
01.04	Outline the steps to be taken in case of a fire or other disaster and identify evacuation procedures.
01.05	Demonstrate developmentally appropriate health activities.
01.06	Demonstrate developmentally appropriate safety activities.
01.07	Identify a food program to meet the nutritional needs of children and demonstrate developmentally appropriate nutrition education activities.
01.08	Observe and collect data on safety, health and nutrition.
01.09	Identify and outline procedures to deal with allergies.
02.0	Demonstrate knowledge of child growth and development of a three, four and five-year-old preschool child. The student will be able to:
02.01	Demonstrate knowledge of the basic principles related to child growth and development.
02.02	Identify various influences on the development of a child from three to five years.
02.03	Guide the physical development of three, four and five-year-old Preschool children by planning and implementing developmentally appropriate activities that promote fine and gross motor development.
02.04	Guide the cognitive, language and literacy development of three, four, and five-year-old preschool children by planning and implementing developmentally appropriate activities in the areas of math, science, social science, language and literacy.
02.05	Guide the creative development of three, four, and five-year-old Preschool children by planning and implementing developmentally appropriate activities in the areas of music, art, dramatic play and creative movement.



02.06	Guide the social and affective development of three, four, and five-year-old preschool children by planning and implementing activities that help develop interpersonal skills, positive self-esteem and promote multicultural understanding.
02.07	Demonstrate age appropriate methods of guiding behavior in three, four and five-year-old preschool children.
02.08	Select developmentally appropriate equipment and materials that will promote child growth and development.
02.09	Observe and collect data on physical, cognitive, creative and social/emotional development.
02.10	Demonstrate knowledge of an inclusive environment.
02.11	Demonstrate knowledge of unbiased practices.
03.0	Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver. The student will be able to:
03.01	Initiate and facilitate positive interaction with the child's family or primary caregiver.
03.02	Demonstrate knowledge of the social, economic, cultural and political forces that have an impact on the lives of children and families.
03.03	Implement parent involvement activities.
03.04	Demonstrate interpersonal skills.
03.05	Share information about child development and developmentally appropriate practices.
03.06	Demonstrate positive and productive staff and parent interactions.
03.07	Identify methods for empowering families in their roles as advocates for their children.

## Additional Information

### Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Special Notes

The student must successfully complete the four required courses in this area of specialization.

Students will be encouraged to participate in organizations and associated activities which are consistent with their professional goals. These include but are not limited to Early Childhood Association of Florida (ECAAF), National Association for the Education of Young Children (NAEYC) and Council for Exceptional Children (CEC).

### Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

### Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to <http://www.fl DOE.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml>.

Florida Department of Education  
Curriculum Framework

**Program Title:** Preschool Specialization  
**Career Cluster:** Education & Training

		CCC
CIP Number	0419070908	
Program Type	College Credit Certificate (CCC)	
Program Length	12 credit hours	
CTSO	N/A	
SOC Codes (all applicable)	25-2011 – Preschool Teachers, Except Special Education	
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml</a>	

**Purpose**

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

The purpose of this program is to prepare students as early childhood education caregivers with a preschool specialization or to provide supplementary training for persons previously or currently employed in these occupations.

The content includes but is not limited to growth and development, early childhood education; establishing and maintaining a safe, clean, healthy, learning environment; guidance techniques and classroom management; communication; identification of child abuse and neglect; implementation of rules and regulations; nutrition; family interaction; legal and professional responsibilities; and employability skills. Programs prepare individuals to assume major care giving and educational responsibilities within home or center-based programs for preschool children.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

## Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Plan for, establish, and maintain a safe, clean and healthy learning environment for three, four and five-year-old preschool children.
- 02.0 Demonstrate a knowledge of child growth and development of a three, four and five-year-old child.
- 03.0 Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver.

Florida Department of Education  
Student Performance Standards

Program Title: Preschool Specialization  
 CIP Number: 0419070908  
 Program Length: 12 credit hours  
 SOC Code: 25-2011

**This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004). At the completion of this program, the student will be able to:**

01.0	Plan for, establish, and maintain a safe, clean and healthy learning environment for three, four, and five-year-old preschool children. The student will be able to:
01.01	Identify good health and safety habits and potential hazards in a child care facility.
01.02	Identify accidents common to children and appropriate first aid techniques.
01.03	Outline the steps to be taken in case of seizures, accidents or injury to a child.
01.04	Outline the steps to be taken in case of a fire or other disaster and identify evacuation procedures.
01.05	Demonstrate developmentally appropriate health activities.
01.06	Demonstrate developmentally appropriate safety activities.
01.07	Identify a food program to meet the nutritional needs of children and demonstrate developmentally appropriate nutrition education activities.
01.08	Observe and collect data on safety, health and nutrition.
01.09	Identify and outline procedures to deal with allergies.
02.0	Demonstrate knowledge of child growth and development of a three, four and five-year-old preschool child. The student will be able to:
02.01	Demonstrate knowledge of the basic principles related to child growth and development.
02.02	Identify various influences on the development of a child from three to five years.
02.03	Guide the physical development of three, four and five-year-old Preschool children by planning and implementing developmentally appropriate activities that promote fine and gross motor development.
02.04	Guide the cognitive, language and literacy development of three, four, and five-year-old preschool children by planning and implementing developmentally appropriate activities in the areas of math, science, social science, language and literacy.
02.05	Guide the creative development of three, four, and five-year-old Preschool children by planning and implementing developmentally appropriate activities in the areas of music, art, dramatic play and creative movement.

02.06	Guide the social and affective development of three, four, and five-year-old preschool children by planning and implementing activities that help develop interpersonal skills, positive self-esteem and promote multicultural understanding.
02.07	Demonstrate age appropriate methods of guiding behavior in three, four and five-year-old preschool children.
02.08	Select developmentally appropriate equipment and materials that will promote child growth and development.
02.09	Observe and collect data on physical, cognitive, creative and social/emotional development.
02.10	Demonstrate knowledge of an inclusive environment.
02.11	Demonstrate knowledge of unbiased practices.
03.0	Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver. The student will be able to:
03.01	Initiate and facilitate positive interaction with the child's family or primary caregiver.
03.02	Demonstrate knowledge of the social, economic, cultural and political forces that have an impact on the lives of children and families.
03.03	Implement parent involvement activities.
03.04	Demonstrate interpersonal skills.
03.05	Share information about child development and developmentally appropriate practices.
03.06	Demonstrate positive and productive staff and parent interactions.
03.07	Identify methods for empowering families in their roles as advocates for their children.

## Additional Information

### Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Special Notes

The student must successfully complete the four required courses in this area of specialization.

Students will be encouraged to participate in organizations and associated activities which are consistent with their professional goals. These include but are not limited to Early Childhood Association of Florida (ECAAF), National Association for the Education of Young Children (NAEYC) and Council for Exceptional Children (CEC).

### Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

### Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:  
<http://www.fl DOE.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.



Florida Department of Education  
Curriculum Framework

Program Title: Child Development Early Intervention  
Career Cluster: Education & Training

CCC	
CIP Number	0419070904
Program Type	College Credit Certificate (CCC)
Program Length	36 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-2011 – Preschool Teachers, Except Special Education
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/program-resources.stm">http://www.fldoe.org/academics/career-adult-edu/program-resources.stm</a>

**Purpose**

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121003).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

The content includes but is not limited to child development early childhood education; establishing and maintaining a safe, clean, healthy learning environment, guidance techniques and classroom management; communication; identification and reporting of child abuse and neglect; implementation of rules and regulations; nutrition; family interaction; legal and professional responsibilities, and employability skills. Programs prepare individuals to assume major care giving, educational, and maintenance responsibilities within home or center-based programs under the supervision of a lead teacher or supervisor.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

## Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate knowledge of child growth and development.
- 02.0 Demonstrate knowledge of disabling conditions.
- 03.0 Demonstrate knowledge of early childhood education.
- 04.0 Guide physical development.
- 05.0 Guide cognitive language and literacy development.
- 06.0 Guide creative development.
- 07.0 Guide social, self-help and affective development.
- 08.0 Demonstrate knowledge of state and local rules and regulations.
- 09.0 Demonstrate knowledge of appropriate methods of guidance and classroom management.
- 10.0 Initiate and facilitate positive interaction with the child's family.
- 11.0 Demonstrate knowledge of safety, health and nutrition.
- 12.0 Identify and report child abuse and neglect in accordance with state regulations.
- 13.0 Demonstrate knowledge of community needs and resources.
- 14.0 Demonstrate professionalism.
- 15.0 Demonstrate various observation and recording methods.
- 16.0 Demonstrate use of classroom media.

Florida Department of Education  
Student Performance Standards

Program Title: Child Development Early Intervention  
 CIP Number: 0419070904  
 Program Length: 36 credit hours  
 SOC Code: 25-2011

**This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121003). At the completion of this program, the student will be able to:**

01.0	Demonstrate knowledge of child growth and development. – The student will be able to:
01.01	Describe the principles of child growth and development.
01.02	Describe the physical, emotional, intellectual, and social development of children from birth through age eight.
01.03	Explain how nutrition, genetics, heredity, environment, developmental disorders and physiological crises may influence the development of the child.
01.04	Demonstrate knowledge of the major theories of development and the use of that knowledge in understanding child growth and development.
01.05	Demonstrate the ability to list and discuss the developmental milestones.
02.0	Demonstrate knowledge of disabling conditions. – The student will be able to:
02.01	Discuss factors that put a child at risk for developing disabling conditions.
02.02	Discuss impaired functioning in: fine motor; gross motor; cognitive; social/emotional; and self-help skills.
02.03	Discuss behavioral characteristics of children who display mild, moderate and profound disabling conditions.
02.04	Identify interdisciplinary team approaches to the education, treatment, and developmental programming of children with disabling conditions.
02.05	Identify specific conditions that require referral.
03.0	Demonstrate knowledge of early childhood education. – The student will be able to:
03.01	Describe the relationship of child development center philosophy and policy to program implementation.
03.02	Identify contemporary models of early childhood programs.
03.03	Demonstrate knowledge of appropriate scheduling and program planning.
03.04	Identify appropriate teaching techniques to meet various learning styles, and/or disabling conditions.

03.05	Design, construct, and/or adapt developmentally appropriate supplies and teaching materials.
03.06	Arrange learning centers for a variety of activities.
03.07	Implement developmentally appropriate special events.
03.08	Maintain children's records.
03.09	Demonstrate knowledge of the importance of play in children's development.
03.10	Support and implement positive child/adult interaction.
04.0	Guide physical development. – The student will be able to:
04.01	Demonstrate knowledge of physical development.
04.02	Implement developmentally appropriate gross motor activities.
04.03	Implement developmentally appropriate fine motor activities.
04.04	Identify appropriate equipment, materials, and space for physical development.
04.05	Under direction, utilize appropriate adaptive equipment and positioning techniques.
04.06	Demonstrate observation techniques and collect data on physical development.
05.0	Guide cognitive language and literacy development. – The student will be able to:
05.01	Demonstrate knowledge of cognitive, language, and literacy development.
05.02	Implement developmentally appropriate language, literacy, and sensory activities.
05.03	Implement developmentally appropriate math activities.
05.04	Implement developmentally appropriate science activities.
05.05	Implement developmentally appropriate social science activities.
05.06	Implement problem solving activities which foster critical thinking skills.
05.07	Recognize and utilize alternative forms of communication when necessary.
05.08	Demonstrate observation techniques and collect data on cognitive language, literacy, and sensory development.
06.0	Guide creative development. – The student will be able to:
06.01	Demonstrate knowledge of creative development.

06.02	Implement developmentally appropriate music activities.
06.03	Implement developmentally appropriate art activities.
06.04	Implement developmentally appropriate creative movement activities.
06.05	Demonstrate observation techniques and collect data on creative development.
07.0	Guide social, self-help and affective development. – The student will be able to:
07.01	Demonstrate knowledge of social and affective development.
07.02	Implement activities which help children to develop interpersonal skills.
07.03	Implement developmentally appropriate self-concept activities.
07.04	Implement developmentally appropriate activities which promote multicultural understanding.
07.05	Implement activities which help children to gain developmentally appropriate awareness of, and understanding of, oppressive beliefs and behaviors.
07.06	Implement activities which help children gain appropriate tools for countering the hurtful impact of bias on themselves and their peers.
07.07	Implement developmentally appropriate dramatic play activities.
07.08	Implement developmentally appropriate group and individual activities.
07.09	Demonstrate observation techniques and collect data on social and affective development.
08.0	Demonstrate knowledge of state and local rules and regulations. – The student will be able to:
08.01	Identify the major areas of child care standards in Florida.
08.02	Identify child care facilities that require licensing.
08.03	Identify local day care standards that govern child care.
08.04	Identify the local licensing agency and list responsibilities of this agency.
08.05	Identify state minimal standards for screening of owners, operators, staff volunteers, and others.
09.0	Demonstrate knowledge of appropriate methods of guidance and classroom management. – The student will be able to:
09.01	Identify developmentally appropriate classroom management strategies: routines, scheduling, transitions, and room arrangement.
09.02	Foster a child-centered classroom based on nurturing and guidance.
09.03	List and discuss important variables in the background of children, birth through age eight, which might contribute to problem



	behavior, including but not limited to, physical, psychological, and behavioral factors.
09.04	Identify and demonstrate positive guidance techniques that foster the development of self-control.
10.0	Initiate and facilitate positive interaction with the child's family. – The student will be able to:
10.01	Recognize the family as the primary provider for the child, having the ultimate approval of and primary responsibility for the care and development of the child, and support family members in the endeavor.
10.02	Recognize and be sensitive to varying family structures and families in transition.
10.03	Demonstrate knowledge of the social, economic, cultural, linguistic, and political forces which have an impact on the lives of children and their families.
10.04	Implement family involvement activities.
10.05	Demonstrate interpersonal skills.
10.06	Demonstrate positive and productive staff and family interactions.
11.0	Demonstrate knowledge of safety, health and nutrition. – The student will be able to:
11.01	Demonstrate good health and safety habits and identify potential hazards in a child development facility.
11.02	Identify sources of certification in Infant/Child First Aid and Pediatric CPR.
11.03	Identify accidents common to children and perform appropriate first aid techniques.
11.04	Outline the steps to be taken in case of seizures, accidents or injury to a child.
11.05	Identify regulation and procedures for fire and other disasters.
11.06	Identify evacuation procedures.
11.07	Construct a list of emergency phone numbers for such as poison control, fire and police, and medical assistance.
11.08	Demonstrate knowledge of specialized health care and environmental requirements.
11.09	Identify developmentally appropriate positioning and handling strategies for children with disabling conditions.
11.10	Identify developmentally appropriate safety activities.
11.11	Identify developmentally appropriate food preparation and nutrition education activities.
11.12	Identify drug reactions and take appropriate follow up action.
12.0	Identify and report child abuse and neglect in accordance with state regulations. – The student will be able to:
12.01	Define physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.

12.02	Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment and neglect.
12.03	Identify the factors, multiple forces, and most common causes for child abuse and neglect.
12.04	Identify the impact and effects of child abuse and neglect on children, families and society.
12.05	Identify current legislation that deals with child abuse and neglect.
12.06	Identify the requirements and protection of child care workers in reporting suspected child abuse or neglect as described in Florida law.
12.07	Identify state and local guidelines and procedures for reporting child abuse and neglect.
12.08	Identify the role and responsibility of child care personnel in observing and reporting suspected child abuse and neglect.
12.09	Identify local community resources that provide help for the abused and the abuser.
12.10	Demonstrate the appropriate procedures for reporting suspected child abuse and neglect.
13.0	Demonstrate knowledge of community needs and resources. – The student will be able to:
13.01	Identify state organizations and agencies that serve children and families.
13.02	Identify local community resources that serve children and families.
13.03	Identify purposes and functions of local community resources.
13.04	Identify organizations and agencies that provide services and assistance to children with disabling conditions and their families.
13.05	Discuss ways to access community resources.
14.0	Demonstrate professionalism. – The student will be able to:
14.01	Identify and defend a personal philosophy of early childhood education which is consistent with developmentally appropriate practices.
14.02	Identify and demonstrate professional behavior including but not limited to ethics and confidentiality.
14.03	Participate as a positive and productive team member and role model.
14.04	Complete a self-evaluation.
14.05	Plan and implement a self-improvement plan related to professional development.
14.06	Identify the professional organizations in the field and the goals and responsibilities of their members.
14.07	Maintain personal physical and mental health.
14.08	Participate as an advocate for issues related to children and families.



15.0	Demonstrate various observation and recording methods. – The student will be able to:
15.01	Identify and use appropriate methods for collecting information.
15.02	Complete an observational record.
15.03	Distinguish between collection and interpretation of data.
15.04	Apply observational information.
16.0	Demonstrate use of classroom media equipment. – The student will be able to:
16.01	Demonstrate successful operation of copy machines, a DVD/Blu-ray disc player, a computer/printer, a LCD projector.
16.02	Demonstrate process of obtaining audio-visual materials, computer programs, and equipment.

## Additional Information

### Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Special Notes

Students will be encouraged to participate in organizations and associated activities which are consistent with their professional goals. These include but are not limited to Early Childhood Association of Florida, National Association for the Education of Young Children and The Council for Exceptional Children.

### Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments; time demands and schedules; learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

### Additional Resources

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