SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

ACADEMIC AFFAIRS

Course Number: CHLD-425   Department: CHLD

Course Title: Program Planning Early   Semester: Spring   Year: 2004
                      Childhood Education Program

This course is designed to help students acquire the interpersonal and organizational skills required for leadership in the early childhood field. It includes program issues of health and safety, nutrition, social services, parent involvement, personnel policies, educational programming, assessments and evaluations, budgeting, professional development, community resources, and focuses n a study of the practical aspects of program operation. It considers various early childhood models and the respective implications for curriculum planning, together with an emphasis on inclusive classrooms. A special focus is strategies for communication among adults, staff members, parents, and personnel from other agencies.

Objectives	Competencies
Identify successful components of communication with personnel, families, and community agencies.	Students will 1. explore options for communicating with parents of children in the classroom for a variety of purposes. 2. use strategies to communicate that are intended to accomplish specific goals and respect the diversity of the classroom community.
Evaluate elements of early childhood programming and determine effective courses of action to improve services and programming.	Students will 1. identify and describe various program philosophies in observation and research. 2. name key practices within programs that intend to define program philosophy and align theory with practice. 3. determine developmentally appropriate criteria

	for existing program practices and determine areas needing strengthening to enhance services in the classroom.
Determine meaningful strategies for parent involvement and education.	Students will 1. investigate the community resources for parent and family education and support. 2. design a variety of events and programs within the classroom that may engage and educate parents. 3. construct newsletters, bulletin boards, and formal conference outlines to inform and educate the families of the children in their classrooms.
Prioritize the use of resources and plan excellent programs with available resources.	Students will 1. determine the highest and best use of existing resources and identify needs within the classroom to prioritize the use of resources. 2. identify community resources that offer support and are available for classroom teacher use.
Establish professional development goals and identify sources for life-long educational pursuits in the field of early childhood.	Students will 1. develop professional objectives for first year teachers. 2. develop a dynamic philosophy of education. 3. reflect on and evaluate practical experiences for inclusion in a professional portfolio. 4. Apply practical experiences to familiar models and investigate differences in programming from other models, to determine personal goals and objectives for future experiences.

.