

Appendix 1: Basis of Curriculum Design
<http://www.naeyc.org/faculty/pdf/Standards061017.pdf>

NAEYC Standards	NAEYC Objectives by Standard	ECE & CS Courses ECEDP Courses	Course Objectives
Standard 1. Promoting Child Development and Learning	1a. Knowing young children's characteristics and needs 1b. Understanding multiple influences on development and learning 1c. Using developmental knowledge to create learning environments	<p>HDCF 160: Early Childhood Through Adol. Dev HDCF 250: Signing Exact English HDCF 263: Relations & Family Systems HDCF 271: Paraprofessional Experience HDCF 319: Theory & Skills in Helping Rel HDCF 350: Relations & Mgt in EC HDCF 352: Curriculum in EC HDCF 356: Exceptional Children HDCF 357: Exceptional Children Lab HDCF 371: Research Methods HDCF425: Family Law & Public Policy HDCF 432: Social Competence in EC HDCF 442: Literacy in EC HDCF454: Practicum in Early Childhood HDCF 455: Administration HDCF456: Creativity & Young Child HDCF 458: Assessment & Intervention HDCF 466: Health & Movement in EC HDCF 474: Senior Seminar: Internship</p> <p>HDCF 362: Dev. Educ.& Well Being of Native American Children (new)</p>	<p>HDCF 160: 1a.Understand developmental in a child's cognitive, psychosocial, physical and moral development</p> <p>1a. Apply knowledge of child's growth and development in relation to theory and research</p> <p>1b. Analyze the impact of family, peers, gender, race and society on child development</p> <p>HDCF 250: 1b. Understand the impact of hearing loss & deafness</p> <p>1c. Understanding of strategies & intervention with deaf children</p> <p>HDCF 271: 1a. Opportunity to work directly with young children in a preschool setting</p> <p>HDCF 350: 1a, 1b. Learn how to effectively guide young children and assist them in solving their problems</p> <p>HDCF 352: 1a, 1b, 1c. Gain experience by working with groups of young children in an early childhood setting</p> <p>HDCF356: 1c. Demonstrate an understanding of the special education process and placement</p> <p>1c. Demonstrate an understanding of IEPs, IFSPs, Transition Plans, 504 Plans, Functional</p>

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			<p>Behavioral Assessment, Behavioral Intervention Plans, and Response to Intervention.</p> <p>1c. Demonstrate an understanding of categories of exceptionality and appropriate methods of identification and intervention plans</p> <p>HDCF 357: 1c. Direct experience working with special needs child in paraprofessional experience</p> <p>HDCF 362: 1a. Understand and interpret data on developmental, educational well being indicators of America's children & Native American children</p> <p>1b. Understand and interpret data on health, development, education home, and community well being indicators</p> <p>1c. Use well being indicators of Native children to propose strength based intervention models</p> <p>HDCF 425: 1b. Analyze statistics and research on the changing American family</p> <p>HDCF 454: 1a, 1b, 1c. Practicing the head teacher role with children in an early childhood setting</p> <p>HDCF458: 1c. Students will identify, apply, and interpret a variety of developmental assessments.</p> <p>1c. Students will interpret the results of formal tests of intelligence and achievement.</p> <p>1c. Students will develop a process of linking assessment data with goal</p>

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			<p>setting, curriculum decision making, IEPs, IFSPs, 504s, BIPs, and child and family intervention plans.</p> <p>HDCF 466: 1a. Understand the role of movement in children 0 -8</p> <p>1c. Design and implement health & movement early childhood curricula in an early childhood setting</p> <p>1c. Apply developmentally appropriate teaching practices in an early childhood setting</p>
Standard 2. Building Family and Community Relationships	<p>2a. Understanding family and community characteristics</p> <p>2b. Supporting and empowering families and communities through respectful, reciprocal relationships</p> <p>2c. Involving families and communities in children's development</p>		<p>HDCF 160: 2a,2b, 2c. Analyze the impact of family and society on child development</p> <p>HCDF 271: 2b. Gain knowledge and understanding of the components of quality early childhood programs</p> <p>HDCF 350: 2a, 2b, 2c. Develop an understanding of the individual and group needs of children and their families in early childhood settings</p> <p>2a, 2b, 2c. Understand the importance of developing positive and meaningful relationships with young children and their families</p> <p>HDCF 352: 2a, 2b, 2c. Gain experience by working with young children in an early childhood setting; develop an understanding of the individual and group needs of children</p> <p>HDCF356: 2a, 2b, 2c. Examine societal, educational, parental attitudes, and family interactions in relation to exceptional children.</p> <p>HDCF 357:</p>

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			<p>2b Direct experience working with special needs child and family</p> <p>HDCF 362: 2a. Analyze and apply well being (parent, family and community) well being indicators data</p> <p>2b Use well being indicators of Native children, families and communities to propose strength based intervention models</p> <p>2c. Use well being indicators of Native children, family, community and schools to increase positive outcomes</p> <p>HDCF 425: 2a. Analyze statistics & research on changing American family</p> <p>2a. Analyze marriage, social class and children’s living standards</p> <p>2a. Evaluate the effects of poverty, policies and programs designed to mitigate the effects of poverty on children</p> <p>2a. 2b,2c. Examine the Welfare Reform Act of 1996 and welfare reform issues related to child education and development, child care, domestic violence, parenting and father involvement.</p> <p>HDCF 454: 2a, 2b, 2c. Practicing the head teacher role with children in an early childhood setting</p> <p>2a, 2b, 2c. Understanding role of parents as primary caregivers and engaging parent-teacher relationships</p> <p>HDCF458: 2a, 2b, 2c. Students will define and apply their knowledge of professional and parental roles in the assessment and intervention process through readings, written assignments, case studies, and simulations.</p>

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			<p>HDCF 474: 2a,2b,2c. Understanding and implementing positive relationship practices with families and communities</p> <p>2a, 2b, 2c. Examine ICWA and related policies and programs designed to address child abuse, neglect, foster care and adoption.</p>
<p>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families</p>	<p>3a. Understanding assessment goals, benefits, and uses 3b. Using appropriate assessments 3c. Practicing responsible assessment 3d. Knowing about assessment partnerships with families and professionals</p>		<p>HDCF 160: 3a,3bObserve children for specific developmental purposes and relate to theory & research</p> <p>HDCF 350: 3a, 3c. Develop skills for observation and evaluation of young children’s needs for education and care</p> <p>HDCF356: 3a, 3d. Demonstrate an understanding of the special education process and placement issues.</p> <p>3a, 3b, 3d. Demonstrate an understanding of IEPs, IFSPs, Transition Plans, 504 Plans, Functional Behavioral Assessment, Behavioral Intervention Plans, and Response to Intervention.</p> <p>3a, 3d. Demonstrate an understanding of categories of exceptionality and appropriate methods of identification and intervention plans.</p> <p>HDCF 362: 3d. Use well being indicators (child, family, school & community data) to develop collaborative assessments and interventions</p> <p>HDCF 454: 3a, 3b, 3c, 3d. Practicing the head teacher role with children in an early</p>

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			<p>childhood setting</p> <p>HDCF458: 3a, 3d. Students will define the role of testing, screening, diagnosis, assessment and evaluation.</p> <p>3a, 3d. Students will apply their knowledge of the assessment processes through written assignments and computer modules.</p> <p>3a, 3b, 3c, 3d. Students will demonstrate an understanding of IDEA, Section 504 and PL-99-457 and apply knowledge through selected case studies, written assignments, readings and simulations.</p> <p>3a, 3b, 3c, 3d. Students will define and apply their knowledge of professional and parental roles in the assessment and intervention process through readings, written assignments, case studies, and simulations.</p> <p>3a, 3b, 3c, 3d. Students will identify, apply, and interpret informal assessment techniques.</p> <p>3a, 3b, 3c, 3d. Students will identify, apply, and interpret a variety of developmental assessments.</p> <p>3a, 3b, 3c, 3d. Students will identify, apply, and interpret criterion and norm referenced tests in major developmental and academic areas.</p> <p>3a, 3b, 3c, 3d. Students will interpret the results of formal tests of intelligence and achievement.</p> <p>3a, 3b, 3c. Students will critically review and analyze selected assessment instruments.</p> <p>3a, 3c. Students will define and interpret basic statistical measures.</p> <p>3a, 3b, 3c, 3d. Students will develop a process of linking assessment data</p>

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			with goal setting, curriculum decision making, IEPs, IFSPs, 504s, BIPs, and child and family intervention plans.
Standard 4. Teaching and Learning	4a. Connecting with children and families 4b. Using developmentally effective approaches 4c. Understanding content knowledge in early childhood 4d. Building meaningful curriculum		<p>HDCF 250: 4b. Understand & apply appropriate strategies & intervention with deaf children</p> <p>HDCF 271: 4a. Learn strategies and methods of positive, effective interactions with young children and their families</p> <p>HDCF 350: 4b, 4c. Develop knowledge and understanding of the components and principles of quality early childhood programs</p> <p>4a, 4b, 4c. Develop an understanding of the individual and group needs of children and their families in early childhood settings</p> <p>4b, 4c. Learn how to effectively guide young children and assist them in solving their problems</p> <p>HDCF 352: 4a, 4b. Gain experience by working with young children in an early childhood setting 4b, 4c. Develop an understanding of the principles and practices underlying curriculum based on theory and research</p> <p>4b, 4c, 4d. Acquire knowledge of planning, designing, implementing, and evaluating curriculum in an early childhood setting</p> <p>HDCF356: 4a, 4b. Examine societal, educational, parental attitudes, and family interactions in relation to exceptional children.</p> <p>HDCF 357:</p>

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			<p>4b. Direct experience working with special needs child in ECE</p> <p>4b. Evaluating classroom management in special education & inclusion classrooms</p> <p>4b. Evaluating strengths & weakness of individual children</p> <p>4b. 4d. Evaluate inclusion practices in educational settings</p> <p>4b. 4d. Implement and evaluate intervention strategies with special needs child.</p> <p>HDCF 362: 4b. 4c. 4d. Use Native American learning strategy data in classroom teaching</p> <p>HDCF 425: 4d. Develop and implement strategies to address the needs of children who experience domestic violence, foster care, adoption and abuse.</p> <p>HDCF 454: 4a, 4b, 4c, 4d. Practicing the head teacher role with children in an early childhood setting; integrating theory and practice; using developmentally appropriate practice</p> <p>HDCF458: 4a, 4b, 4c. Students will define and apply their knowledge of professional and parental roles in the assessment and intervention process through readings, written assignments, case studies, and simulations.</p> <p>HDCF 466: 4b. Understand movement concepts and the role of movement in early childhood</p> <p>4c. Apply health & movement knowledge by developing lessons and</p>

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			<p>teaching movement curricula in Early childhood.</p> <p>4d: Design and implement physical activity programs and effective movement curricula in early childhood settings</p>
<p>Standard 5. Becoming a Professional:</p>	<p>5a. Identifying and becoming involved with the early childhood field 5b. Upholding ethical and professional standards 5c. Engaging in continuous learning 5d. Integrating knowledgeable, reflective, and critical perspectives 5e. Engaging in advocacy for children and the profession</p>		<p>HDCF 350: 5a. Articulate a person philosophy of early childhood classroom management and professionalism based on current research, theory, and practice</p> <p>5b. Become familiar with the NAEYC Code of Ethical Conduct and how to apply it to ethical dilemmas</p> <p>HDCF 352: 5a, 5c. Develop competence and worth as an early childhood teacher</p> <p>HDCF356: 5a, 5b, 5c, 5d, 5e. Examine their own attitudes in relation to disabilities and exceptionality. 5a, 5b, 5c, 5d, 5e. Examine societal, educational, parental attitudes, and family interactions in relation to exceptional children.</p> <p>5a, 5b, 5c, 5d, 5e. Demonstrate an understanding of legal and ethical requirements and issues associated with IDEA including 2004 amendments, Preschool Amendments, ADA, and Sec 504.</p> <p>5a, 5b, 5c, 5d, 5e. Demonstrate an understanding of the special education process and placement issues.</p> <p>5a, 5b, 5c, 5d, 5e. Demonstrate an understanding of categories of exceptionality and appropriate methods of identification and intervention plans.</p> <p>5a, 5b, 5c, 5d, 5e. Demonstrate an understanding of salient issues in special education</p>

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			<p>HDCF 357: 5b. Understand & implement professional & ethical standards related to special needs children</p> <p>5d. Thoughtful and well written journal analysis</p> <p>HDCF 362: 5c. Propose and implement models of wellbeing for Native children</p> <p>5d. Evaluate and synthesize well being data development, educational, family & community)</p> <p>5e. Advocacy for health, education and well-being of Native children</p> <p>HDCF 425: 5b. Understand and implement ethical and professional standards related to child abuse laws</p> <p>5d. Evaluate child & family laws and policies.</p> <p>5e. Evaluate policies, procedures and program within their community, focusing on advocacy and effectiveness</p> <p>HDCF 454: 5a, 5b, 5c. Practicing the head teacher role with children in an early childhood setting, including values and ethics, and working cooperatively with others</p> <p>HDCF458: 5a, 5b, 5c, 5d, 5e. Students will define the role of testing, screening, diagnosis, assessment and evaluation.</p> <p>5a, 5b, 5c, 5d, 5e. Students will define and apply their knowledge of professional and parental roles in the assessment and intervention process through readings, written assignments, case studies, and simulations.</p>

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			<p>5a, 5b, 5c, 5d, 5e. Students will develop a process of linking assessment data with goal setting, curriculum decision making, IEPs, IFSPs, 504s, BIPs, and child and family intervention plans.</p> <p>HDCF 466: 5e. Understand the National Physical Education Organization and Standards for appropriate practices for movement programs in ECE</p> <p>HDCF 474:</p> <p>5a. Develop professional skills and professional relationships</p> <p>5b. Understand and comply with ethical decision making, informed consent, confidentiality and special ethical issues.</p> <p>5c. Staying current in your professional field and career</p>