

WSCC Child Development Program

Mission of the WSCC Child Development Program

It is the mission of the Child Development program at Wallace State Community College to provide students with a specialized quality education with the necessary knowledge and skills to become successful caregivers and administrators in early child care and education programs.

Vision of the WSCC Child Development Program

It is the vision of the Child Development Program at Wallace State Community College to enable students to nurture and educate future generations so they will become productive citizens and leaders in their community and make a positive impact in the world.

Slogan of the WSCC Child Development Program

Nurturing Future Generations

Strategic Objectives of the WSCC Child Development Program

At completion of the Child Development program, students will:

- 1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.
- 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning, and with the capacity to make choices.
- 1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.
- 1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.
- 2a: Know about, understand, and value the diversity of families.
- 2b: Collaborate as partners with families in young children’s development and learning through

respectful, reciprocal relationships and engagement.

- 2c: Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.
- 3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.
- 3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.
- 3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.
- 3d: Build assessment partnerships with families and professional colleagues.
- 4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators’ work with young children.
- 4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.
- 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.
- 5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.
- 5b: Understand pedagogical content knowledge— how young children learn in each discipline— and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area.
- 5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.
- 6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

- 6b: Know about and uphold ethical and other early childhood professional guidelines.
- 6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.
- 6d: Engage in continuous, collaborative learning to inform practice.
- 6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

Conceptual Framework

The conceptual framework is strongly linked to the program's mission and goals, to provide students with a specialized quality education with the necessary knowledge and skills to become successful caregivers and administrators in early childcare and education programs. To this end, the conceptual framework is comprised of four principles: thinking, feeling, interacting, and moving.

We believe that all children are thinking, moving, feeling, and interacting human beings. These principles firmly rest on the theoretical foundation of Jean Piaget's Constructivist Learning Theory which explains that children learn through active involvement. It is through direct experiences that children learn and have the potential to develop intelligence. All children, regardless of background experiences, culture, ethnicity or other differences, should be provided opportunities to construct knowledge through interacting with the environment. The Child Development program operates under the same premise. Our students need and are provided with direct experiences and active learning to best learn and to be able to provide all children with optimal experiences so that they will learn to their best potential and have the knowledge and skills they need to become successful caregivers and administrators in early childcare and education programs.

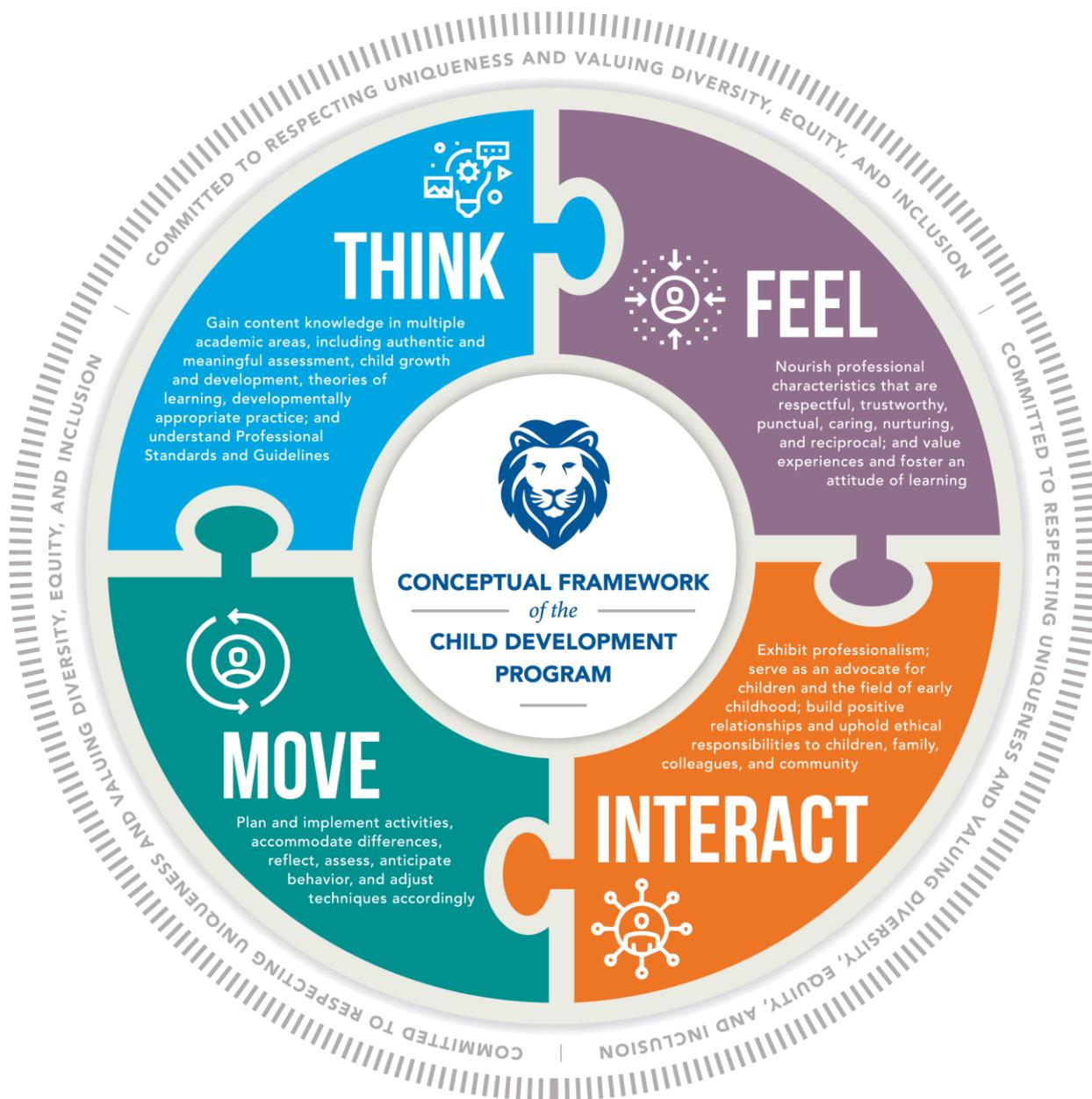
We recognize and value diversity, equity, and inclusion and we prepare our students to work in diverse and inclusive settings. Students have many opportunities for real experiences with children to help them better understand the development and needs of young children and how to teach them in developmentally appropriate ways. Students have opportunities to observe, document, implement, interact, assess and reflect about experiences with children in diverse and

inclusive settings. Hands-on experiences are emphasized for both children and adults. Children and adults learn through doing and reflecting on what they have experienced to learn and grow.

This framework was developed collaboratively by the program director, students, and the advisory committee and is a living document. The conceptual framework is revisited at least twice each year during our regular advisory committee meetings. Advisory committee members are invited and encouraged to make any suggested changes.

Upon completion of the Child Development program, our students are inspired to:

- **Think** - gain content knowledge in multiple academic areas, authentic and meaningful assessment, intentional teaching, child growth and development, theories of learning, developmentally appropriate practice, understand Professional Standards and Guidelines
- **Move** - interact, plan, implement, reflect, assess, anticipate behavior, adjust
- **Feel** - respectful, trustworthy, punctual, caring, nurturing, reciprocal, value experiences, attitude of learning
- **Interact**- exhibit professionalism, serve as an advocate for children and the field of early childhood, build positive relationships and uphold ethical responsibilities to children, families, colleagues, and community



The Child Development program’s conceptual framework is influenced greatly by the NAEYC Standards for Early Childhood Professional Preparation Programs. Students know, understand, and use knowledge of children’s characteristics, needs and multiple interacting influences to create environments and learning experiences that are healthy, respectful, supportive and challenging for each child. Respectful and reciprocal partnerships with children’s families and the community are critical for success as early childhood professionals.

Students know, understand, and value the diverse and complex characteristics of children's families and communities. Early childhood professionals support, engage and involve families and communities in children's development and learning. Students know about, understand, and use child observation, documentation, and other forms of assessment to positively influence the development of every child. The goals, benefits and uses of assessment in partnership with families are central to effective practice. Students know, understand, and use a wide variety of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families to positively impact each child's development and learning. Knowledge of academic disciplines, concepts, inquiry tools, and structure of content areas are used to design, implement and evaluate experiences for children that promote positive development and optimal learning for children. Students conduct themselves as professionals and advocates for early childhood following ethical guidelines and other professional standards to make informed decisions that integrate knowledge from a variety of sources.

The Child Development program plans to address challenges and build on its current strengths.

The strength of our conceptual framework is that it continues to be the driving force of the child development program. To continue to involve students in becoming familiar with and revising the conceptual framework as needed, the conceptual framework has been posted in Blackboard for comments from students of any desired feedback or suggested changes. Assignments throughout the program include expectations for students to think, feel, move and interact with children and each other. We will continue to prepare students in all Child Development classes to work in diverse, inclusive settings by using our conceptual framework to ensure our commitment to diversity, equity, and inclusion. Students will continue to have many opportunities to engage in learning that transforms lives and communities as they are actively thinking, feeling, moving and interacting with each other.

We recognize and are working on one weakness to ensure the Child Development's conceptual framework is well recognized in our community. We will continue to strive to share our conceptual framework with the candidates, field placement supervisors, and other stakeholders. The conceptual framework of the program has been added to the program's student handbook

and the Child Development website on the www.wallacestate.edu link. We will continue to share the conceptual framework graphic on our Facebook page and on materials shared with field placement supervisors. Annual advisory committee meetings were held each year from March 2014 until Fall 2019 when a second annual meeting was added to meet in September, 2019. Members of the advisory committee will continue to be updated via email when new information arises to keep them informed. Members of the advisory committee are regularly encouraged to send comments and suggestions or ideas to the program director anytime during the year.