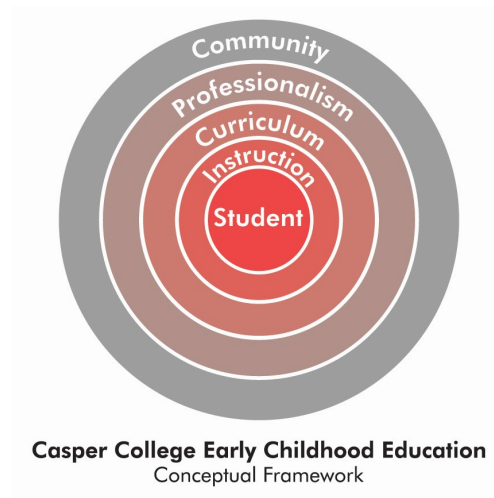


Casper College Early Childhood Education

Mission, Vision, and Conceptual Framework



Mission: Casper College Early Childhood Education program provides high quality teaching/learning experiences to develop knowledge, skills, attitudes, and abilities in the prospective teacher so that students can readily matriculate to transfer institutions and as graduates serve as educators who value diversity and excellence in education.

Vision: To create a caring environment in which modeling of best practices supports learning and thinking of future educators as a means of preparing them to meet the diverse needs of the children they will teach.

Conceptual Framework: The Conceptual Framework of the Casper College Early Childhood Education Program is aligned to five core values:

- ❖ Students
- ❖ Instruction
- ❖ Curriculum
- ❖ Professionalism
- ❖ Community

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- **Students**

- **Students: College and Early Childhood**

- Students are defined as Early Childhood Education College students, as well as the children that will be taught in future and currently via practicums and labs. Decisions made in the CCEC program are first reflected upon how they will impact College students, and in turn the children with whom they work currently and in future classrooms.

- **Academic Advising**

- Student centered advising is thoughtful and intentional. The CCEC Faculty serve as both instructors and student advisors. Each student is advised according to their educational goals, their scheduling needs and their academic goals. Advising, varied course formats, relationship based. Social and emotional

- **Digital Learning**

- Digital Learning provides options for students who have personal or professional commitments that prevent them from attending courses on campus. Students are able to complete their entire degree from a distance. Additionally, students are able to take a combination of face-to-face courses dependent upon their learning/scheduling needs.

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- **Instruction**

- **Modeling**

- Modeling is a priority in the instructional practices of the Casper College faculty. Instructors seek to be examples to college students. They seek to be the type of teachers that they hope future students will be in their own classrooms. This involves being organized, caring, informed, and available.

- **Engaging**

- Engagement is critical. Students learn when they are interested in the subject matter and when they are connected with their instructors. The faculty seek to make courses interesting, interesting, challenging, and fun. Engagement is prioritized to facilitate meaningful learning and to model to future teachers the value of teaching children in ways that are appealing.

- **Best practices**

- Best practices guide the instruction of CCEC. Faculty stay current on best instructional methods for college courses through examination of current research and participation in professional development opportunities. Additionally, faculty focus upon best practices in early childhood classrooms and disseminate this information to their college students.

- **Practicum and Labs**

- Practicums and Labs are a cornerstone of the CCEC. The program seeks to balance theoretical knowledge with application. Lab courses are placed in each semester of the program to allow college students the opportunity to apply their learning with children.

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- **Curriculum**

- **Intentional Course sequence**

- The CCEC program provides a sequence of courses intentionally placed to provide students with the content and practice they need to succeed in subsequent courses. The sequence begins with an introductory course. The following courses expand upon the content culminating in the capstone practicum course where the college student applies theory and practice as they take on the role of a lead teacher in their practicum site.

- **Alignment to NAEYC standards**

- Alignment to NAEYC standards guides the sequence of course presentation as well as the content within these courses. Common assessments are designed to provide students with the opportunity to demonstrate proficiency in each standard.

- **Research based**

- The curriculum of the CCEC program is presented by faculty who maintain currency in research. The content presented to students is modified as needed to align to best practices in pedagogy and assessment.

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- **Community**

- **Mission of the Community College**

- The mission of Casper College states, “Casper College is a public, comprehensive two-year institution with a primary focus on student success that provides learning opportunities to enrich the lives of our students and community.” The EECE program recognizes the role that the community college plays in meeting the developmental needs of community members. The program is designed to meet the unique requirements of members of the community and individuals in the field of early childhood education in the surrounding area.

- **Faculty Collaborations**

- Collaboration is a key element of community involvement. The Faculty of the CCEC collaborate formally and informally with the educational agencies in the community including, but not limited the Natrona County School District, Wyoming Child and Family Development; Head Start, Child Development Center of Natrona County, as well as private and home-based child-care settings. Faculty serve on advisory boards and collaborate on practicum placements with these community agencies.

- **Diverse Practicum and Lab experiences**

- The CCEC program has the good fortune of having a selection of quality sites in which college students are able to practice with children. CCEC college students are placed in different settings in the community. This exposes them to a variety of family dynamics and children with diverse needs. These experiences broaden the skill and understanding of how to best teach young children.

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- **Professionalism**
 - **Code of ethics**
 - The faculty and students in the CCEC program adhere to the NAEYC Code of Ethical Conduct. As stated by NAEYC, this code “offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education.” These principles and ideals are taught to students and woven into course content throughout the program.
 - **Professional disposition**
 - Professionalism manifests itself in the behavior and practice of the individual. The CCEC program facilitates students to exhibit professional attitudes, beliefs and values through both verbal and non-verbale behavior in their interactions. This includes interactions with peers, faculty, mentors, families and members of the community.