



Course Alignment Planning Form

Revised 3/21/22

This planning form is designed to allow institutions of higher education to examine how their college courses align with Vermont child care licensing qualifications criteria and relevant certificates and credentials issued by Northern Lights at CCV. If you have further questions about alignment of your coursework, please contact Northern Lights directly.

Course Title:

Number and type of credits:

IHE that will issue the credits:

Organization offering the course (if different from above):

Brief Course Description:

Learning Objectives / Essential Objectives:

Alignment with Competencies and Standards

Below is a list of unified knowledge areas that align with the various sets of professionals standards and competencies used in Vermont. Please check one or more boxes below to identify which knowledge areas are addressed by your course:

<input checked="" type="checkbox"/>	Knowledge Areas
<input type="checkbox"/>	Child Development and Learning
<input type="checkbox"/>	Observation and Assessment
<input type="checkbox"/>	Culturally Responsive Teaching Practices
<input type="checkbox"/>	Curriculum and Learning Environment
<input type="checkbox"/>	Family and Community Partnerships
<input type="checkbox"/>	Professionalism and Ethical Practice

<input type="checkbox"/>	Health and Safety
<input type="checkbox"/>	Program Organization
<input type="checkbox"/>	Field Experience



Alignment with Coursework Requirements

Northern Lights at CCV reviews college courses to determine alignment with various requirements including child care licensing staff qualifications and the Program Director Credential. These criteria are listed below – if you believe your course meets the full set of criteria for one or more of these requirements, please check the appropriate box.

Please Note: Some course requirements for the Program Director Credential include specific content that must be covered in the course. This content is included in the appendix for your reference.

☑	Requirement	Criteria
	Related Credit	<ul style="list-style-type: none"> • Course relates to working with children birth through grade three and their families; and • Course content clearly aligns with one or more relevant knowledge areas (see pg 1)
	Child or Human Development	<ul style="list-style-type: none"> • Course must be a minimum of 3 credits • Course content must include theories and research on child development; various influences on development and their potential impacts; stages of development; and arenas of development that include cognitive, motor, language, and social-emotional.
	Curriculum	<ul style="list-style-type: none"> • Course must be a minimum of 3 credits • Course must cover elements related to instruction and development of curricula for early or elementary education that focuses on one or more of the following: <ul style="list-style-type: none"> ○ How we teach which must include developmentally appropriate practices, lesson planning, and scaffolding learning; and/or ○ Inclusion of children with diverse abilities and addressing individual needs; and/or ○ Content-specific subject areas e.g. math, science, language and literacy, music, and art.
	Program Management	<ul style="list-style-type: none"> • Course must be a minimum of 3 credits • Course content must include an introduction to the following content: managing program operations; legal and financial considerations; personnel and resource management; and working with clients.
	Administration	<ul style="list-style-type: none"> • Course must be a minimum of 3 credits • Course content must include establishing and administering policies and program operations; program leadership; personnel and resource management; and working with clients
	Staff Supervision	<ul style="list-style-type: none"> • Course must be a minimum of 3 credits • Course content must include styles of supervision; and hiring and evaluating staff



☑	Requirement	Criteria
	Human Resource Management	<ul style="list-style-type: none"> • Course must be a minimum of 3 credits • Course content must focus on human resource management
	Management	<ul style="list-style-type: none"> • Course material must be covered in one or two college courses that total 3 or more credits • Course content must focus on financial accounting and management, and legal topics in early care and education and/or public school settings. • Financial accounting and management topics must include staff salaries and benefits; and budget management and planning • Legal topics must include liability; applicable laws and regulations; policy development; and confidentiality

Program Director Credential Requirements

Certain course requirements for the Program Director Credential require that specific content is covered as part of the course material. These requirements are identified below and specific course content is listed in the identified appendices:

☑	PDC Requirement	Criteria
	Legal and Financial Issues	<ul style="list-style-type: none"> • Course must meet the Management criteria identified above • Course content must include all items in Appendix A
	Leadership, Mentoring and Supervision	<ul style="list-style-type: none"> • Course material must be covered in one 3-credit college course or one 3-credit course plus additional trainings that address required criteria • Course content must include all items in Appendix B
	Program Management	<ul style="list-style-type: none"> • Course must meet the Program Management criteria identified above • Course content must include all items in Appendix C



Appendix A: Legal and Financial Issues

To meet the Legal and Financial Issues criteria for the Program Director Credential, courses must meet the Management criteria identified above and must also include the following content:

1. Create a sample monthly budget of bookkeeping entries
2. Discuss a line item budget
3. Do a deviation analysis
4. Project cash flow one year in to the future
5. Create a program budget
6. Conduct a break-even analysis
7. Investigate and discuss fee schedules – including registration, tuition, and field trips
8. Create a salary schedule with the Vermont Career Ladder
9. Identify sources of funding within corporations, foundations, and the government
10. Discuss the connection between program policy/practice and the budget
11. Identify federal, state and county laws, code and regulations as they relate to: family laws, child custody, confidentiality, child abuse and neglect, non-discriminatory practices, classroom ratios and class size, labor laws, IDEA, Act 62, promulgation and public comment
12. Identify and develop practices that comply with program policy, liability and licensing regulations
13. Identify strategies for working cooperatively with regulatory agencies
14. Identify strategies for working effectively with governing bodies and councils

Appendix B: Leadership, Mentoring, and Supervision

To meet the leadership, mentoring, and supervision requirement, an individual must successfully complete one college course totaling at least 3 credits (or one 3 credit course plus additional professional development training) that includes the following content:

1. Describe a variety of leadership strategies that can be used in early childhood education and afterschool settings and situations, and develop a personal philosophy of leadership.
2. Analyze leadership styles for strengths and challenges connected to ongoing professional development as a practitioner.
3. Demonstrate supervisory strategies for effective management of group dynamics within early education and afterschool environments (e.g. problem solving, decision making, prioritizing, delegating, reporting, motivating).
4. Create a professional development plan designed to advocate for and influence regional, state, and national early childhood or afterschool education initiatives.
5. Discuss moral and ethical issues for leaders in early childhood education and afterschool programs, and their impact on the multicultural workplace.
6. Practice the interpersonal skills necessary for effective mentoring and coaching.
7. Describe the process of creating and revising mission and vision statements within organizations engaging program staff in its development and implementation.



Appendix C: Program Management

To meet the Program Management criteria for the Program Director Credential, courses must meet the Program Management criteria identified above and must also include the following content:

1. Discuss the history of early childhood education in the State of Vermont and describe Vermont licensing regulations, Vermont's program quality recognition system and Vermont's early childhood and afterschool professional development pathways.
2. Explain roles and responsibilities of an early childhood or afterschool program leader.
3. Evaluate a childcare, early education or afterschool environment for health, safety, learning design, and staff performance using Vermont's program and professional development recognition system.
4. Develop policy and procedure statements as they relate to the operation of early childhood or afterschool programs specifically addressing health and safety, feeding and nutrition, child abuse and neglect, and emergency preparedness.
5. Describe the use of technology in managing an effective and confidential record keeping system (e.g. enrollment, attendance, medication administration, staff qualifications).
6. Develop and manage an operating budget and business plan for an early childhood or afterschool program and interpret financial statements.
7. Participate in various aspects of personnel management using Vermont's Core Competencies as a resource for hiring, staff orientation, developing job descriptions, evaluating performance, assessing strengths, identifying learning needs, and supporting individuals in creating professional development plans.
8. Discuss the role of parental involvement and develop successful strategies to encourage their participation in early childhood education or afterschool programs.
9. Identify and collect resources from the community that support early childhood or afterschool programs, teachers, and directors.
10. Demonstrate effective oral and written communication skills needed by early childhood or afterschool program leaders.
11. Identify administrative practices that promote the inclusion of children with special needs.