

SCOPE AND SEQUENCE



Course Name: Fundamentals of Early Childhood Education

Instructor: Ultima R. Danforth

Career Cluster: Education

Career Sub-Cluster: Early Childhood Education

HS Course Credits: Seven credits (1 English, .5 Social Studies, 1.5 electives per year)

Fast Forward Optional Credits:

CCV:

- EDU - 1030: *Introduction to Early Childhood Education*®®
- PSY - 2010: *Child Development*
- COM - 1015: *Communication in the Early Childhood and Afterschool Workplace*

Tier 2 Credentials: The Master Teacher: [Paraeducator Online Training](#)

Tier 1 Credentials:

- [AHA CPR / First Aid Certification](#)
- [VT Mandated Reporter Online Training & Assessment](#)
- [Prevent Child Abuse VT Abusive Head Trauma Training / Safe Sleep](#)
- VT-Approved Nine-Hour Child Care Orientation Training - [Penn State Better Kid Care](#)
- Northern Lights at CCV 45-hour [Fundamentals](#)
 - Basic Specialized Care Training (six hours)
 - VT Licensing / Regulations Training (two hours)



Do you find yourself fascinated by children? Do you want to understand the critical nature of a child's first year, or become a second-grade teacher, a speech-language pathologist, or an occupational or physical therapist? If so, the Human Services Fundamentals of Early Childhood Education class could be the right class for you!

In this morning course, you will learn how children develop and grow over time, how to keep our young people safe and healthy, how to teach, what to teach and when to teach it, how to work in partnership with families, and how to be a professional in the fields of both early childhood and general education. Beyond your PAHCC classroom, you will get hands-on practice working with children in early care and education centers and local schools.

CTSO/Enrichment:

- SkillsUSA
- (Educators Rising)
- Work Site Placement Opportunities (October - June)

Recommended Preparation for Success in This Course:

Academic:

- Foundational literacy skills (reading, writing, oral communication, and listening) are essential in both the PAHCC classroom and in community-based learning environments.
- This course offers rigorous college coursework which requires strong literacy skills, active participation in authentic learning environments, and effective time-management skills.

Professional: Prompt and consistent attendance is a prerequisite to the community-based learning portion of this course.

Prerequisites: Please see the most recent PAHCC Entrance Proficiency Expectations

If you are excited to be part of shaping the next generation of thinkers and doers, join the **Human Services Fundamentals of Early Childhood Education** class today!

Course Description: The ***Fundamentals of Early Childhood Education (ECE)*** course offers a comprehensive examination and exploration of the ECE setting. Areas of concentration include safety, nutrition, and health; child development; working with families and cultural competence; developmentally appropriate practice and guiding behaviors; curriculum development; observation and assessment; professionalism; and, training in high-quality early childhood programs and schools. The opportunity to earn the Northern Lights at CCV ***Fundamentals*** credential is embedded throughout the year-long course. College coursework, while available during both Year One and Year Two of this program, takes a central focus during a student's second year. Students may attain credit for early childhood-related coursework through the Community College of Vermont, or CCV. **EDU-1030, *Introduction to Early Childhood Education*, COM-1015, *Communication in the Early Childhood and Afterschool Workplace*, PSY-2010, *Child Development*, and VTSU: EDU 2360 - Perspectives on Learning** are offered on an alternating basis.

Please see those course descriptions below:

EDU - 1030 - *Introduction to Early Childhood Education* provides students with an overview of early childhood education and the ways in which early childhood experiences can enhance the development of the whole child. Students examine the provision of early education and services for children from conception to age eight. Topics include child development, national and state standards, curriculum development, early intervention, regulation, and career exploration.

COM - 1015 - *Communication in the Early Childhood Education and Afterschool Workplace* asks students to develop effective communication and relationship-building skills for early childhood education and afterschool workplace settings. The course focuses on building effective communication skills with parents, colleagues, children, youth, and community partners. Emphasis is placed on active listening, observation, reporting, and the use of clear language in interpersonal and small-group situations.

PSY - 2010 - *Child Development* invites students to explore child development from conception through preadolescence. The course emphasizes physical, emotional, social, cognitive, behavioral, and communication development of the child. Topics include developmental theories, research, applications, and assessment tools.

EDU 2360 - *Perspectives on Learning* (TBD)

Proficiencies/Learning Targets:

LT 1 - Introduction to the Field of Early Childhood Education:

I can orient myself to the field of early childhood education and education as a career path.

LT 2 - CORE KNOWLEDGE AREA: *Safety, Health & Nutrition* [here](#)

I can identify and use practices that promote safety and health among young children, including quality nutrition and physical activity.

LT 3 - CORE KNOWLEDGE AREA: *Child Development* [here](#)

I can understand and apply major child development principles and theories, utilizing a child-centered, play-based approach to support learning that is developmentally, culturally, and linguistically appropriate.

I can support young children's growth and development in the broad domains of physical, cognitive, and language development, as well as in the content areas of mathematics, literacy, science, technology, social studies, and the arts.

I can support children's social and emotional development and provide positive guidance.

LT 4 - CORE KNOWLEDGE AREA: *Building Productive Relationships With Families* [here](#)

I can build positive, professional, and productive partnerships/relationships when working with children's families.

LT 5 - CORE KNOWLEDGE AREA: *How We Teach* [here](#)

I understand that teaching is complex and that developmentally appropriate approaches must consider developmental norms, children as individuals, and development in context to design approaches and strategies that optimize child development.

LT 6 - CORE KNOWLEDGE AREA: *What We Teach* [here](#)

I can use both NAEYC and Vermont Early Learning Standards (VELS), my knowledge and experience, as well as other resources to design, implement, and/or evaluate curriculum that supports development and learning among children.

LT 7 - CORE KNOWLEDGE AREA: *Observing and Assessing* [here](#)

I can effectively utilize ongoing observation and assessment to better understand/support growth and progress within children and myself.

LT 8 - CORE KNOWLEDGE AREA: Professionalism [here](#)

I recognize that professionalism begins with me, and I can conduct myself as a professional in both the classroom and the workplace.

LT 9 - CORE KNOWLEDGE AREA: Reflect and Respond [here](#)

I can reflect on and examine relevant topics, issues, experiences, and/or developments related to the early childhood / human development field. I can present this information using formal and informal methods.

LT 10 - CORE KNOWLEDGE AREA: Writing / Controlling Idea [here](#)

I can write clear and coherent industry-relevant texts to examine and convey complex ideas, concepts, and information in a fashion that is appropriate for both my audience and the task.

Standards: Standards are aligned with Vermont's CTE [VT Human Services CTE Program Technical Standards](#). Critical Proficiencies Anchor Standards (VT), which derive from and are aligned with the Common Career Technical Core Standards for the [Education](#) career cluster.

Additional standards alignment includes: The National Association for the Education of Young Children, or NAEYC, [Professional Standards and Competencies for Early Childhood Educators](#).

PAHCC Habits of Work: Safety, Work Ethic, Reliability, People Skills

PAHCC Transferable Skills: Creative and practical problem solving; Inquiry; Informed and Integrated Thinking.

CCTC - Career Ready Practices

Unit and Essential Question(s)	Estimated # of Classes Periods	Learning Targets
	(assumes 120-minute classes)	

<p>Unit 1: COURSE INTRODUCTION</p> <p><i>What is early childhood education and what are potential career paths associated with both Birth - Age Eight and K-12 education?</i></p> <p><i>What does education look like today, and how has it changed over time?</i></p> <p><i>What are some of the skills that will be important for me to nurture or develop to be successful in this class?</i></p>	<p>five classes</p>	<p>Learning Targets: LT 1, LT 7, LT 8, LT 10</p> <p>Related Fundamentals Module: FECP 1 Introduction to Fundamentals</p> <p>Know I can:</p> <ul style="list-style-type: none"> • define early childhood and early childhood education (ECE). • identify the Northern Lights at CCV early childhood's <u>eight core knowledge</u> areas. • identify the ten key components of high-quality early education models for children (<u>The 10 NAEYC Program Standards</u>). <p>Understand I can</p> <ul style="list-style-type: none"> • explain how the Northern Lights at CCV Fundamentals credential connects to the Northern Light Career Ladder, • explain several ways that history, culture, people's changing views of children and education, and research have shaped ECE and education over time. • explain Maslow's Hierarchy of Needs. <p>Do I can</p> <ul style="list-style-type: none"> • research and explore potential career opportunities in the field of early childhood education and the public school environment. • assess my personal needs to ensure success in this program while using Maslow's Hierarchy of Needs as my framework. • analyze a high-quality learning environment to assess its ability to meet children's various levels of needs (a la <u>The 10 NAEYC Program Standards</u> and/or Maslow's Hierarchy)
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		<ul style="list-style-type: none"> • demonstrate professional skills while observing preschoolers and documenting the data I collect. • navigate the Canvas platform, demonstrating how to locate, address, and submit weekly assignments.
<p>Unit 2: SAFETY /HEALTH / NUTRITION</p> <p><i>How do we prepare ourselves and the ECE / general education setting to ensure safety among children?</i></p> <p><i>How do we prepare ourselves and the ECE / general education setting to promote health among children?</i></p> <p><i>How do we prepare ourselves and the ECE / general education setting to ensure optimal nutrition among children?</i></p>	35 classes	<p>Learning Targets: LT 2, LT 3, LT 8, LT 9, LT 10</p> <p>Related Fundamentals Module: FECP 2 Early Childhood Learning Environments</p> <p>Safety</p> <p>Know</p> <p>I can</p> <ul style="list-style-type: none"> • identify safety as Job Number One when caring for/educating children. • I can list a number of general areas with safety applications in terms of working with children (sleep, eating, travel, etc.). • I can identify the eight major areas of childproofing. <p>Understand</p> <p>I can</p> <ul style="list-style-type: none"> • explain the <i>who, what, where, when, and why</i> behind rear-facing car seats / general car seat practices among children. • discuss my responsibilities as a mandated reporter, assess situations in which I may need to make a report, and, when appropriate, make a report in the interest of a child's safety (S: Online Assessment & Certificate: VT Online Training for Mandated Reporters). <p>Do</p> <p>I can</p>

- demonstrate my understanding of safe sleep as it applies to infants.
- I can demonstrate and apply my understanding of the eight major areas of childproofing.
- I can design and maintain safe learning environments for children at various developmental levels.
- I can complete a two-hour VT Licencing training and demonstrate ways to access and apply regulations as they apply to home-based, center-based, and after-school environments.
- I can apply center, school, and statewide policies associated with the safe care and education of young children in authentic settings.
- I can earn my AHA CPR / AED / First Aid Infant, Child & Adult certification cards and apply my skills when necessary (S: Certifications x 2: Infant, Child, and Adult CPR/AED & First Aid).
- I can complete the Penn State Extension VT Nine-Hour Orientation Training devoted to health and safety practices.

Health

Know

I can list a number of ways that ECEs/educators promote health while working with children.

Understand

I can explain the 'why' behind proper hand-washing, high-quality nutrition, physical activity, and rest for both child and adult audiences.

Do

I can

- apply/assist children with best practices regarding health including proper hand-washing, high-quality nutrition, physical activity, and rest.
- assess several health-related conditions among children and use reputable resources to plan an appropriate course of action.
- design and maintain healthy learning environments for children at various developmental levels.
- apply center, school, and statewide health-related policies associated with the care and education of young children.
- complete the Penn State Extension VT Nine-Hour Orientation Training devoted to health and safety practices (S: Online Assessment & Certificate).

Nutrition

Know

- I can identify and describe the general function of the six major nutrients in children's bodies.

Understand

I can

- describe the essential nature of particular nutrients throughout childhood (e.g., fat's connection to myelination, Birth - Age Two; calcium's connection to bones & teeth throughout childhood).
- explain the role of CACFP and other school-based supplemental food programs in terms of nutrition.

Do

I can

		<ul style="list-style-type: none"> conduct a meal-centered observation at my WSP, and compare my data to federal and state guidelines/food plans to assess nutritional quality, <u>or</u> design a meal plan for a child population while following best practices and the CACFP guidelines. model and promote a healthy approach to high-quality nutrition when working with children. 										
<p>Unit 3: CHILD DEVELOPMENT</p> <p><i>What knowledge, principles, and theories of development shape our understanding of how children change over time?</i></p> <p><i>What are the physical, cognitive, and socio-emotional characteristics and changes that are associated with early childhood?</i></p> <p><i>How do we best support the development of the whole child?</i></p>	25 classes	<p>Learning Targets: LT 3, LT 9, LT 10</p> <p>Related Fundamentals Modules:</p> <table> <tbody> <tr> <td>FECP 6</td> <td>Social and Emotional Development A</td> </tr> <tr> <td>FECP 7</td> <td>Social and Emotional Development B</td> </tr> <tr> <td>FECP 8</td> <td>Cognitive Development</td> </tr> <tr> <td>FECP 9</td> <td>Physical Development</td> </tr> <tr> <td>FECP 10</td> <td>Language and Literacy</td> </tr> </tbody> </table> <p>Know</p> <p>I can</p> <ul style="list-style-type: none"> list and define the major stages of development among children. define the term 'milestone'. 	FECP 6	Social and Emotional Development A	FECP 7	Social and Emotional Development B	FECP 8	Cognitive Development	FECP 9	Physical Development	FECP 10	Language and Literacy
FECP 6	Social and Emotional Development A											
FECP 7	Social and Emotional Development B											
FECP 8	Cognitive Development											
FECP 9	Physical Development											
FECP 10	Language and Literacy											

Understand

I can

- understand and apply major child development principles: *cephalocaudal, proximodistal, maturation, simple to complex*.
- understand and apply major child development theories when working with children: *Skinner, Piaget, Vygotsky, Erikson, Maslow, Gardner, Kohlberg, and Bronfenbrenner*.
- understand that while much of development is similar among children, individual variance and development in context must also be considered (S: Birth - Five: [CDC Milestone Tracker App Project](#) / K+ = Standards-Based Project).
- explain the significance of the CDC's message: [Learn the Signs. Act Early](#) (S: [CDC Milestone Tracker App Project](#)).
- discuss the multiple influences that shape childhood development, including the impact of trauma.

Do

I can

- explain and support important developmental 'windows of opportunity': *vision, speech/vocabulary, emotional control, motor skills, math/logic*.
- support young children's growth and development in the broad domains of physical and cognitive (including language) development, as well as in the content areas of mathematics, literacy, science, technology, social studies, and the arts.
- support children's social and emotional development and provide positive guidance.

<p>Unit 4: BUILDING PRODUCTIVE RELATIONSHIPS WITH FAMILIES</p> <p><i>What do we need to know, understand, and value among families to best support their children?</i></p> <p><i>How do we respectfully partner with families to optimize child development?</i></p> <p><i>How do we help strengthen families and improve outcomes for children?</i></p>	<p>20 classes</p>	<p>Learning Targets: LT 4, LT 9, LT 10</p> <p>Related Fundamentals Modules: FECP 11 Family-Centered Practice</p> <p>Know</p> <p>I can</p> <ul style="list-style-type: none"> • identify and list the various types of information that ECE programs and schools gather from children's families. • identify and explain the term, <u>Adverse Childhood Experiences</u>, or ACES, describe the potential impact that ACES can have on the developing child, and discuss/apply approaches to prevent and mitigate the impact of ACES upon a child. <p>Understand</p> <p>I can</p> <p>understand that all families are different, can discuss the many shapes among today's families, and explain the importance of honoring family culture in our educational environments (<u>Think Cultural Health</u> / <u>Cross-Cultural Communication: Tools for Working With Families and Children</u>).</p> <ul style="list-style-type: none"> • explain the <u>five protective factors</u> as they apply to families and assess my strengths and areas for growth in terms of helping families to develop and maintain such factors. <p>Do</p> <p>I can</p> <ul style="list-style-type: none"> • examine the role of implicit bias in the context of children, families, and the ECE field/field of education. • reflect upon my skills and thinking related to the film, <u>Reflecting on Anti-Bias Education in Action: The Early Years</u>.
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		<ul style="list-style-type: none"> reflect upon the importance of a strengths-based approach when working with families and apply such an approach when practical and appropriate (S: Reflective Project: <i>Find the Strengths in This Family</i> or <i>Zero to Three, Meet Charlie - A Young Child Expelled From Preschool</i>). explore data on MIT's Livable Wage site to examine the impact of family composition and size on the livable wage. I can reflect upon my learning, communicating my thoughts about financial planning in terms of 'growing' one's family. complete a six-hour training (Basic Specialized Care) dedicated to many of the complexities involved when working with children and their families, including those impacted by abuse, neglect, and other traumas.
<p>Unit 5: HOW WE TEACH</p> <p><i>What is NAEYC's Developmentally Appropriate Practice, and why is a growing understanding of such practice essential if one is to work in the early childhood field?</i></p> <p><i>How do we promote high-quality interactions when working with children, including those with diverse abilities and special needs?</i></p> <p><i>How do we create inclusive, quality-rich learning environments for all children?</i></p>	25 classes	<p>Learning Targets: LT 5, LT 9, LT 10</p> <p>Related Fundamentals Modules:</p> <p>FECP 2 Early Childhood Learning Environments</p> <p>FECP 5 Culturally Responsive Teaching Practices</p> <p>Know</p> <ul style="list-style-type: none"> I know what NAEYC stands for and explain its place in the field of early childhood education. <p>Understand</p> <p>I can</p> <ul style="list-style-type: none"> explain my understanding of the three core considerations that shape <u>NAEYC's Developmentally Appropriate Practice (DAP)</u>: commonality, individuality, and context. explain why trusting relationships and high-quality interactions are essential when working with young children, connecting my thinking to brain 'architecture'; I can develop trusting

relationships and demonstrate such interactions when working with children.

- describe and skillfully enhance inclusive learning environments and programs that reflect The 10 NAEYC Program Standards.

Do

I can

- apply my understanding of the three core considerations that shape NAEYC's Developmentally Appropriate Practice (DAP): commonality, individuality, and context.
- locate and use the NAEYC Professional Standards and Competencies for Early Childhood Educators - (Standard Four) to design and implement learning environments and experiences that are developmentally, culturally, and linguistically appropriate.
- reflect upon the importance of self-regulation and executive function skills and support the development of these essential skills when working with young children at WSP/ in the PAHCC Lab Space.
- utilize a child-centered, play-based approach to support the learning and development of the *whole* child: physically, cognitively, socially, and emotionally.
- guide children's behavior while using positive guidance.

<p>Unit 6: WHAT WE TEACH <i>Which standards guide educators as they develop a curriculum that optimizes child development and learning?</i></p> <p><i>What are the components of a developmentally appropriate ECE curriculum?</i></p> <p><i>How do we design and deliver a rich, developmentally appropriate curriculum in the ECE setting?</i></p>	<p>25 classes</p>	<p>Learning Targets: LT 6, LT 8, LT 9, LT 10 Related Fundamentals Modules: FECP 4 Building a Meaningful Curriculum</p> <p>Know I can <ul style="list-style-type: none"> identify the major curricular areas that are addressed in the ECE environment. identify and locate a variety of standards that are used to guide curriculum design and implementation in the ECE environment. </p> <p>Understand I <ul style="list-style-type: none"> understand that standards serve as a guide to curriculum development. understand that curriculum must be accessible to all children and can practice differentiated approaches to curriculum implementation. </p> <p>Do I can <ul style="list-style-type: none"> use the <u>NAEYC Professional Standards and Competencies for Early Childhood Educators</u> - (Standard Five) to design, implement, and evaluate a curriculum that supports development and learning among children. use the <u>Vermont Early Learning Standards</u> (VELS; Developing Self, Communication and Expression, Learning About the World) to design, implement, and/or evaluate a curriculum that supports development and learning among children. use the English Language Arts <u>Common Core Standards</u> and Math <u>Common Core Standards</u> to design, implement, and </p>
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		<p>evaluate a curriculum that supports development and learning among children.</p> <ul style="list-style-type: none"> support young children's growth and development across all domains while addressing the content areas of mathematics, literacy, science, technology, social studies, and the arts. design, implement, evaluate, and reflect upon a lesson plan in one of the following content areas: mathematics, literacy, science, technology, social studies, and the arts.
<p>Unit 7: OBSERVING and ASSESSING</p> <p><i>What does objective observation look like and why is it an essential component of the ECE professional's toolkit?</i></p> <p><i>How do we utilize observation and assessment data related to children and ourselves to inform our practice/support learning and growth?</i></p> <p><i>What are the purposes, forms, and benefits of authentic assessment?</i></p>	<p>five classes</p>	<p>Learning Targets: LT 7, LT 9, LT 10</p> <p>Related Fundamentals Module:</p> <p>FECP 3 Introduction to Observation and Assessment</p> <p>Know</p> <p>I can</p> <ul style="list-style-type: none"> list best practices when observing in the ECE environment. <p>Understand</p> <p>I can</p> <ul style="list-style-type: none"> discuss the key components of objective observation and explain the importance of observation in our work with children. describe the function of observation and assessment when working in the educational environment. describe key components of authentic observation and explain how it helps us to gather the most accurate 'picture' of a child's abilities. <p>Do</p> <p>I can</p> <ul style="list-style-type: none"> conduct observations in response to a variety of prompts. utilize observation to support growth and progress within myself as an ECE professional.

<p>Unit 8: PROFESSIONALISM</p> <p><i>What are the dispositions or “professional attitudes, values, and beliefs” that will influence the work we do with the children and families (Northern Lights at CCV)?</i></p> <p><i>How do we utilize observation and assessment data related to children and ourselves to inform our practice/support learning and growth?</i></p> <p><i>What are the purposes, forms, and benefits of authentic assessment?</i></p>	<p>15 classes</p>	<p>Learning Targets: LT 8, LT 9, LT 10</p> <p>Related Fundamentals Module: FECP 10 Professionalism, Leadership, and Ethical Practice</p> <p>Know I know that professionalism is expected in the ECE environment.</p> <p>Understand I understand that professionalism begins with me.</p> <p>Do I can</p> <ul style="list-style-type: none"> ● assess my strengths and areas for growth in terms of the Early Childhood Professional Disposition). ● use the NAEYC Professional Standards and Competencies for Early Childhood Educators - (Standard Six) as a guide for professionalism in the early childhood workplace: <ul style="list-style-type: none"> ○ I can describe ways to advocate for young children, their families, and the ECE field (6A). ○ I can follow state and center/school regulations and policies and uphold my responsibilities as a mandated reporter (6B). ○ I can apply my knowledge of the NAEYC Code of Ethical Conduct to resolve dilemmas/situations that involve children, families, colleagues, the greater community, and society (6B). ○ I can communicate as a professional when working with children, families, and colleagues (6C). ○ I can discuss the importance of ongoing education and professional development as an educator, work
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		<p>collaboratively with others, and discuss the value of being observed professionally by others in the field (6D).</p> <ul style="list-style-type: none"> ○ I can practice an inquiry-based and reflective approach to my work with children (6E).
Unit 9: REFLECT and RESPOND	10 classes	<p>Learning Targets: LT 9, LT 10</p> <p>I can reflect upon a variety of ECE concepts, ideas, and experiences.</p> <p>Prompts may include.</p> <ul style="list-style-type: none"> ● my skills and thinking related to the film, <u><i>Reflecting on Anti-Bias Education in Action: The Early Years</i></u>. ● my ability to apply the <u>NAEYC Professional Standards and Competencies for Early Childhood Educators</u>. ● the importance of a strengths-based approach when working with families (S: Reflective Project: <i>Find the Strengths in This Family</i> or <i>Zero to Three</i>, <u><i>Meet Charlie - A Young Child Expelled From Preschool</i></u>). ● the data on <u>MIT's Livable Wage</u> site to examine the impact of family composition and size on the livable wage. I can reflect upon my learning, communicating my thoughts about financial planning, family financial stressors, etc. in terms of 'growing' one's family (S: <u>Reflective Project: MIT's Livable Wage</u>). ● the <u>five protective factors</u> as they apply to families and assess my strengths and areas for growth in terms of helping families to develop and maintain protection against life stressors. ● the importance of <u>self-regulation</u> and <u>executive function</u> skills and document how I support the development of these essential skills when working with young children at WSP/ in the PAHCC Lab Space.

		<ul style="list-style-type: none"> the design and implementation of a lesson plan in one of the following content areas: mathematics, literacy, science, technology, social studies, and the arts.
Unit 10: WRITING / CONTROLLING IDEA	20 classes	<p>Learning Targets: LT 9, LT 10</p> <p>I can write clear and coherent industry-relevant texts to examine and convey complex ideas, concepts, and information in a fashion that is appropriate for both my audience and the task.</p> <p>DO: I can</p> <ul style="list-style-type: none"> respond to all aspects of a given prompt and effectively communicate my ideas in a logical, well-organized, and concise fashion. include details / concrete examples to enhance my written work. write clearly, using proper grammar, spelling, and punctuation. adjust my written communication to meet the needs of both my reader and the task. revise my written work to satisfy the criteria listed above.

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