

A.S. in Early Childhood Education

College Learning Outcomes Matrix: Rate each course from 1 to 5 with 5 being the most important.

A.S. IN ECE	Year of SLO Assessment	1. Written, Oral and Visual Communication	2. Scientific and Quantitative Reasoning	3. Critical Thinking	4. Problem Solving	5. Information Literacy:	G E	DEGREE
ECE 100 Licensing and Permits: Introduction to Childcare Programs	Spring 2013 (5)	1	1	1	2	4		X
ECE 110 Child Development	Spring 2012 (3&4)						X	X
ECE 112 Child, Family, and Community	Fall 2012 (3&4) Spring 2013 (5) Fall 2013 (1)						X	X
ECE 114 Introduction to Early Childhood Education	Fall 2012 (3&4) Fall 2013 (1)							X
ECE 115 Introduction to Early Childhood Curriculum	Spring 2012 (3&4) Spring 2013 (5) Fall 2013 (1)	5	3	5	3	4		X
ECE 116 Observation and Assessment	Fall 2012 (3&4) Fall 2012 (2)	3	4	5	5	3		X
ECE 131 Health, Safety and Nutrition Practices for Young Children	Spring 2012 (3&4)	3	1	4	4	3		X
ECE 208 Exploring Cultural Diversity in the Early Childhood Classroom	Fall 2012 (3&4) Fall 2013 (1)							X
ECE 222 Working with Special Needs Children in Early Childhood Settings	Spring 2012 (3&4)	3	1	4	4	3		X
ECE 280 ECE Fieldwork and Seminar I: Beginning Practicum	Fall 2012 (3&4)	3	3	5	5	2		X
ECE 281 ECE Fieldwork and Seminar II: Advanced Practicum	Spring 2012 Fall 2013 (1)	4	3	5	5	3		X

A.S. in Early Childhood Education

GENERAL EDUCATION SLOS What assignments do you give that assess these GE SLO?

A.S. IN ECE	1. Written, Oral and Visual Communication	2. Scientific and Quantitative Reasoning	3. Critical Thinking	4. Problem Solving	5. Information Literacy
ECE 100 Licensing and Permits: Introduction to Childcare Programs					- analyze sample transcripts to determine eligibility for CCL standards, CD permits - analyze students own educational achievements to determine eligibility for CCL standards, CD permits - based on analysis of student educational achievement, make a preliminary plan for advancement in the profession
ECE 110 Child Development	Child observation Weekly homework	Quizzes Child Observation	Child Observation Quizzes	Child Observation Quizzes	Weekly homework
ECE 112 Child, Family, and Community	1. Personal Reflection Essay 2. Parenting Articles Critique 3. Media Newsletter 4. Community Resources Project	2. Parenting Articles Critique	1. Parenting Articles Critique 2. Media Newsletter 3. Personal Reflection Essay	1. Parenting Articles Critique 2. Media Newsletter	1. Parenting Articles Critique 2. Media Newsletter 3. Community Resources Project
ECE 114 Introduction to Early Childhood Education	1. Exploration of Toys 2. Journey to Becoming an Anti-Bias Teacher 3. Child Observation 4. ECE Framework Group Project	1. Child Observation	1. Exploration of Toys 2. Journey to Becoming an Anti-Bias Teacher 3. Child Observation 4. ECE Framework Group Project	1. Journey to Becoming an Anti-Bias Teacher 2. Child Observation 3. ECE Framework Group Project	1. Journey to Becoming an Anti-Bias Teacher 2. Child Observation 3. ECE Framework Group Project

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A.S. IN ECE	1. Written, Oral and Visual Communication	2. Scientific and Quantitative Reasoning	3. Critical Thinking	4. Problem Solving	5. Information Literacy
ECE 115 Introduction to Early Childhood Curriculum	1. Philosophy of Education Essay 2. Observation of a child in an ECE program. 3. Curriculum Plan for a week.	1. Curriculum Plan for a week.	1. Observation of a child in an ECE program. 2. Program Description and Evaluation of an ECE program. 3. Curriculum plan for a week.	1. Philosophy of Education Essay. 2. Curriculum plan for a week.	1. Observation of a child in an ECE program. 2. Program Description and Evaluation of an ECE program. 3. Curriculum plan for a week.
ECE 116 Observation and Assessment	1. personal reflection writing 2. Portfolio evidence and work sample analysis	1. Running record/anecdotal record 2. Tally Event Sample 3. Time Sample	1. personal reflection writing 2. Article on standardized testing 3. Portfolio evidence and work sample analysis	1. Tally event sample 2. Time Sample	1. Article on standardized testing
ECE 131 Health, Safety and Nutrition Practices for Young Children	Written Homework Assignments, Term paper, Final project/oral presentation		CPR/First Aid Certification	CPR/First Aid Certification	Research Paper Develop Policies and procedures
ECE 208 Exploring Cultural Diversity in the Early Childhood Classroom	1. Personal Culture Study 2. Online Journal Reflections 3. Multicultural Book Review		1. Online Journal Reflections 2. Class discussions, group work 3. Multicultural Book Review	1. Online Journal Reflections 2. Class discussions, group work	3. Multicultural Book Review
ECE 222 Working with Special Needs Children in Early Childhood Settings	Term Paper, Oral Presentation		In Class Worksheets, Quiz	In Class Worksheets Quiz	Research Paper/Final Project
ECE 280 ECE Fieldwork and Seminar I: Beginning Practicum	1. Weekly reflective journal 2. Bi-weekly book club discussion 3. Playbox 4. Fieldwork evaluation	1. Playbox 2. Fieldwork evaluation and student goal setting	1. Curriculum activity plans 2. Playbox 3 Bi-weekly book club discussion 4. Fieldwork evaluation	1. Curriculum activity plans 2. Bi-weekly book club discussion 3. Weekly reflective journal 4. Playbox 5. Fieldwork evaluation	1. Bi-weekly book club discussion 2. Curriculum activity plans 3. Fieldwork evaluation

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A.S. IN ECE	1. Written, Oral and Visual Communication	2. Scientific and Quantitative Reasoning	3. Critical Thinking	4. Problem Solving	5. Information Literacy
ECE 281 ECE Fieldwork and Seminar II: Advanced Practicum	1. Weekly reflective journal 2. Bi-weekly book club discussion 3. Child Study 4. Developing And Documenting A Unit, Theme Or Project 5. Fieldwork evaluation	1. Child Study 2. Fieldwork evaluation and student goal setting	1. Child Study 2. Fieldwork evaluation	1. Weekly reflective journal 2. Bi-weekly book club discussion 3. Child Study 4. Developing And Documenting A Unit, Theme Or Project 5. Fieldwork evaluation	1. Bi-weekly book club discussion 2. Child Study 3. Developing And Documenting A Unit, Theme Or Project 4. Fieldwork evaluation

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ECE 100 Licensing and Permits: Introduction to Childcare Programs
ECE 110 Child Development
ECE 112 Child, Family, and Community
ECE 114 Introduction to Early Childhood Education
ECE 115 Introduction to Early Childhood Curriculum
ECE 116 Observation and Assessment
ECE 131 Health, Safety and Nutrition Practices for Young Children
ECE 208 Exploring Cultural Diversity in the Early Childhood Classroom
ECE 222 Working with Special Needs Children in Early Childhood Settings
ECE 280 ECE Fieldwork and Seminar I: Beginning Practicum
ECE 281 ECE Fieldwork and Seminar II: Advanced Practicum
PSY 114 Psychology of Human Development: Lifespan

Electives (select two courses from the following list):

ECE 133 Creative Art Curriculum for Young Children
ECE 135 Working with Children's Challenging Behavior
ECE 137 Emergent Literacy in the Early Childhood Classroom
ECE 205 Continuing Experiences in Early Childhood Curriculum
ECE 217 Fostering Creativity in the Classroom
ECE 218 Providing High-Quality Care for Infants and Toddlers
ECE 220A Early Childhood Education Administration A
ECE 220B Early Childhood Education Administration B
ECE 224 Working with Parents in Early Childhood Programs
ECE 225 Guidance and Limit-Setting in the Early Childhood Classroom
ECE 226 Exploration and Discovery in Math and Science
ECE 295 Supervising Adults in Early Childhood Programs

SLOS

After completion of the Early Childhood Education program students will be able to:

1. Integrate understanding of the needs, the characteristics and multiple influences on development of children birth to age eight as related to high quality care and education of young children.
2. Design, implement and evaluate environments and activities that support positive, developmental play and learning outcomes for all young children.
3. Apply effective guidance and interaction strategies that support all children's social learning, identity and self-confidence.
4. Develop strategies that promote partnerships between programs, teachers, families and their communities.
5. Demonstrate ethical standards and professional behaviors that deepen understanding, knowledge and commitment to the EC/CD profession.

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THESE DEGREE OUTCOMES EQUAL WHICH COURSE OUTCOMES FOR THESE COURSES?

A.S. IN ECE	Integrate understanding of the needs, the characteristics and multiple influences on development of children birth to age eight as related to high quality care and education of young children.	Design, implement and evaluate environments and activities that support positive, developmental play and learning outcomes for all young children.	Apply effective guidance and interaction strategies that support all children's social learning, identity and self-confidence.	Develop strategies that promote partnerships between programs, teachers, families and their communities.	Demonstrate ethical standards and professional behaviors that deepen understanding, knowledge and commitment to the EC/CD profession.
ECE 100 Licensing and Permits: Introduction to Childcare Programs					~ define the difference between a license and a Child Development Permit ~ list Community Care licensing requirements for teachers and directors ~ list the six levels of Child Development Permits and requirements for each level ~ list the requirements for an Associate's degree, a career certificate and a skills certificate in ECE from College of Main ~ analyze sample transcripts and determine eligibility for licensing requirements, Child Development Permits and degree/certificates based on the coursework ~ plan coursework to achieve their goals in ECE based on their own educational achievements to date

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ECE 110 Child Development	Compare and contrast various theoretical frameworks that relate to the study of human development. 2 .Analyze how social, economic, political, historical and cultural contexts affect children's development. 3.Differentiate characteristics of typical and atypical development at various stages.	4.Analyze the importance of the early years and the effects of interaction between maturational processes and environmental factors (particularly education) on various areas of development. Articulate connection between child development knowledge and appropriate practices for caregivers and teachers.	4.Analyze the importance of the early years and the effects of interaction between maturational processes and environmental factors (particularly education) on various areas of development.	Articulate connection between child development knowledge and appropriate practices for caregivers and teachers. Articulate connection between child development knowledge and appropriate practices for caregivers and teachers.	Articulate connection between child development knowledge and appropriate practices for caregivers and teachers.

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ECE 112 Child, Family, and Community	1. Analyze theories of socialization that address the interrelationship of the child, family and community 2. Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families. 3. Synthesize and analyze research regarding social issues, changes and transitions that affect children's families, and evaluate their current impact on children, families, schools and communities. 4. Critique strategies that support and empower families through respectful, reciprocal relationships, and involve all families in their children's development and learning.	1. Critique strategies that support and empower families through respectful, reciprocal relationships, and involve all families in their children's development and learning. 2. Analyze diverse patterns and styles of communication, and implement positive communication strategies that support all families.	1. Analyze theories of socialization that address the interrelationship of the child, family and community 2. Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families. 3. Synthesize and analyze research regarding social issues, changes and transitions that affect children's families, and evaluate their current impact on children, families, schools and communities.	1. Analyze theories of socialization that address the interrelationship of the child, family and community 2. Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families. 3. Synthesize and analyze research regarding social issues, changes and transitions that affect children's families, and evaluate their current impact on children, families, schools and communities. 4. Critique strategies that support and empower families through respectful, reciprocal relationships, and involve all families in their children's development and learning. 5. Analyze diverse patterns and styles of communication, and implement positive communication strategies that support all families. 6. Develop advocacy strategies to affect attitudes and public policy as part of the teacher's role and responsibilities on behalf of children and families. 7. Critically assess support services and agencies that are available to community and families.	1. Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families. 2. Synthesize and analyze research regarding social issues, changes and transitions that affect children's families, and evaluate their current impact on children, families, schools and communities. 3. Analyze diverse patterns and styles of communication, and implement positive communication strategies that support all families. 4. Develop advocacy strategies to affect attitudes and public policy as part of the teacher's role and responsibilities on behalf of children and families. 5. Critically assess support services and agencies that are available to community and families. 6. Analyze one's own values, goals and sense of self as it relates to family history and life experiences, and assess how this impacts relationships with children and families.

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ECE 114 Introduction to Early Childhood Education	1. Interpret best and promising teaching and care practices as defined within the field of early care and education, including an historic overview, range of delivery systems, program philosophies, and ethical standards. 2. Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children, including those with diverse characteristics. 3. Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children. 4. Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.	1. Interpret best and promising teaching and care practices as defined within the field of early care and education, including an historic overview, range of delivery systems, program philosophies, and ethical standards. 2. Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children, including those with diverse characteristics. 3. Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children. 4. Examine a variety of guidance and interaction strategies to increase a child's social competence and promote a caring classroom community. 5. Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.	1. Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children, including those with diverse characteristics. 2. Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children. 3. Examine a variety of guidance and interaction strategies to increase a child's social competence and promote a caring classroom community. 4. Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.	1. Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children, including those with diverse characteristics.	1. Interpret best and promising teaching and care practices as defined within the field of early care and education, including an historic overview, range of delivery systems, program philosophies, and ethical standards.

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ECE 115 Introduction to Early Childhood Curriculum	2. Apply developmentally appropriate principles and teaching strategies to design curriculum to positively influence young children's development and learning.	3. Apply understanding of children's learning and development, and knowledge of key content areas and academic subject matter to design and evaluate foundational curriculum in areas such as literacy, mathematics, science, social emotional development, etc.	2. Apply developmentally appropriate principles and teaching strategies to design curriculum to positively influence young children's development and learning.	1. Design curriculum based on observation and assessment of young children to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support all children.	4. Demonstrate knowledge of the teachers' role in evaluating best and promising practices with consideration for the various impacts on children's learning and development.
ECE 116 Observation and Assessment	1. Describe and evaluate the characteristics, strengths and limitations of common assessment tools in respect to children's developmental, cultural and linguistic characteristics. 2. Critically compare the purpose, value and use of formal and informal observation and assessment in early childhood settings. 5. Demonstrate systematic observation methods that reveal children's ideas processes and feelings and provide data to assess the impact of learning settings, interactions and curriculum on children's development and learning.	1. Describe and evaluate the characteristics, strengths and limitations of common assessment tools in respect to children's developmental, cultural and linguistic characteristics. 2. Critically compare the purpose, value and use of formal and informal observation and assessment in early childhood settings. 4. Embed activities related to assessment within play-based learning environments, curriculum and care routines.	4. Embed activities related to assessment within play-based learning environments, curriculum and care routines.	3. In partnership with families, and other professionals, interpret observational data to inform teaching responses and strategies.	3. In partnership with families, and other professionals, interpret observational data to inform teaching responses and strategies.

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ECE 131 Health, Safety and Nutrition Practices for Young Children	1. Identify health, safety, and environmental risks in children's programs. 2. Evaluate the relationship between healthy development and nutrition and analyze the nutritional needs of children at various ages.	1. Identify health, safety, and environmental risks in children's programs. needs of children at various ages.	3. Assess strategies to maximize the mental and physical health of children and adults in programs for young children.	4. Evaluate regulations, standards and policies and procedures related to health, safety and nutrition in support of young children, teachers and families. 6. Recognize the value of collaboration with families and community health professionals.	5. Distinguish aspects of quality in programs for young children as related to health and safety. 7. Meet requirements for Pediatric First Aid certification. 8. Meet requirements for Pediatric CPR certification.

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ECE 208 Exploring Cultural Diversity in the Early Childhood Classroom	1. Critically examine societal and personal attitudes, beliefs, values, assumptions and biases about culture, language, identity, family structures, ability, socio-economic status, and other issues influenced by systemic oppression. 2. Apply theories on how children learn prejudice and stereotypes to planning curriculum and supports that promote respectful interpersonal relationships. 3. Critically assess the components of culturally relevant and responsive physical and social environments to create respectful, reciprocal relationships that support and empower families, children and teachers. 4. Demonstrate strategies for helping children negotiate and resolve conflicts with a focus on using an anti-bias approach in the classroom. 5. Identify, evaluate and apply appropriate ethical and inclusive practices in early care and education.	1. Critically examine societal and personal attitudes, beliefs, values, assumptions and biases about culture, language, identity, family structures, ability, socio-economic status, and other issues influenced by systemic oppression. 2. Apply theories on how children learn prejudice and stereotypes to planning curriculum and supports that promote respectful interpersonal relationships. 3. Critically assess the components of culturally relevant and responsive physical and social environments to create respectful, reciprocal relationships that support and empower families, children and teachers. 4. Demonstrate strategies for helping children negotiate and resolve conflicts with a focus on using an anti-bias approach in the classroom. 5. Identify, evaluate and apply appropriate ethical and inclusive practices in early care and education	1. Critically examine societal and personal attitudes, beliefs, values, assumptions and biases about culture, language, identity, family structures, ability, socio-economic status, and other issues influenced by systemic oppression. 2. Critically assess the components of culturally relevant and responsive physical and social environments to create respectful, reciprocal relationships that support and empower families, children and teachers. 4. Demonstrate strategies for helping children negotiate and resolve conflicts with a focus on using an anti-bias approach in the classroom. 5. Identify, evaluate and apply appropriate ethical and inclusive practices in early care and education	1. Critically examine societal and personal attitudes, beliefs, values, assumptions and biases about culture, language, identity, family structures, ability, socio-economic status, and other issues influenced by systemic oppression. 2. Critically assess the components of culturally relevant and responsive physical and social environments to create respectful, reciprocal relationships that support and empower families, children and teachers. 3. Identify, evaluate and apply appropriate ethical and inclusive practices in early care and education.	1. Critically examine societal and personal attitudes, beliefs, values, assumptions and biases about culture, language, identity, family structures, ability, socio-economic status, and other issues influenced by systemic oppression. 2. Critically assess the components of culturally relevant and responsive physical and social environments to create respectful, reciprocal relationships that support and empower families, children and teachers. 3. Identify, evaluate and apply appropriate ethical and inclusive practices in early care and education. 4. Identify, evaluate and apply appropriate ethical and inclusive practices in early care and education

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ECE 222 Working with Special Needs Children in Early Childhood Settings	1. Analyze and illustrate inclusion approaches in early childhood education 3. Define assessment process and the Individual Family Service Plan (IFSP)/ Individual Education Plan (IEP) and how to use them when working with a child who has special needs. 4. Identify different types and causation of special needs: prenatal and postnatal. 1.	1. Analyze and illustrate inclusion approaches in early childhood education.	6. Construct educational approaches for children with special needs, including playful and creative problem solving interventions	3. Define assessment process and the Individual Family Service Plan (IFSP)/ Individual Education Plan (IEP) and how to use them when working with a child who has special needs. 5. Analyze issues of partnership with families from various cultural and backgrounds.	2. Report on federal legislation of early intervention and prevention.

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ECE 280 ECE Fieldwork and Seminar I: Beginning Practicum	1. Integrate understandings of children's characteristics and needs to develop healthy, safe, respectful, supportive and challenging learning environments for all children. 2. Evaluate the effectiveness of an early childhood environment, the curriculum and teaching strategies to improve teaching practices. 3. Design, implement and evaluate curriculum activities based on observation and assessment of young children. 4. Apply a wide array of effective approaches, strategies and tools in developing relationships with children and colleagues.	2. Evaluate the effectiveness of an early childhood environment, the curriculum and teaching strategies to improve teaching practices. 3. Design, implement and evaluate curriculum activities based on observation and assessment of young children. 4. Apply a wide array of effective approaches, strategies and tools in developing relationships with children and colleagues.	1. Integrate understandings of children's characteristics and needs to develop healthy, safe, respectful, supportive and challenging learning environments for all children. 4. Apply a wide array of effective approaches, strategies and tools in developing relationships with children and colleagues.	5. Evaluate how teachers involve families in their children's development and learning.	4. Apply a wide array of effective approaches, strategies and tools in developing relationships with children and colleagues. 5. Evaluate how teachers involve families in their children's development and learning. 6. Critically assess one's own teaching experiences to guide and inform practice.

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ECE 281 ECE Fieldwork and Seminar II: Advanced Practicum	1. Demonstrate advanced skills in creating and maintaining an optimal early childhood learning environment, and implementing a range of appropriate teaching strategies. 4. Demonstrate advanced skills in creating and maintaining an optimal early childhood learning environment, and implementing range of appropriate teaching strategies. 5. Devise and implement curriculum that integrates language and literacy, logical/mathematical and scientific thinking, motor skills and artistic expression around topics of great interest to specific child or group of children.	1. Demonstrate advanced skills in creating and maintaining an optimal early childhood learning environment, and implementing a range of appropriate teaching strategies. 4. Demonstrate advanced skills in creating and maintaining an optimal early childhood learning environment, and implementing range of appropriate teaching strategies. 5. Devise and implement curriculum that integrates language and literacy, logical/mathematical and scientific thinking, motor skills and artistic expression around topics of great interest to specific child or group of children.	1. Demonstrate advanced skills in creating and maintaining an optimal early childhood learning environment, and implementing a range of appropriate teaching strategies. 2. Demonstrate advanced skills in fostering social and emotional competence in children, classroom management, guidance and conflict resolution. 4. Demonstrate advanced skills in creating and maintaining an optimal early childhood learning environment, and implementing range of appropriate teaching strategies.	3. Participate as a member of a team in preparing and conducting parent conferences	3. Participate as a member of a team in preparing and conducting parent conferences

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IN WHICH COURSES ARE THESE DEGREE SLOS ASSESSED? Use “I” for Intro, “P” for Practice and “M” for Mastery.

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ECE 100 Licensing and Permits: Introduction to Childcare Programs					I
ECE 110 Child Development	I	I	I	I	
ECE 112 Child, Family, and Community	P	I	P	P	P
ECE 114 Introduction to Early Childhood Education	P	P	P	P	I
ECE 115 Introduction to Early Childhood Curriculum	P	M	P	P	P
ECE 116 Observation and Assessment	P	P	P	P	P
ECE 131 Health, Safety and Nutrition Practices for Young Children	P	P	P	P	M
ECE 208 Exploring Cultural Diversity in the Early Childhood Classroom	P	I	I	P	P
ECE 222 Working with Special Needs Children in Early Childhood Settings	P	P	M	P	I
ECE 280 ECE Fieldwork and Seminar I: Beginning Practicum	P	P	P	I	P
ECE 281 ECE Fieldwork and Seminar II: Advanced Practicum	M	M	M	P	M

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DEGREE SLOS

WHAT ASSIGNMENTS DO YOU GIVE IN THESE CLASSES THAT ASSESS THE FOLLOWING DEGREE SLOS?

A.S. IN ECE	Integrate understanding of the needs, the characteristics and multiple influences on development of children birth to age eight as related to high quality care and education of young children.	Design, implement and evaluate environments and activities that support positive, developmental play and learning outcomes for all young children.	Apply effective guidance and interaction strategies that support all children's social learning, identity and self-confidence.	Develop strategies that promote partnerships between programs, teachers, families and their communities.	Demonstrate ethical standards and professional behaviors that deepen understanding, knowledge and commitment to the EC/CD profession.
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ECE 110 Child Development	Child Observation Quizzes Homework	Quizzes Homework	Quizzes Homework Quizzes	Quizzes Homework	
ECE 112 Child, Family, and Community	1. Parenting Articles Critique 2. Media Influence Newsletter	1. Class Discussions, Group Work. 2. Quizzes	1. Class Discussions, group Work. 2. Quizzes	1. Parenting Articles Critique 2. Community Resource Project	1. Personal Reflection Essay
ECE 114 Introduction to Early Childhood Education	~Anti-Bias Journey ~Exploration of Toys ~Child Observation ~ECE Framework Group Project ~Quizzes	~Anti-Bias Journey ~Exploration of Toys ~Child Observation ~ECE Framework Group Project ~Quizzes	~Anti-Bias Journey ~Child Observation ~ECE Framework Group Project ~Quizzes	~Anti-Bias Journey ~ECE Framework Group Project ~Quizzes	~Anti-Bias Journey ~ECE Framework Group Project ~In class discussions and activities (What Does It Mean to Be a Professional?)

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A.S. IN ECE	Integrate understanding of the needs, the characteristics and multiple influences on development of children birth to age eight as related to high quality care and education of young children.	Design, implement and evaluate environments and activities that support positive, developmental play and learning outcomes for all young children.	Apply effective guidance and interaction strategies that support all children's social learning, identity and self-confidence.	Develop strategies that promote partnerships between programs, teachers, families and their communities.	Demonstrate ethical standards and professional behaviors that deepen understanding, knowledge and commitment to the EC/CD profession.
ECE 115 Introduction to Early Childhood Curriculum	ECE program observation and evaluation. Curriculum plan for a week. Observation of child in an ECE program. Quizzes	ECE program observation and evaluation. Curriculum plan for week. Observation of child in an ECE program. Quizzes	Observation of child in an ECE program. Quizzes	Curriculum plan for a week. Quizzes	ECE program observation and evaluation. Philosophy of Education Essay.
ECE 116 Observation and Assessment	~ personal reflection writing ~ running/anecdotal records ~tally event ~time sample ~article on standardized testing ~ Portfolio evidence and work sample analysis	~ personal reflection writing ~ Portfolio evidence and work sample analysis	~ personal reflection writing ~ Portfolio evidence and work sample analysis	~ personal reflection writing ~ running/anecdotal records ~tally event ~time sample ~article on standardized testing ~ Portfolio evidence and work sample analysis	~ personal reflection writing ~ running/anecdotal records ~tally event ~time sample ~ Portfolio evidence and work sample analysis
ECE 131 Health, Safety and Nutrition Practices for Young Children	Oral Presentation Group Project Homework assignments weekly	Policies and Procedure development, Homework Assignments, Quiz Final project	Homework Assignments weekly, Term Paper, Oral Presentation	Homework Assignments weekly, Term Paper, In Class Assignments	Meet requirements for Pediatric First Aid certification. Meet requirements for Pediatric CPR certification. Demonstration and quiz

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A.S. IN ECE	Integrate understanding of the needs, the characteristics and multiple influences on development of children birth to age eight as related to high quality care and education of young children.	Design, implement and evaluate environments and activities that support positive, developmental play and learning outcomes for all young children.	Apply effective guidance and interaction strategies that support all children's social learning, identity and self-confidence.	Develop strategies that promote partnerships between programs, teachers, families and their communities.	Demonstrate ethical standards and professional behaviors that deepen understanding, knowledge and commitment to the EC/CD profession.
ECE 208 Exploring Cultural Diversity in the Early Childhood Classroom	1. Online Reflection Journals 2. Personal Culture Study	1. Online Reflection Journals 2. Personal Culture Study 3. Multicultural Book Review	1. Online Reflection Journals	1. Online Reflection Journals	1. Online Reflection Journals
ECE 222 Working with Special Needs Children in Early Childhood Settings	Term Paper, Oral Presentation		In Class Worksheets, Quiz	In Class Worksheets Quiz	Research Paper/Final Project
ECE 280 ECE Fieldwork and Seminar I: Beginning Practicum	1. weekly journal 2. bi-weekly book club discussions 3 Fieldwork evaluation	1. Curriculum activity plans 2. Playbox 3. Fieldwork evaluation	1. weekly journal 2. bi-weekly book club discussions 3. Curriculum activity plans 4. Playbox 5. Fieldwork evaluation	1. weekly journal 2. bi-weekly book club discussions 3. Fieldwork evaluation	1. weekly journal 2. bi-weekly book club discussions 3. Fieldwork evaluation
ECE 281 ECE Fieldwork and Seminar II: Advanced Practicum	1. weekly journal 2. bi-weekly book club discussions 3. Child Study 4. Developing And Documenting A Unit, Theme Or Project 5. Fieldwork evaluation	1. Developing And Documenting A Unit, Theme Or Project 3. Fieldwork evaluation	1. weekly journal 2. bi-weekly book club discussions 3. Fieldwork evaluation	1. weekly journal 2. bi-weekly book club discussions 3 Child study 4. Developing And Documenting A Unit, Theme Or Project 5. Fieldwork evaluation	1. weekly journal 2. bi-weekly book club discussions 3 Child study 4. Fieldwork evaluation

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ECE_100	Licensing and Permits: Introduction	Revise Course
Expected Outcomes for Student:		
~ define the difference between a license and a Child Development Permit ~ list Community Care licensing requirements for teachers and directors ~ list the six levels of Child Development Permits and requirements for each level ~ list the requirements for an Associates degree, a career certificate and a skills certificate in ECE from College of Main ~ analyze sample transcripts and determine eligibility for licensing requirements, Child Development Permits and degree/certificates based on the coursework ~ plan coursework to achieve their goals in ECE based on their own educational achievements to date		
ECE_100 (DL)	Licensing and Permits: Introduction	Revise Course
Expected Outcomes for Student:		
~ define the difference between a license and a Child Development Permit ~ list Community Care licensing requirements for teachers and directors ~ list the six levels of Child Development Permits and requirements for each level ~ list the requirements for an Associates degree, a career certificate and a skills certificate in ECE from College of Main ~ analyze sample transcripts and determine eligibility for licensing requirements, Child Development Permits and degree/certificates based on the coursework ~ plan coursework to achieve their goals in ECE based on their own educational achievements to date		

ECE_101	Introduction to Child Development	Revise Course
Expected Outcomes for Student:		
Upon completion of this course, students will be able to: 1. Define key terms relating to physical, socio-emotional and cognitive development of children from conception through adolescence. 2. Describe normal developmental expectations of children birth through adolescence. 3. Describe appropriate strategies for working with children between birth and adolescence. 4. Apply developmental theory to real life situations. 5. Evaluate appropriate and inappropriate practice in adult/child interactions.		

ECE_110	Child Development	Revise Course
Expected Outcomes for Student:		
Upon completion of this course, students will be able to: 1. Compare and contrast various theoretical frameworks that relate to the study of human development. 2. Analyze how social, economic, political, historical and cultural contexts affect children's development. 3. Differentiate characteristics of typical and atypical development at various stages. 4. Analyze the importance of the early years and the effects of interaction between maturational processes and environmental factors (particularly education) on various areas of development. 5. Using investigative research methodologies, apply developmental theory to the analysis of child observations, surveys, and/or interviews. 6. Articulate connection between child development knowledge and appropriate practices for caregivers and teachers.		

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ECE_112	Child, Family and Community	Revise Course
Expected Outcomes for Student:		
Upon completion of this course, students will be able to: 1. Analyze theories of socialization that address the interrelationship of child, family and community. 2. Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families. 3. Synthesize and analyze research regarding social issues, changes and transitions that affect children's families, and evaluate their current impact on children, families, schools and communities. 4. Critique strategies that support and empower families through respectful, reciprocal relationships, and involve all families in their children's development and learning. 5. Analyze diverse patterns and styles of communication, and implement positive communication strategies that support all families. 6. Develop advocacy strategies to affect attitudes and public policy as part of the teacher's role and responsibilities on behalf of children and families. 7. Critically assess community support services and agencies that are available to community and families. 8. Analyze one's own values, goals and sense of self as it relates to family history and life experiences, and assess how this impacts relationships with children and families.		
ECE_114	Introduction to Early Childhood Education	Revise Course
Expected Outcomes for Student:		
Upon completion of this course, students will be able to: 1. Interpret best and promising teaching and care practices as defined within the field of early care and education, including an historic overview, range of delivery systems, program philosophies, and ethical standards. 2. Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children, including those with diverse characteristics. 3. Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children. 4. Examine a variety of guidance and interaction strategies to increase a children's social competence and promote a caring classroom community. 5. Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.		

ECE_115	Introduction to Early Childhood Curriculum	Revise Course
Expected Outcomes for Student:		
Upon completion of this course, students will be able to: 1. Design curriculum based on observation and assessment of young children to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support all children. 2. Apply developmentally appropriate principles and teaching strategies to design curriculum to positively influence young children's development and learning. 3. Apply understanding of children's learning and development, and knowledge of key content areas and academic subject matter to design and evaluate foundational curriculum in areas such as literacy, mathematics, science, social emotional development, etc. 4. Demonstrate knowledge of the teachers' role in evaluating best and promising practices with consideration for the various impacts on children's learning and development.		

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ECE_116	Observation and Assessment	New Course
Expected Outcomes for Student:		
Upon completion of this course, students will be able to: 1. Describe and evaluate the characteristics, strengths and limitations of common assessment tools in respect to children's developmental, cultural and linguistic characteristics. 2. Critically compare the purpose, value and use of formal and informal observation and assessment in early childhood settings. 3. In partnership with families, and other professionals, interpret observational data to inform teaching responses and strategies. 4. Embed activities related to assessment within play-based learning environments, curriculum and care routines. 5. Demonstrate systematic observation methods that reveal children's ideas processes and feelings and provide data to assess the impact of learning settings, interactions and curriculum on children's development and learning.		
ECE_131	Health, Safety and Nutrition Practices for Young Children	Revise Course
Expected Outcomes for Student:		
Upon completion of this course, students will be able to: 1. Identify health, safety, and environmental risks in children's programs. 2. Evaluate the relationship between healthy development and nutrition and analyze the nutritional needs of children at various ages. 3. Assess strategies to maximize the mental and physical health of children and adults in programs for young children. 4. Evaluate regulations, standards and policies and procedures related to health, safety and nutrition in support of young children, teachers and families. 5. Distinguish aspects of quality in programs for young children as related to health and safety. 6. Recognize the value of collaboration with families and community health professionals. 7. Meet requirements for Pediatric First Aid certification. 8. Meet requirements for Pediatric CPR certification.		
ECE_208	Exploring Cultural Diversity in the Early Childhood Classroom	Revise Course
Expected Outcomes for Student:		
Upon completion of this course, students will be able to: 1. Critically examine societal and personal attitudes, beliefs, values, assumptions and biases about culture, language, identity, family structures, ability, socio-economic status, and other issues influenced by systemic oppression. 2. Apply theories on how children learn prejudice and stereotypes to planning curriculum and supports that promote respectful interpersonal relationships. 3. Critically assess the components of culturally relevant and responsive physical and social environments to create respectful, reciprocal relationships that support and empower families, children and teachers. 4. Demonstrate strategies for helping children negotiate and resolve conflicts with a focus on using an anti-bias approach in the classroom. 5. Identify, evaluate and apply appropriate ethical and inclusive practices in early care and education.		

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ECE_222	Working with special needs children in early childhood settings	Revise Course
Expected Outcomes for Student:		
Upon completion of the course students will be able to: 1. Analyze and illustrate inclusion approaches in early childhood education. 2. Report on federal legislation of early intervention and prevention. 3. Define assessment process and the Individual Family Service Plan (IFSP)/ Individual Education Plan (IEP) and how to use them when working with a child who has special needs. 4. Identify different types and causation of special needs: prenatal and postnatal. 5. Analyze issues of partnership with families from various cultural and backgrounds. 6. Construct educational approaches for children with special needs, including playful and creative problem solving interventions.		

ECE_280	Early Childhood Education Fieldwork and Seminar I: Beginning Practicum	Revise Course
Expected Outcomes for Student:		
Upon completion of this course, students will be able to: 1. Integrate understandings of children's characteristics and needs to develop healthy, safe, respectful, supportive and challenging learning environments for all children. 2. Evaluate the effectiveness of an early childhood environment, the curriculum and teaching strategies to improve teaching practices. 3. Design, implement and evaluate curriculum activities based on observation and assessment of young children. 4. Apply a wide array of effective approaches, strategies and tools in developing relationships with children and colleagues. 5. Evaluate how teachers involve families in their children's development and learning. 6. Critically assess one's own teaching experiences to guide and inform practice.		

ECE_281	Early Childhood Education Fieldwork and Seminar II: Advanced Practicum	Revise Course
Expected Outcomes for Student:		
Upon completion of this course, students will be able to: 1. Demonstrate advanced skills in creating and maintaining an optimal early childhood learning environment, and implementing a range of appropriate teaching strategies. 2. Demonstrate advanced skills in fostering social and emotional competence in children, classroom management, guidance and conflict resolution. 3. Participate as a member of a team in preparing and conducting parent conferences 4. Demonstrate advanced skills in creating and maintaining an optimal early childhood learning environment, and implementing range of appropriate teaching strategies. 5. Devise and implement curriculum that integrates language and literacy, logical/mathematical and scientific thinking, motor skills and artistic expression around topics of great interest to specific child or group of children.		