

Early Childhood Education SLO to ILO Alignment(No Results)_February 2017

CAN Institutional SLOs

Select, evaluate, and use information to investigate a point of view, support a conclusion, or engage in problem solving.

CAN Dept - Early Childhood Education / Child Development

CAN ECE. 191 : Children's Literature

IND Critical Responses: Students will critically read, discuss and interpret texts of children's literature while formulating and developing independent critical responses

CAN ECE. 191 : Children's Literature

Analytical writing: Write coherent, analytical and original responses to course content.

CAN ECE. 192 : Children's Literature II

interpret texts: Critically read, discuss and interpret texts of the following genres within children's literature, poetry, multicultural books, informational books and biographies, realistic fiction and historical fiction.

CAN ECE. 192 : Children's Literature II

responses: Write coherent, analytical and original responses to course content.

CAN ECE. 192 : Children's Literature II

integrate curriculum: Effectively develop and integrate a comprehensive curriculum unit incorporating quality literature.

CAN ECE. 201 : Child Development

Application: SLO 1: Apply developmental theory to data collected in child observations including the use of developmental continuums, surveys, interviews or other investigative research methodologies.

CAN ECE. 201 : Child Development

Theory: SLO 2: Compare and contrast the major and emerging developmental theories used as the foundational theories in the field of early childhood education.

CAN ECE. 201 : Child Development

Ages v Stages: SLO 3: Analyze the interaction between maturational processes and social/environmental factors and the effects on various areas of development birth through adolescence.

CAN ECE. 210 : Early Child Ed Principles

Select, evaluate, and use information to investigate a point of view, support a conclusion, or engage in problem solving.

CAN ECE. 210 : Early Child Ed Principles

professional philosophy: Identify the underlying theoretical perspective in forming a professional philosophy.

CAN ECE. 210 : Early Child Ed Principles

implement standards of quality: Demonstrate knowledge of NAEYC standards of quality and how to implement them in an early childhood settings that support all children including those with diverse characteristics and their families.

CAN ECE. 211 : Early Child Ed Curriculum

DAP: Describe the principles of Developmentally Appropriate Practice (DAP) and explain their influence on early childhood curriculum development and teaching strategies.

CAN ECE. 211 : Early Child Ed Curriculum

Evidence based practice: Describe the importance of observation and documentation in the curriculum development process.

CAN ECE. 211 : Early Child Ed Curriculum

Play-based curriculum: Demonstrate a working understanding of a play-based curriculum that supports children's cognitive, language,creative, physical and social/emotional development.

CAN ECE. 212 : Child, Family & Community

theories socialization: Analyze theories of socialization that address the interrelationship of child, family and community.

CAN ECE. 212 : Child, Family & Community

impact of factors: Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families.

CAN ECE. 212 : Child, Family & Community

analyze research regarding social issues: Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities.

CAN ECE. 223 : Infant Development

developmental milestones: Describe developmental milestones, cognitive, social and emotional, for the first three years of life, while taking into consideration differences in temperament, learning styles, attachment and growth patterns.

CAN ECE. 223 : Infant Development

uniqueness: Demonstrate knowledge reflecting each child's uniqueness, competence and vulnerabilityu needs in group care.

CAN ECE. 240 : ECE Admin: Bus/Legal

Licensing Regulations: Students will identify and apply Title 22 licensing regulations to managing a child care business.

CAN ECE. 240 : ECE Admin: Bus/Legal

Budget: Students will demonstrate ability to create and manage a child care budget.

CAN ECE. 240 : ECE Admin: Bus/Legal

ECERS-R: Students will demonstrate the ability to evaluate a child care program using the ECERS-R instrument and develop a plan for program improvement based on the results of the evaluation.

Select, evaluate, and use information to investigate a point of view, support a conclusion, or engage in problem solving.

CAN ECE. 240 : ECE Admin: Bus/Legal

ECERS-R: Students will demonstrate the ability to evaluate a child care program using the ECERS-R instrument and develop a plan for program improvement based on the results of the evaluation.

CAN ECE. 241 : ECE Admin: Human Relations

Leadership skills: SLO1 Students will demonstrate leadership skills appropriate to the child care industry.

CAN ECE. 241 : ECE Admin: Human Relations

Staff development program: SLO3 Students will develop a comprehensive professional staff development program.

CAN ECE. 241 : ECE Admin: Human Relations

Communication Strategies: SLO4 Students will demonstrate effective communication strategies including conflict resolution skills and strategies for parent and teacher conferences.

CAN ECE. 241 : ECE Admin: Human Relations

Multiple Systems: SLO2 Students will discuss the importance of recognizing multiple systems within an early childhood setting to include social, political, institutional, religious and cultural aspects.

CAN ECE. 242 : Adult Supervision in ECE/CD

Context and Culture: Define the Supervisory Context and Culture of Early Childhood Settings

CAN ECE. 242 : Adult Supervision in ECE/CD

Appropriate Practices: Demonstrate knowledge of Appropriate Practice and Quality Indicators for ECE and Care settings and implications for Supervision

CAN ECE. 242 : Adult Supervision in ECE/CD

Framework for Supervision: Provide evidence of understanding for a framework for supervision including Reflective Practice, Observation, Analysis, Evaluating and Conferencing of staff

CAN ECE. 244 : Prekindergarten Learning & Dev

guideline identification: Students will be able to list and discuss program guidelines identified by California Department of Education that are essential for high quality preschool/Prekindergarten programs.

CAN ECE. 244 : Prekindergarten Learning & Dev

family effects: Students will be able to discuss societal circumstances that affect families and analyze the impact they have on young children as they enter preschool and kindergarten.

CAN ECE. 247 : Foundations for School Success

foundations and frameworks: Students will demonstrate an understanding of the purpose of the California Preschool Learning Foundations and the California Curriculum Framework.

CAN ECE. 247 : Foundations for School Success

play and school success: Students will assess children's play to determine their level of development and will demonstrate an understanding of how to add challenges within the context of play to support learning and school readiness.

Select, evaluate, and use information to investigate a point of view, support a conclusion, or engage in problem solving.

CAN ECE. 247 : Foundations for School Success

family engagement: Students will analyze the value of existing school readiness information for families and/or develop materials and engagement strategies to prepare them to support their child's school success.

CAN ECE. 254 : Anti-Bias Curriculum

critically examine: 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.

CAN ECE. 254 : Anti-Bias Curriculum

how children learn prejudice: Apply theories on how children learn prejudice and stereotypes to planning curriculum and supports that promote respectful interpersonal relationships.

CAN ECE. 254 : Anti-Bias Curriculum

environments: 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.

CAN ECE. 264 : The Life Cycle of the Family

Provide Support: Provide support to families that build their own capacity to eliminate the cycles of dependency that often are created between help givers and help seekers.

CAN ECE. 264 : The Life Cycle of the Family

Service Strategies: Develop comprehensive service strategies based on strength-based family support principals and practices.

CAN ECE. 313 : Health and Safety for Children

Assessment Strategies: Assess strategies to maximize the mental and physical health of children and adults in programs for all young children in accordance with culturally, linguistic and developmentally sound practice.

CAN ECE. 313 : Health and Safety for Children

Identify Risks: Identify health, safety, and environmental risks in children's programs.

CAN ECE. 313 : Health and Safety for Children

Nutritional Needs: Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.

CAN ECE. 333 : Observational Skills

Compare ECE Settings: Critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings.

CAN ECE. 333 : Observational Skills

Evaluate Assessment Tools: Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics.

CAN ECE. 333 : Observational Skills

Systematic Observation Methods: Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development.

Select, evaluate, and use information to investigate a point of view, support a conclusion, or engage in problem solving.

CAN ECE. 333 : Observational Skills

Systematic Observation Methods: Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development.

CAN ECE. 333 : Observational Skills

Assess Partnerships: Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.

CAN ECE. 335 : Handling Behavior

Identify Childrens Behavior: Identify, define and discuss the principles of child development and articulate how this furthers an understanding of children and behavior.

CAN ECE. 335 : Handling Behavior

Theories of Guidance: Identify various theories of guidance and discipline and how each applies to the application of guidance with young children.

CAN ECE. 335 : Handling Behavior

List Techniques: List and demonstrate specific guidance techniques that influence children's behavior.

CAN ECE. 362 : Communicating with Parents

Communication Skills: Critically examine effective communication skills needed by ECE teachers and professionals.

CAN ECE. 362 : Communicating with Parents

Communication with Parents: Demonstrate knowledge of how to communicate with parents

CAN ECE. 362 : Communicating with Parents

Parent-Teacher Relationships: Demonstrate an understanding of the importance and value of positive parent-teacher relationships in an ECE setting.

CAN ECE. 366 : Practicum in Early Child. Ed.

Reflective Teaching Practices: Critically assess one's own teaching experiences to guide and inform practice.

CAN ECE. 366 : Practicum in Early Child. Ed.

Integrate Developmental Theory: Demonstrate an understanding of child development theory and its application in their work with children and by their ability to maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

CAN ECE. 366 : Practicum in Early Child. Ed.

Implement Activities: Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.

CAN ECE. 382 : Male Involvement in E.Childhood

Define Impact: Define the impact and importance of men being involved in the lives of young children.

CAN ECE. 382 : Male Involvement in E.Childhood

Discribe Barriers: Describe and define the barriers and issues that impede male involvement with young children.

Produce, combine, or synthesize ideas in creative ways within or across disciplines.

There are no Results for this SLO

Use language to effectively convey an idea or a set of facts, including the accurate use of source material and evidence according to institutional and discipline standards.

CAN Dept - Early Childhood Education / Child Development

CAN ECE. 191 : Children's Literature

IND Critical Responses: Students will critically read, discuss and interpret texts of children's literature while formulating and developing independent critical responses

CAN ECE. 191 : Children's Literature

Analytical writing: Write coherent, analytical and original responses to course content.

CAN ECE. 192 : Children's Literature II

interpret texts: Critically read, discuss and interpret texts of the following genres within children's literature, poetry, multicultural books, informational books and biographies, realistic fiction and historical fiction.

CAN ECE. 192 : Children's Literature II

responses: Write coherent, analytical and original responses to course content.

CAN ECE. 192 : Children's Literature II

integrate curriculum: Effectively develop and integrate a comprehensive curriculum unit incorporating quality literature.

CAN ECE. 201 : Child Development

Application: SLO 1: Apply developmental theory to data collected in child observations including the use of developmental continuums, surveys, interviews or other investigative research methodologies.

CAN ECE. 201 : Child Development

Theory: SLO 2: Compare and contrast the major and emerging developmental theories used as the foundational theories in the field of early childhood education.

CAN ECE. 201 : Child Development

Ages v Stages: SLO 3: Analyze the interaction between maturational processes and social/environmental factors and the effects on various areas of development birth through adolescence.

CAN ECE. 210 : Early Child Ed Principles

professional philosophy: Identify the underlying theoretical perspective in forming a professional philosophy.

CAN ECE. 210 : Early Child Ed Principles

implement standards of quality: Demonstrate knowledge of NAEYC standards of quality and how to implement them in an early childhood settings that support all children including those with diverse characteristics and their families.

CAN ECE. 211 : Early Child Ed Curriculum

DAP: Describe the principles of Developmentally Appropriate Practice (DAP) and explain their influence on early childhood curriculum development and teaching strategies.

CAN ECE. 211 : Early Child Ed Curriculum

Use language to effectively convey an idea or a set of facts, including the accurate use of source material and evidence according to institutional and discipline standards.

CAN ECE. 211 : Early Child Ed Curriculum

Evidence based practice: Describe the importance of observation and documentation in the curriculum development process.

CAN ECE. 211 : Early Child Ed Curriculum

Play-based curriculum: Demonstrate a working understanding of a play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development.

CAN ECE. 212 : Child, Family & Community

theories socialization: Analyze theories of socialization that address the interrelationship of child, family and community.

CAN ECE. 212 : Child, Family & Community

impact of factors: Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families.

CAN ECE. 212 : Child, Family & Community

analyze research regarding social issues: Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities.

CAN ECE. 223 : Infant Development

developmental milestones: Describe developmental milestones, cognitive, social and emotional, for the first three years of life, while taking into consideration differences in temperament, learning styles, attachment and growth patterns.

CAN ECE. 223 : Infant Development

uniqueness: Demonstrate knowledge reflecting each child's uniqueness, competence and vulnerability needs in group care.

CAN ECE. 240 : ECE Admin: Bus/Legal

Licensing Regulations: Students will identify and apply Title 22 licensing regulations to managing a child care business.

CAN ECE. 240 : ECE Admin: Bus/Legal

Budget: Students will demonstrate ability to create and manage a child care budget.

CAN ECE. 240 : ECE Admin: Bus/Legal

ECERS-R: Students will demonstrate the ability to evaluate a child care program using the ECERS-R instrument and develop a plan for program improvement based on the results of the evaluation.

CAN ECE. 241 : ECE Admin: Human Relations

Leadership skills: SLO1 Students will demonstrate leadership skills appropriate to the child care industry.

CAN ECE. 241 : ECE Admin: Human Relations

Staff development program: SLO3 Students will develop a comprehensive professional staff development program.

CAN ECE. 241 : ECE Admin: Human Relations

Communication Strategies: SLO4 Students will demonstrate effective communication strategies including conflict resolution skills and strategies for parent and teacher

Use language to effectively convey an idea or a set of facts, including the accurate use of source material and evidence according to institutional and discipline standards.

CAN ECE. 241 : ECE Admin: Human Relations

conferences.

CAN ECE. 241 : ECE Admin: Human Relations

Multiple Systems: SLO2 Students will discuss the importance of recognizing multiple systems within an early childhood setting to include social, political, institutional, religious and cultural aspects.

CAN ECE. 242 : Adult Supervision in ECE/CD

Context and Culture: Define the Supervisory Context and Culture of Early Childhood Settings

CAN ECE. 242 : Adult Supervision in ECE/CD

Appropriate Practices: Demonstrate knowledge of Appropriate Practice and Quality Indicators for ECE and Care settings and implications for Supervision

CAN ECE. 242 : Adult Supervision in ECE/CD

Framework for Supervision: Provide evidence of understanding for a framework for supervision including Reflective Practice, Observation, Analysis, Evaluating and Conferencing of staff

CAN ECE. 244 : Prekindergarten Learning & Dev

guideline identification: Students will be able to list and discuss program guidelines identified by California Department of Education that are essential for high quality preschool/Prekindergarten programs.

CAN ECE. 247 : Foundations for School Success

foundations and frameworks: Students will demonstrate an understanding of the purpose of the California Preschool Learning Foundations and the California Curriculum Framework.

CAN ECE. 247 : Foundations for School Success

play and school success: Students will assess children's play to determine their level of development and will demonstrate an understanding of how to add challenges within the context of play to support learning and school readiness.

CAN ECE. 247 : Foundations for School Success

family engagement: Students will analyze the value of existing school readiness information for families and/or develop materials and engagement strategies to prepare them to support their child's school success.

CAN ECE. 254 : Anti-Bias Curriculum

critically examine: 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.

CAN ECE. 254 : Anti-Bias Curriculum

how children learn prejudice: Apply theories on how children learn prejudice and stereotypes to planning curriculum and supports that promote respectful interpersonal relationships.

CAN ECE. 254 : Anti-Bias Curriculum

environments: Critically assess the components of culturally relevant and responsive physical and social environments to create respectful, reciprocal relationships that

Use language to effectively convey an idea or a set of facts, including the accurate use of source material and evidence according to institutional and discipline standards.

CAN ECE. 254 : Anti-Bias Curriculum

support and empower families, children and teachers.

CAN ECE. 264 : The Life Cycle of the Family

Provide Support: Provide support to families that build their own capacity to eliminate the cycles of dependency that often are created between help givers and help seekers.

CAN ECE. 313 : Health and Safety for Children

Assessment Strategies: Assess strategies to maximize the mental and physical health of children and adults in programs for all young children in accordance with culturally, linguistic and developmentally sound practice.

CAN ECE. 313 : Health and Safety for Children

Identify Risks: Identify health, safety, and environmental risks in children's programs.

CAN ECE. 313 : Health and Safety for Children

Nutritional Needs: Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.

CAN ECE. 333 : Observational Skills

Compare ECE Settings: Critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings.

CAN ECE. 333 : Observational Skills

Evaluate Assessment Tools: Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics.

CAN ECE. 333 : Observational Skills

Systematic Observation Methods: Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development.

CAN ECE. 333 : Observational Skills

Assess Partnerships: Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.

CAN ECE. 335 : Handling Behavior

Identify Childrens Behavior: Identify, define and discuss the principles of child development and articulate how this furthers an understanding of children and behavior.

CAN ECE. 335 : Handling Behavior

Theories of Guidance: Identify various theories of guidance and discipline and how each applies to the application of guidance with young children.

CAN ECE. 335 : Handling Behavior

List Techniques: List and demonstrate specific guidance techniques that influence children's behavior.

CAN ECE. 362 : Communicating with Parents

Use language to effectively convey an idea or a set of facts, including the accurate use of source material and evidence according to institutional and discipline standards.

CAN ECE. 362 : Communicating with Parents

Communication Skills: Critically examine effective communication skills needed by ECE teachers and professionals.

CAN ECE. 362 : Communicating with Parents

Communication with Parents: Demonstrate knowledge of how to communicate with parents

CAN ECE. 362 : Communicating with Parents

Parent-Teacher Relationships: Demonstrate an understanding of the importance and value of positive parent-teacher relationships in an ECE setting.

CAN ECE. 366 : Practicum in Early Child. Ed.

Reflective Teaching Practices: Critically assess one's own teaching experiences to guide and inform practice.

CAN ECE. 366 : Practicum in Early Child. Ed.

Integrate Developmental Theory: Demonstrate an understanding of child development theory and its application in their work with children and by their ability to maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

CAN ECE. 366 : Practicum in Early Child. Ed.

Implement Activities: Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.

CAN ECE. 382 : Male Involvement in E.Childhood

Define Impact: Define the impact and importance of men being involved in the lives of young children.

CAN ECE. 382 : Male Involvement in E.Childhood

Discribe Barriers: Describe and define the barriers and issues that impede male involvement with young children.

Understand and interpret various points of view that emerge from a diverse world of peoples and cultures.

CAN Dept - Early Childhood Education / Child Development

CAN ECE. 191 : Children's Literature

IND Critical Responses: Students will critically read, discuss and interpret texts of children's literature while formulating and developing independent critical responses

CAN ECE. 191 : Children's Literature

Analytical writing: Write coherent, analytical and original responses to course content.

CAN ECE. 192 : Children's Literature II

interpret texts: Critically read, discuss and interpret texts of the following genres within children's literature, poetry, multicultural books, informational books and biographies, realistic fiction and historical fiction.

CAN ECE. 192 : Children's Literature II

responses: Write coherent, analytical and original responses to course content.

CAN ECE. 192 : Children's Literature II

integrate curriculum: Effectively develop and integrate a comprehensive curriculum unit incorporating quality literature.

CAN ECE. 201 : Child Development

Application: SLO 1: Apply developmental theory to data collected in child observations including the use of developmental continuums, surveys, interviews or other investigative research methodologies.

CAN ECE. 201 : Child Development

Theory: SLO 2: Compare and contrast the major and emerging developmental theories used as the foundational theories in the field of early childhood education.

CAN ECE. 201 : Child Development

Ages v Stages: SLO 3: Analyze the interaction between maturational processes and social/environmental factors and the effects on various areas of development birth through adolescence.

CAN ECE. 210 : Early Child Ed Principles

professional philosophy: Identify the underlying theoretical perspective in forming a professional philosophy.

CAN ECE. 210 : Early Child Ed Principles

implement standards of quality: Demonstrate knowledge of NAEYC standards of quality and how to implement them in an early childhood settings that support all children including those with diverse characteristics and their families.

CAN ECE. 211 : Early Child Ed Curriculum

DAP: Describe the principles of Developmentally Appropriate Practice (DAP) and explain their influence on early childhood curriculum development and teaching strategies.

CAN ECE. 211 : Early Child Ed Curriculum

Evidence based practice: Describe the importance of observation and documentation in the curriculum development process.

Understand and interpret various points of view that emerge from a diverse world of peoples and cultures.

CAN ECE. 211 : Early Child Ed Curriculum

Play-based curriculum: Demonstrate a working understanding of a play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development.

CAN ECE. 212 : Child, Family & Community

theories socialization: Analyze theories of socialization that address the interrelationship of child, family and community.

CAN ECE. 212 : Child, Family & Community

impact of factors: Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families.

CAN ECE. 212 : Child, Family & Community

analyze research regarding social issues: Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities.

CAN ECE. 223 : Infant Development

developmental milestones: Describe developmental milestones, cognitive, social and emotional, for the first three years of life, while taking into consideration differences in temperament, learning styles, attachment and growth patterns.

CAN ECE. 223 : Infant Development

uniqueness: Demonstrate knowledge reflecting each child's uniqueness, competence and vulnerability needs in group care.

CAN ECE. 240 : ECE Admin: Bus/Legal

Licensing Regulations: Students will identify and apply Title 22 licensing regulations to managing a child care business.

CAN ECE. 240 : ECE Admin: Bus/Legal

Budget: Students will demonstrate ability to create and manage a child care budget.

CAN ECE. 240 : ECE Admin: Bus/Legal

ECERS-R: Students will demonstrate the ability to evaluate a child care program using the ECERS-R instrument and develop a plan for program improvement based on the results of the evaluation.

CAN ECE. 241 : ECE Admin: Human Relations

Leadership skills: SLO1 Students will demonstrate leadership skills appropriate to the child care industry.

CAN ECE. 241 : ECE Admin: Human Relations

Staff development program: SLO3 Students will develop a comprehensive professional staff development program.

CAN ECE. 241 : ECE Admin: Human Relations

Communication Strategies: SLO4 Students will demonstrate effective communication strategies including conflict resolution skills and strategies for parent and teacher conferences.

CAN ECE. 241 : ECE Admin: Human Relations

Multiple Systems: SLO2 Students will discuss the importance of recognizing multiple systems within an early childhood setting to include social, political, institutional,

Understand and interpret various points of view that emerge from a diverse world of peoples and cultures.

CAN ECE. 241 : ECE Admin: Human Relations

religious and cultural aspects.

CAN ECE. 242 : Adult Supervision in ECE/CD

Context and Culture: Define the Supervisory Context and Culture of Early Childhood Settings

CAN ECE. 242 : Adult Supervision in ECE/CD

Appropriate Practices: Demonstrate knowledge of Appropriate Practice and Quality Indicators for ECE and Care settings and implications for Supervision

CAN ECE. 242 : Adult Supervision in ECE/CD

Framework for Supervision: Provide evidence of understanding for a framework for supervision including Reflective Practice, Observation, Analysis, Evaluating and Conferencing of staff

CAN ECE. 244 : Prekindergarten Learning & Dev

family effects: Students will be able to discuss societal circumstances that affect families and analyze the impact they have on young children as they enter preschool and kindergarten.

CAN ECE. 247 : Foundations for School Success

play and school success: Students will assess children's play to determine their level of development and will demonstrate an understanding of how to add challenges within the context of play to support learning and school readiness.

CAN ECE. 247 : Foundations for School Success

family engagement: Students will analyze the value of existing school readiness information for families and/or develop materials and engagement strategies to prepare them to support their child's school success.

CAN ECE. 254 : Anti-Bias Curriculum

critically examine: 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.

CAN ECE. 254 : Anti-Bias Curriculum

how children learn prejudice: Apply theories on how children learn prejudice and stereotypes to planning curriculum and supports that promote respectful interpersonal relationships.

CAN ECE. 254 : Anti-Bias Curriculum

environments: 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.

CAN ECE. 264 : The Life Cycle of the Family

Developmental Stories: Assess the political, economic, social and cultural elements affecting the developmental stories families face in private and public life.

CAN ECE. 313 : Health and Safety for Children

Assessment Strategies: Assess strategies to maximize the mental and physical health of children and adults in programs for all young children in accordance with culturally, linguistic and developmentally sound practice.

Understand and interpret various points of view that emerge from a diverse world of peoples and cultures.

CAN ECE. 313 : Health and Safety for Children

Identify Risks: Identify health, safety, and environmental risks in children's programs.

CAN ECE. 313 : Health and Safety for Children

Nutritional Needs: Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.

CAN ECE. 333 : Observational Skills

Compare ECE Settings: Critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings.

CAN ECE. 333 : Observational Skills

Evaluate Assessment Tools: Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics.

CAN ECE. 333 : Observational Skills

Systematic Observation Methods: Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development.

CAN ECE. 333 : Observational Skills

Assess Partnerships: Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.

CAN ECE. 335 : Handling Behavior

Identify Children's Behavior: Identify, define and discuss the principles of child development and articulate how this furthers an understanding of children and behavior.

CAN ECE. 335 : Handling Behavior

Theories of Guidance: Identify various theories of guidance and discipline and how each applies to the application of guidance with young children.

CAN ECE. 335 : Handling Behavior

List Techniques: List and demonstrate specific guidance techniques that influence children's behavior.

CAN ECE. 362 : Communicating with Parents

Communication Skills: Critically examine effective communication skills needed by ECE teachers and professionals.

CAN ECE. 362 : Communicating with Parents

Communication with Parents: Demonstrate knowledge of how to communicate with parents

CAN ECE. 362 : Communicating with Parents

Parent-Teacher Relationships: Demonstrate an understanding of the importance and value of positive parent-teacher relationships in an ECE setting.

CAN ECE. 366 : Practicum in Early Child. Ed.

Reflective Teaching Practices: Critically assess one's own teaching experiences to guide and inform practice.

Understand and interpret various points of view that emerge from a diverse world of peoples and cultures.

CAN ECE. 366 : Practicum in Early Child. Ed.

Reflective Teaching Practices: Critically assess one's own teaching experiences to guide and inform practice.

CAN ECE. 366 : Practicum in Early Child. Ed.

Integrate Developmental Theory: Demonstrate an understanding of child development theory and its application in their work with children and by their ability to maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

CAN ECE. 366 : Practicum in Early Child. Ed.

Implement Activities: Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.

CAN ECE. 382 : Male Involvement in E.Childhood

Define Impact: Define the impact and importance of men being involved in the lives of young children.

CAN ECE. 382 : Male Involvement in E.Childhood

Discribe Barriers: Describe and define the barriers and issues that impede male involvement with young children.

Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables, and words) and analyze these data to draw appropriate conclusions.

CAN Dept - Early Childhood Education / Child Development

CAN ECE. 191 : Children's Literature

IND Critical Responses: Students will critically read, discuss and interpret texts of children's literature while formulating and developing independent critical responses

CAN ECE. 191 : Children's Literature

Analytical writing: Write coherent, analytical and original responses to course content.

CAN ECE. 192 : Children's Literature II

interpret texts: Critically read, discuss and interpret texts of the following genres within children's literature, poetry, multicultural books, informational books and biographies, realistic fiction and historical fiction.

CAN ECE. 192 : Children's Literature II

responses: Write coherent, analytical and original responses to course content.

CAN ECE. 192 : Children's Literature II

integrate curriculum: Effectively develop and integrate a comprehensive curriculum unit incorporating quality literature.

CAN ECE. 201 : Child Development

Application: SLO 1: Apply developmental theory to data collected in child observations including the use of developmental continuums, surveys, interviews or other investigative research methodologies.

CAN ECE. 201 : Child Development

Theory: SLO 2: Compare and contrast the major and emerging developmental theories used as the foundational theories in the field of early childhood education.

CAN ECE. 201 : Child Development

Ages v Stages: SLO 3: Analyze the interaction between maturational processes and social/environmental factors and the effects on various areas of development birth through adolescence.

CAN ECE. 210 : Early Child Ed Principles

professional philosophy: Identify the underlying theoretical perspective in forming a professional philosophy.

CAN ECE. 210 : Early Child Ed Principles

implement standards of quality: Demonstrate knowledge of NAEYC standards of quality and how to implement them in an early childhood settings that support all children including those with diverse characteristics and their families.

CAN ECE. 211 : Early Child Ed Curriculum

DAP: Describe the principles of Developmentally Appropriate Practice (DAP) and explain their influence on early childhood curriculum development and teaching strategies.

CAN ECE. 211 : Early Child Ed Curriculum

Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables, and words) and analyze these data to draw appropriate conclusions.

CAN ECE. 211 : Early Child Ed Curriculum

Evidence based practice: Describe the importance of observation and documentation in the curriculum development process.

CAN ECE. 211 : Early Child Ed Curriculum

Play-based curriculum: Demonstrate a working understanding of a play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development.

CAN ECE. 212 : Child, Family & Community

theories socialization: Analyze theories of socialization that address the interrelationship of child, family and community.

CAN ECE. 212 : Child, Family & Community

impact of factors: Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families.

CAN ECE. 212 : Child, Family & Community

analyze research regarding social issues: Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities.

CAN ECE. 223 : Infant Development

developmental milestones: Describe developmental milestones, cognitive, social and emotional, for the first three years of life, while taking into consideration differences in temperament, learning styles, attachment and growth patterns.

CAN ECE. 223 : Infant Development

uniqueness: Demonstrate knowledge reflecting each child's uniqueness, competence and vulnerability needs in group care.

CAN ECE. 240 : ECE Admin: Bus/Legal

Licensing Regulations: Students will identify and apply Title 22 licensing regulations to managing a child care business.

CAN ECE. 240 : ECE Admin: Bus/Legal

Budget: Students will demonstrate ability to create and manage a child care budget.

CAN ECE. 240 : ECE Admin: Bus/Legal

ECERS-R: Students will demonstrate the ability to evaluate a child care program using the ECERS-R instrument and develop a plan for program improvement based on the results of the evaluation.

CAN ECE. 241 : ECE Admin: Human Relations

Leadership skills: SLO1 Students will demonstrate leadership skills appropriate to the child care industry.

CAN ECE. 241 : ECE Admin: Human Relations

Staff development program: SLO3 Students will develop a comprehensive professional staff development program.

CAN ECE. 241 : ECE Admin: Human Relations

Communication Strategies: SLO4 Students will demonstrate effective communication strategies including conflict resolution skills and strategies for parent and teacher

Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables, and words) and analyze these data to draw appropriate conclusions.

CAN ECE. 241 : ECE Admin: Human Relations

conferences.

CAN ECE. 241 : ECE Admin: Human Relations

Multiple Systems: SLO2 Students will discuss the importance of recognizing multiple systems within an early childhood setting to include social, political, institutional, religious and cultural aspects.

CAN ECE. 242 : Adult Supervision in ECE/CD

Context and Culture: Define the Supervisory Context and Culture of Early Childhood Settings

CAN ECE. 242 : Adult Supervision in ECE/CD

Appropriate Practices: Demonstrate knowledge of Appropriate Practice and Quality Indicators for ECE and Care settings and implications for Supervision

CAN ECE. 242 : Adult Supervision in ECE/CD

Framework for Supervision: Provide evidence of understanding for a framework for supervision including Reflective Practice, Observation, Analysis, Evaluating and Conferencing of staff

CAN ECE. 254 : Anti-Bias Curriculum

critically examine: 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.

CAN ECE. 254 : Anti-Bias Curriculum

how children learn prejudice: Apply theories on how children learn prejudice and stereotypes to planning curriculum and supports that promote respectful interpersonal relationships.

CAN ECE. 254 : Anti-Bias Curriculum

environments: 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.

CAN ECE. 313 : Health and Safety for Children

Assessment Strategies: Assess strategies to maximize the mental and physical health of children and adults in programs for all young children in accordance with culturally, linguistic and developmentally sound practice.

CAN ECE. 313 : Health and Safety for Children

Identify Risks: Identify health, safety, and environmental risks in children's programs.

CAN ECE. 313 : Health and Safety for Children

Nutritional Needs: Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.

CAN ECE. 333 : Observational Skills

Compare ECE Settings: Critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings.

Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables, and words) and analyze these data to draw appropriate conclusions.

CAN ECE. 333 : Observational Skills

Evaluate Assessment Tools: Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics.

CAN ECE. 333 : Observational Skills

Systematic Observation Methods: Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development.

CAN ECE. 333 : Observational Skills

Assess Partnerships: Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.

CAN ECE. 335 : Handling Behavior

Identify Children's Behavior: Identify, define and discuss the principles of child development and articulate how this furthers an understanding of children and behavior.

CAN ECE. 335 : Handling Behavior

Theories of Guidance: Identify various theories of guidance and discipline and how each applies to the application of guidance with young children.

CAN ECE. 335 : Handling Behavior

List Techniques: List and demonstrate specific guidance techniques that influence children's behavior.

CAN ECE. 362 : Communicating with Parents

Communication Skills: Critically examine effective communication skills needed by ECE teachers and professionals.

CAN ECE. 362 : Communicating with Parents

Communication with Parents: Demonstrate knowledge of how to communicate with parents

CAN ECE. 362 : Communicating with Parents

Parent-Teacher Relationships: Demonstrate an understanding of the importance and value of positive parent-teacher relationships in an ECE setting.

CAN ECE. 366 : Practicum in Early Child. Ed.

Reflective Teaching Practices: Critically assess one's own teaching experiences to guide and inform practice.

CAN ECE. 366 : Practicum in Early Child. Ed.

Integrate Developmental Theory: Demonstrate an understanding of child development theory and its application in their work with children and by their ability to maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

CAN ECE. 366 : Practicum in Early Child. Ed.

Implement Activities: Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.

CAN ECE. 382 : Male Involvement in E.Childhood

Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables, and words) and analyze these data to draw appropriate conclusions.

CAN ECE. 382 : Male Involvement in E.Childhood

Define Impact: Define the impact and importance of men being involved in the lives of young children.

CAN ECE. 382 : Male Involvement in E.Childhood

Discribe Barriers: Describe and define the barriers and issues that impede male involvement with young children.