

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

CAN Program - Early Childhood Education /Child Development

Students completing this program will view themselves as an early childhood education professional and, through the practice of reflection, critically assess their own teaching experiences to continuously guide and inform their practice.

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

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.

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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.

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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.

CAN ECE. 241 : ECE Admin: Human Relations

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

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

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

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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.

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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

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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

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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.

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

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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.

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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.

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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.

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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.

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

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

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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. 264 : The Life Cycle of the Family

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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.

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