# PLO Alignment Report

## CAN Dept - Early Childhood Education / Child Development

**Department Assessment Coordinator:** Melinda Ramzel

C. Critical Reflection: - Critically assess their own teaching and learning experiences through critical thinking and reflection that will guide and inform their practice

### 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

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### CAN ECE. 201   : Child Development

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## CAN ECE. 210   : Early Child Ed Principles

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**Interpret teaching practices -** Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

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## CAN ECE. 211   : Early Child Ed Curriculum

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

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## CAN ECE. 212  : Child, Family & Community

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## CAN ECE. 223 : Infant Development

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

## CAN ECE. 225 : Infant/Toddler Environments

**DAP environments -** SLO 1: Identify developmentally appropriate and culturally responsive physical, emotional, social and educational, elements within infant/toddler environments

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**design environment -** SLO 2: Design a simple, developmentally appropriate and culturally sensitive infant/toddler group care environment.

**predictors of quality -** SLO 3: Discuss the concepts and values of primary caregiving, continuity of care, and small group size related to group care for infants and toddlers.

## CAN ECE. 240 : ECE Admin: Bus/Legal

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

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## CAN ECE. 240   : ECE Admin: Bus/Legal

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

**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.

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## CAN ECE. 241   : ECE Admin: Human Relations

**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.

**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.

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## CAN ECE. 242   : Adult Supervision in ECE/CD

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

**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.

**benefits of preschool -** Students will identify and discuss relevant issues and research related to the contribution of high quality preschool/Prekindergarten programs to school readiness.

**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.

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## 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. 249: Leadership in Early Education

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### CAN ECE. 249: Leadership in Early Education

**A. -** Demonstrate a fundamental understanding of leadership and the skills manifest in effective leaders.

**B. -** Articulate a personal leadership philosophy, and enhanced self-awareness of leadership style.

**C. -** Discuss the complexities inherent in ethical leadership with regard to relevant professional standards.

### 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.

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### CAN ECE. 260: Children with Special Needs

**laws and legislation -** Summarize current laws and legislation for effectiveness in providing for the education of children with special needs;

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### CAN ECE. 263: Curriculum and Strategies for Children with Special Needs

**A. -** Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.

**B. -** Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.

C. Critical Reflection: - Critically assess their own teaching and learning experiences through critical thinking and reflection that will guide and inform their practice

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**B. -** Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.

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## CAN ECE. 275: Children's Language and Literacy Development

**B. -** Design culturally responsive language and literacy learning environments and experiences.

**C. -** Recognize culturally inclusive teacher-family partnerships with the goal of supporting children's language and literacy development.

## CAN ECE. 313  : Health and Safety for Children

**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.

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## 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.

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

**Play-Based environments -** Embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children.

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## CAN ECE. 362   : Communicating with Parents

**Communication with Parents -** Demonstrate knowledge of how to communicate with parents

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

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

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

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**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.

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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. 369: Reflective Teaching Seminar

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**CAN ECE. 369: Reflective Teaching Seminar**

**A. -** Implement the cycle of reflective practice by critically assessing one's teaching experiences to guide and inform practice.

**B. -** Select, apply, and evaluate a variety of instructional strategies, including purposeful play, to support students' learning and development.

**C. -** Examine their teaching philosophy and multiple roles in the classroom including teacher, parent educator, and mentor.

B. Understanding of Culturally Responsive Theory: - Demonstrate an understanding of education and human development theories, trends and needs of young children by developing and maintaining healthy, safe, respectful, challenging and culturally responsive learning environments.

### CAN ECE. 191   : Children's Literature

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

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**Analyze/Evaluate -** Students will be able to analyze and evaluate works of children's literature for their roles in the development of children?s language skills and appreciation of literature

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

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**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.

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## CAN ECE. 211  : Early Child Ed Curriculum

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

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**developmental milestones -** Describe developmental milestones, cognitive, social and emotional, for the first three years of life, while taking into consideration

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differences in temperament, learning styles, attachment and growth patterns.

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**discuss issues -** Discuss issues of cultural sensitivity and family partnerships in the care of infants and toddlers, including the importance of home language in children's development of communication skills and cultural competencies.

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### CAN ECE. 225   : Infant/Toddler Environments

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**DAP environments -** SLO 1: Identify developmentally appropriate and culturally responsive physical, emotional, social and educational, elements within infant/toddler environments

**design environment -** SLO 2: Design a simple, developmentally appropriate and culturally sensitive infant/toddler group care environment.

**predictors of quality -** SLO 3: Discuss the concepts and values of primary caregiving, continuity of care, and small group size related to group care for infants and toddlers.

B. Understanding of Culturally Responsive Theory: - Demonstrate an understanding of education and human development theories, trends and needs of young children by developing and maintaining healthy, safe, respectful, challenging and culturally responsive learning environments.

### CAN ECE. 225 : Infant/Toddler Environments

**predictors of quality -** SLO 3: Discuss the concepts and values of primary caregiving, continuity of care, and small group size related to group care for infants and toddlers.

### CAN ECE. 240 : ECE Admin: Bus/Legal

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

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

**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.

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### CAN ECE. 241 : ECE Admin: Human Relations

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

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

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

**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.

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B. Understanding of Culturally Responsive Theory: - Demonstrate an understanding of education and human development theories, trends and needs of young children by developing and maintaining healthy, safe, respectful, challenging and culturally responsive learning environments.

### 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

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

**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.

**benefits of preschool -** Students will identify and discuss relevant issues and research related to the contribution of high quality preschool/Prekindergarten programs to school readiness.

**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.

B. Understanding of Culturally Responsive Theory: - Demonstrate an understanding of education and human development theories, trends and needs of young children by developing and maintaining healthy, safe, respectful, challenging and culturally responsive learning environments.

### 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.

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### 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.

**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.

**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. 249: Leadership in Early Education

**B. -** Articulate a personal leadership philosophy, and enhanced self-awareness of leadership style.

**C. -** Discuss the complexities inherent in ethical leadership with regard to relevant professional standards.

### CAN ECE. 254   : Anti-Bias Curriculum

B. Understanding of Culturally Responsive Theory: - Demonstrate an understanding of education and human development theories, trends and needs of young children by developing and maintaining healthy, safe, respectful, challenging and culturally responsive learning environments.

## 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.

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**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.

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

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

**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.

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B. Understanding of Culturally Responsive Theory: - Demonstrate an understanding of education and human development theories, trends and needs of young children by developing and maintaining healthy, safe, respectful, challenging and culturally responsive learning environments.

### 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.

**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. 260: Children with Special Needs

**identify disabilities -** Identify disabilities involving children with special needs with a specific focus on physical, sensory, communicative and behavioral concerns;

**identify disabilities -** Identify disabilities involving children with special needs with a specific focus on physical, sensory, communicative and behavioral concerns;

**identify disabilities -** Identify disabilities involving children with special needs with a specific focus on physical, sensory, communicative and behavioral concerns;

**historical perspectives -** Investigate historical perspectives in special education that include issues, changes, myths, and misconceptions;

**laws and legislation -** Summarize current laws and legislation for effectiveness in providing for the education of children with special needs;

**laws and legislation -** Summarize current laws and legislation for effectiveness in providing for the education of children with special needs;

### CAN ECE. 263: Curriculum and Strategies for Children with Special Needs

**A. -** Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.

**B. -** Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.

**B. -** Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.

B. Understanding of Culturally Responsive Theory: - Demonstrate an understanding of education and human development theories, trends and needs of young children by developing and maintaining healthy, safe, respectful, challenging and culturally responsive learning environments.

## CAN ECE. 263: Curriculum and Strategies for Children with Special Needs

**B. -** Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.

## CAN ECE. 275: Children's Language and Literacy Development

**A. -** Identify the processes of first and second language acquisition.

**B. -** Design culturally responsive language and literacy learning environments and experiences.

**C. -** Recognize culturally inclusive teacher-family partnerships with the goal of supporting children's language and literacy development.

## 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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B. Understanding of Culturally Responsive Theory: - Demonstrate an understanding of education and human development theories, trends and needs of young children by developing and maintaining healthy, safe, respectful, challenging and culturally responsive learning environments.

## CAN ECE. 313  : Health and Safety for Children

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

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

**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.

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

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

**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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**Systematic Observation Methods -** Demonstrate systematic observation methods to provide data to assess the impact

B. Understanding of Culturally Responsive Theory: - Demonstrate an understanding of education and human development theories, trends and needs of young children by developing and maintaining healthy, safe, respectful, challenging and culturally responsive learning environments.

## CAN ECE. 333   : Observational Skills

of the environment, interactions and curriculum on all domains of children's learning and development.

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

**Play-Based environments -** Embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children.

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## CAN ECE. 362   : Communicating with Parents

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

**Communication with Parents -** Demonstrate knowledge of how to communicate with parents

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

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

A. Communication of Theory: - Communicate their understanding of education and human development concepts through written, oral and visual presentations in various professional and academic contexts.

### 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

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

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

### 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.

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A. Communication of Theory: - Communicate their understanding of education and human development concepts through written, oral and visual presentations in various professional and academic contexts.

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**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.

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

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### CAN ECE. 201  : Child Development

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**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.

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## CAN ECE. 210  : Early Child Ed Principles

**Interpret teaching practices -** Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

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**professional philosophy -** Identify the underlying theoretical perspective in forming a professional philosophy.

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A. Communication of Theory: - Communicate their understanding of education and human development concepts through written, oral and visual presentations in various professional and academic contexts.

## CAN ECE. 210  : Early Child Ed Principles

**professional philosophy -** Identify the underlying theoretical perspective in forming a professional philosophy.

**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.

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**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.

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A. Communication of Theory: - Communicate their understanding of education and human development concepts through written, oral and visual presentations in various professional and academic contexts.

### 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.

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

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

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A. Communication of Theory: - Communicate their understanding of education and human development concepts through written, oral and visual presentations in various professional and academic contexts.

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## CAN ECE. 212 : Child, Family & Community

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

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A. Communication of Theory: - Communicate their understanding of education and human development concepts through written, oral and visual presentations in various professional and academic contexts.

## CAN ECE. 212   : Child, Family & Community

**theories socialization -** Analyze theories of socialization that address the interrelationship of child, family and 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.

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## 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.

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A. Communication of Theory: - Communicate their understanding of education and human development concepts through written, oral and visual presentations in various professional and academic contexts.

## 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.

**discuss issues -** Discuss issues of cultural sensitivity and family partnerships in the care of infants and toddlers, including the importance of home language in children's development of communication skills and cultural competencies.

**discuss issues -** Discuss issues of cultural sensitivity and family partnerships in the care of infants and toddlers, including the importance of home language in children's development of communication skills and cultural competencies.

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

## CAN ECE. 225   : Infant/Toddler Environments

**DAP environments -** SLO 1: Identify developmentally appropriate and culturally responsive physical, emotional, social and educational, elements within infant/toddler environments

**DAP environments -** SLO 1: Identify developmentally appropriate and culturally responsive physical, emotional, social and educational, elements within infant/toddler environments

**design environment -** SLO 2: Design a simple, developmentally appropriate and culturally sensitive infant/toddler group care environment.

**predictors of quality -** SLO 3: Discuss the concepts and values of primary caregiving, continuity of care, and small group size related to group care for infants and toddlers.

## CAN ECE. 240   : ECE Admin: Bus/Legal

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

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

A. Communication of Theory: - Communicate their understanding of education and human development concepts through written, oral and visual presentations in various professional and academic contexts.

### CAN ECE. 240   : ECE Admin: Bus/Legal

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

**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.

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### CAN ECE. 241   : ECE Admin: Human Relations

**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.

**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.

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### 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.

**benefits of preschool -** Students will identify and discuss relevant issues and research related to the contribution of high quality preschool/Prekindergarten programs to school readiness.

A. Communication of Theory: - Communicate their understanding of education and human development concepts through written, oral and visual presentations in various professional and academic contexts.

## 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.

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## 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.

**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.

**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. 249: Leadership in Early Education

**A. -** Demonstrate a fundamental understanding of leadership and the skills manifest in effective leaders.

**B. -** Articulate a personal leadership philosophy, and enhanced self-awareness of leadership style.

**C. -** Discuss the complexities inherent in ethical leadership with regard to relevant professional standards.

**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.

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**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.

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

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

**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.

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A. Communication of Theory: - Communicate their understanding of education and human development concepts through written, oral and visual presentations in various professional and academic contexts.

## CAN ECE. 254 : Anti-Bias Curriculum

relationships that support and empower families, children and teachers.

## CAN ECE. 260: Children with Special Needs

**identify disabilities -** Identify disabilities involving children with special needs with a specific focus on physical, sensory, communicative and behavioral concerns;

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**historical perspectives -** Investigate historical perspectives in special education that include issues, changes, myths, and misconceptions;

**laws and legislation -** Summarize current laws and legislation for effectiveness in providing for the education of children with special needs;

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## CAN ECE. 263: Curriculum and Strategies for Children with Special Needs

**A. -** Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.

**B. -** Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.

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**C. -** Advocate for effective partnerships with families, interdisciplinary team members, and community resource specialists.

## CAN ECE. 275: Children's Language and Literacy Development

A. Communication of Theory: - Communicate their understanding of education and human development concepts through written, oral and visual presentations in various professional and academic contexts.

## CAN ECE. 275: Children's Language and Literacy Development

**A. -** Identify the processes of first and second language acquisition.

**B. -** Design culturally responsive language and literacy learning environments and experiences.

**C. -** Recognize culturally inclusive teacher-family partnerships with the goal of supporting children's language and literacy development.

## 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.

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## 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.

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

A. Communication of Theory: - Communicate their understanding of education and human development concepts through written, oral and visual presentations in various professional and academic contexts.

## CAN ECE. 333   : Observational Skills

**Play-Based environments -** Embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children.

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## CAN ECE. 362   : Communicating with Parents

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

**Communication with Parents -** Demonstrate knowledge of how to communicate with parents

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

**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.

**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.

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