

Early Childhood Education, AAS

Program Learning Outcomes (PLOs)		Measurable Student Learning Outcomes (MSLOs)- PLO Alignment								
		ECE105	ECE110	ECE11617	ECE216	ECE229	ECE271	ECE276	ECE278	ECE283
1. (Analysis Level) Analyze and explain the multiple historical, philosophical, and social foundations of the early childhood profession and how these influence current research, thought, and practice. (CSLO 1 & 2; NAEYC 6)		✓				✓	✓	✓	✓	✓
2. (Analysis Level) Analyze and explain the special conditions, health, developmental, protective and risk factors that may affect the development of young children, birth through age eight. (CSLO 2 & 4; NAEYC 1)			✓	✓	✓					
3. (Synthesis Level) Plan a culturally and linguistically responsive learning environment for young children that is responsive to each child's physical health, intellectual and emotional well-being, and nutritional and safety needs. (CSLO 3 & 4; NAEYC 4)		✓	✓	✓		✓	✓		✓	
4. (Synthesis Level) Design strategies that promote developmentally and culturally appropriate practices and are inclusive of young children with diverse abilities. (CSLO 1 & 4; NAEYC 5)		✓	✓	✓	✓	✓	✓	✓	✓	
5. (Evaluation Level) Justify and explain the importance of establishing family-centered practices and maintaining positive, productive, reciprocal relationships with families. (CSLO 1 & 2; NAEYC 2)		✓	✓	✓	✓	✓	✓	✓	✓	
6. (Evaluation Level) Describe and defend the principles and theories of child development. (CSLO 2 & 4; NAEYC 1)									✓	✓
7. (Evaluation Level) Demonstrate and defend professional decisions based on the knowledge of early childhood theories and practices and the principles of the NAEYC Code of Ethical Conduct. (CSLO 2, 3 & 4; NAEYC 6)		✓	✓		✓	✓				
8. (Evaluation Level) Interpret, critique, and apply ECE knowledge and skills into a variety of areas for curriculum that encourage young children's growth and development. (CSLO 2 & 4; NAEYC 5)		✓		✓	✓	✓	✓	✓	✓	✓
9. (Evaluation Level) Interpret, critique and apply assessment methods that are developmentally, culturally, and linguistically appropriate and contain documentation from multiple sources, including families and other professionals, to make informed decisions about children and programs. (CSLO 1 & 2; NAEYC 3)		✓	✓	✓	✓	✓	✓			

Early Childhood Education Certificate

Program Learning Outcomes (PLOs)	Measurable Student Learning Outcomes (MSLOs)- PLO Alignment						
	ECE105	ECE110	ECE11617	ECE216	ECE271	ECE276	ECE283
1. (Analysis Level) Analyze, examine, and explain the multiple historical, philosophical, and social foundations of the early childhood profession. (CSLO 1 & 2)	✓				✓	✓	✓
2. (Analysis Level) Analyze and explain the principles of child development and learning including the special conditions that may affect the development of young children, birth through age eight. (CSLO 2 & 4)	✓	✓	✓	✓	✓	✓	
3. (Analysis Level) Identify and relate child observation and assessment tools and how they are used to guide developmentally appropriate decisions.		✓	✓	✓	✓		
4. (Synthesis Level) Plan a learning environment for young children that is responsive to each child's physical health, intellectual, and emotional well-being, and nutritional and safety needs. (CSLO 3 & 4)		✓	✓		✓		
5. (Synthesis Level) Design strategies and programs that promote developmentally and culturally appropriate practices and are inclusive of young children with diverse abilities.	✓	✓	✓	✓	✓	✓	✓
6. (Evaluation Level) Explain and justify the importance of establishing and maintaining positive, productive, reciprocal relationships with children families, and provide positive guidance. (CSLO 1 & 2)	✓	✓	✓	✓	✓	✓	✓

Early Childhood Education Professional Development Certificate

Program Learning Outcomes (PLOs)	Measurable Student Learning Outcomes (MSLOs)- PLO Alignment			
	ECE105	ECE110	ECE11617	ECE271
1. (Application Level) Recognize signs of illness and distress in children and respond to individual children's health needs including communicating with families. (CSLO 2 & 4)	✓	✓	✓	✓
2. (Analysis Level) Analyze and explain state and federal rules and regulations governing early childhood programs. (CSLO 2)	✓	✓		✓
3. (Analysis Level) Examine the principles of child development and learning including the special conditions that may effect the development of young children birth through age 8 (CLSO 2 & 4)	✓	✓	✓	✓
4. (Analysis Level) Analyze and explain developmentally appropriate learning environments for young children that are responsive to each child's physical health, intellectual and emotional well-being, nutritional and safety needs (CLSO 3 & 4)	✓	✓	✓	✓
5. (Synthesis Level) Design strategies and programs that promote developmentally and culturally appropriate practices and are inclusive of young children with diverse abilities. (CSLO 1 & 4)	✓	✓	✓	✓