Student Learning Outcomes (SLO) for core courses in Early Childhood A.S. Degree and Certificates

**CDE 101 – Principles and Programs of Teaching Young Children**

Students completing this course satisfactorily will be able to:

*(Teaching Performance Expectations)*

1. Compare and contrast historical and current early childhood education perspectives, theories, program types and philosophies.
2. Describe the role of the early childhood educator, including ethical conduct, and professional pathways.
3. Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.

**CDE 15 – Child, Family and Community**

Students completing this course satisfactorily will be able to:

*(Teaching Performance Expectations)*

1. Describe socialization of the child focusing on the interrelationship of family, school, and community.
2. Identify the educational, political, and socioeconomic impacts on children and families.
3. Describe strategies that empower families and encourage family involvement in children’s development.

**CDE 7 – Child Growth and Development**

Students completing this course satisfactorily will be able to:

*(Teaching Performance Expectations)*

1. Describe development of children from conception through adolescence in the physical, social, emotional, and cognitive domains.
2. Identify cultural, economic, political, and historical contexts that impact children’s development.
3. Apply knowledge of development and major theoretical frameworks to analyze child observations.
CDE 7H – Child Growth and Development – honors

Students completing this course satisfactorily will be able to:

1. Describe development of children from conception through adolescence in the physical, social, emotional, and cognitive domains.
2. Identify cultural, economic, political, historical contexts that impact children’s development.
3. Apply knowledge of development and major theoretical frameworks to child observations.
4. Use peer-reviewed articles to research specific topics in child development.

CDE 110 – Introduction to Curriculum

Students completing this course satisfactorily will be able to:

(Teaching Performance Expectations)

1. Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.
2. Identify the teachers' role in early childhood programs including planning, implementing and evaluating activities and environments.
3. Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design.

CDE 111 – Child Guidance and Communication

Students completing this course satisfactorily will be able to:

(Teaching Performance Expectations)

1. Demonstrate the ability to identify a child's feeling in a specific situation and help the child identify and properly respond to the feeling.
2. Explain the relationship between theory and practice when choosing a guidance strategy to address a specific situation.
3. Demonstrate the use of effective communication as well as evaluate peer use of positive communication.
CDE 112 – Health, Safety and Nutrition

Students completing this course satisfactorily will be able to:

(Teaching Performance Expectations)

1. Describe strategies used to promote health, safety, and nutrition of children and adults in early childhood settings.
2. Evaluate environments for both positive and negative impacts on children’s health and safety.
3. Reference current regulations, standards, policies, and procedures related to health, safety, and nutrition in early childhood settings.

CDE 117 – Teaching in a Diverse Society

Students completing this course satisfactorily will be able to:

(Teaching Performance Expectations)

1. Describe the impact of various societal influences on the development of children's social identity.
2. Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.
3. Evaluate the influence of teachers' experiences on teaching approaches and interactions with children and families.

CDE 120 – Observation and Assessment

Students completing this course satisfactorily will be able to:

(Teaching Performance Expectations)

1. Evaluate the characteristics, strengths, limitations and application of contemporary observation and assessment tools.
2. Complete systematic observations and assessments using a variety of methods of data collection to inform environment design, interactions and curriculum.
3. Discuss the role of partnerships with families and other professionals in utilizing interpretations of observation and assessment data.
CDE 121 – Practicum: The Student Teaching Experience

Students completing this course satisfactorily will be able to:

(Teaching Performance Expectations)

1. Apply a variety of effective approaches, strategies and techniques for teaching in an early childhood classroom.
3. Analyze personal teaching experiences to guide and inform practice.