

| Unit Name  | Course SLO Assessment Cycle | Course ID     | Course Name   | Course SLO Title  |
|--|-----------------------------|---------------|---|---|
| El Camino: Course SLOs (BSS) - Childhood Education | 2012-13 (Fall 2012)         | ECC: CDEV 131 | Supervising and Mentoring Adults                    | SLO #2 Communication                                    |
|  | 2013-14 (Spring 2014)       | ECC: CDEV 112 | Teaching Young Children in a Diverse Society        | SLO #2 Anti-bias Approaches                             |
|  | 2013-14 (Spring 2014)       | ECC: CDEV 117 | Music and Movement for Young Children               | SLO #3 Role of the Teacher                              |
|  | 2013-14 (Spring 2014)       | ECC: CDEV 118 | Science and Math for Young Children                 | SLO #3 Role of the Environment                          |
|  | 2013-14 (Spring 2014)       | ECC: CDEV 169 | Special Education Practicum                         | SLO #3 Approaches and Strategies                        |
|  | 2013-14 (Spring 2014)       | ECC: EDUC 201 | Foundations in Education                            | SLO #1 Career Pathway                                   |
|  | 2014-15 (Fall 2014)         | ECC: CDEV 103 | Child Growth and Development                        | SLO #3 Research Methodologies                           |
|  | 2014-15 (Fall 2014)         | ECC: CDEV 110 | Child Health and Safety                             | SLO #3 Nutritional Needs                                |
|  | 2014-15 (Fall 2014)         | ECC: CDEV 116 | Creative Art for Young Children                     | SLO #3 Creativity                                       |
|  | 2014-15 (Fall 2014)         | ECC: CDEV 119 | Language Arts for Young Children                    | SLO #3 Role of the Teacher                              |
|  | 2014-15 (Spring 2015)       | ECC: CDEV 108 | Principles and Practices of Teaching Young Children | SLO #3 Personal Philosophy                              |
|  | 2014-15 (Spring 2015)       | ECC: CDEV 112 | Teaching Young Children in a Diverse Society        | SLO #3 Environments                                     |
|  | 2014-15 (Spring 2015)       | ECC: CDEV 114 | Observing and Assessing Young Children              | SLO #3 Interpretation and Implementation of Assessments |
|  | 2014-15 (Spring 2015)       | ECC: CDEV 115 | Introduction to Curriculum                          | SLO #1 Positively Influencing Development               |
|  | 2014-15 (Spring 2015)       | ECC: CDEV 118 | Science and Math for Young Children                 | SLO #2 Activity Plans                                   |
|  | 2014-15 (Spring 2015)       | ECC: CDEV 125 | Child Development Practicum I                       | SLO #3 Relationships                                    |
|  | 2014-15 (Spring 2015)       | ECC: CDEV 126 | Child Development Practicum II                      | SLO #3 Children's Needs                                 |
|  | 2014-15 (Spring 2015)       | ECC: CDEV 169 | Special Education Practicum                         | SLO #2 Self-Assessing Teaching                          |

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| 2014-15 (Spring 2015) | ECC: EDUC 101 | Introduction to the Field of Education              | SLO #1 Careers in Education             |
| 2014-15 (Spring 2015) | ECC: EDUC 201 | Foundations in Education                            | SLO #2 Synthesizing and Reflecting      |
| 2015-16 (Fall 2015)   | ECC: CDEV 103 | Child Growth and Development                        | SLO #2 Milestones                       |
| 2015-16 (Fall 2015)   | ECC: CDEV 104 | The Home, The School, The Community                 | SLO # 1 Family Support Services         |
| 2015-16 (Fall 2015)   | ECC: CDEV 107 | Infant/Toddler Development                          | SLO #2 Connecting Behaviors             |
| 2015-16 (Fall 2015)   | ECC: CDEV 110 | Child Health and Safety                             | SLO #1 Health Risks                     |
| 2015-16 (Fall 2015)   | ECC: CDEV 116 | Creative Art for Young Children                     | SLO #2 Activity Plans                   |
| 2015-16 (Fall 2015)   | ECC: CDEV 119 | Language Arts for Young Children                    | SLO #2 Activity Plans                   |
| 2015-16 (Fall 2015)   | ECC: CDEV 152 | Disabilities in the Developing Child                | SLO #1 Evaluating Programs and Policies |
| 2015-16 (Fall 2015)   | ECC: EDUC 101 | Introduction to the Field of Education              | SLO #2 CSTP                             |
| 2015-16 (Spring 2016) | ECC: CDEV 106 | Infant Toddler Curriculum                           | SLO #1 Policies and Practices           |
| 2015-16 (Spring 2016) | ECC: CDEV 108 | Principles and Practices of Teaching Young Children | SLO #2 Value of Play                    |
| 2015-16 (Spring 2016) | ECC: CDEV 112 | Teaching Young Children in a Diverse Society        | SLO #1 Social Identity                  |
| 2015-16 (Spring 2016) | ECC: CDEV 114 | Observing and Assessing Young Children              | SLO #1 Assessment Tools                 |
| 2015-16 (Spring 2016) | ECC: CDEV 115 | Introduction to Curriculum                          | SLO #2 Anti-bias Curriculum             |
| 2015-16 (Spring 2016) | ECC: CDEV 117 | Music and Movement for Young Children               | SLO #2 Activity Plans                   |

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| 2015-16 (Spring 2016) | ECC: CDEV 118 | Science and Math for Young Children    | SLO #1 Math and Science Skills        |
| 2015-16 (Spring 2016) | ECC: CDEV 125 | Child Development Practicum I          | SLO #2 Self-Assessing Teaching        |
| 2015-16 (Spring 2016) | ECC: CDEV 126 | Child Development Practicum II         | SLO #2 Self-Assessing Teaching        |
| 2015-16 (Spring 2016) | ECC: CDEV 129 | Introduction to Program Administration | SLO #1 Applying Skills                |
| 2015-16 (Spring 2016) | ECC: CDEV 131 | Supervising and Mentoring Adults       | SLO #1 Individualized Mentoring       |
| 2015-16 (Spring 2016) | ECC: CDEV 150 | Survey of Children with Special Needs  | SLO #2 Role of History and Society    |
| 2015-16 (Spring 2016) | ECC: CDEV 169 | Special Education Practicum            | SLO #1 Understanding Disabilities     |
| 2015-16 (Spring 2016) | ECC: EDUC 201 | Foundations in Education               | SLO #3 CSTP and Common Core Standards |
| 2016-17 (Fall 2016)   | ECC: CDEV 103 | Child Growth and Development           | SLO #1 Major Theoretical Frameworks   |
| 2016-17 (Fall 2016)   | ECC: CDEV 104 | The Home, The School, The Community    | SLO #2 Analyzing Values               |
| 2016-17 (Fall 2016)   | ECC: CDEV 107 | Infant/Toddler Development             | SLO #3 Contextual Influences          |
| 2016-17 (Fall 2016)   | ECC: CDEV 110 | Child Health and Safety                | SLO #2 Regulations                    |
| 2016-17 (Fall 2016)   | ECC: CDEV 119 | Language Arts for Young Children       | SLO #1 Curriculum Cycle               |
| 2016-17 (Fall 2016)   | ECC: CDEV 130 | Principles of Program Administration   | SLO #1 Leadership Roles               |
| 2016-17 (Fall 2016)   | ECC: CDEV 130 | Principles of Program Administration   | SLO #2 Professional Development       |
| 2016-17 (Fall 2016)   | ECC: CDEV 152 | Disabilities in the Developing Child   | SLO #2 Curriculum Strategies          |
| 2016-17 (Fall 2016)   | ECC: EDUC 101 | Introduction to the Field of Education | SLO #3 Purpose of Education           |
| 2016-17 (Spring 2017) | ECC: CDEV 106 | Infant Toddler Curriculum              | SLO #2 Healthy Relationships          |
| 2016-17 (Spring 2017) | ECC: CDEV 114 | Observing and Assessing Young Children | SLO #2 Observation Methods            |

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| 2016-17 (Spring 2017) | ECC: CDEV 115 | Introduction to Curriculum                          | SLO #3 Active Learning Activities           |
| 2016-17 (Spring 2017) | ECC: CDEV 117 | Music and Movement for Young Children               | SLO #1 Curriculum Cycle                     |
| 2016-17 (Spring 2017) | ECC: CDEV 125 | Child Development Practicum I                       | SLO #1 Designing Curriculum                 |
| 2016-17 (Spring 2017) | ECC: CDEV 131 | Supervising and Mentoring Adults                    | SLO #3 Informing Leadership and Decisions   |
| 2016-17 (Spring 2017) | ECC: CDEV 150 | Survey of Children with Special Needs               | SLO #1 Exceptionalities and Conditions      |
| 2016-17 (Spring 2017) | ECC: CDEV 150 | Survey of Children with Special Needs               | SLO #3 Collaboration                        |
| 2016-17 (Spring 2017) | ECC: EDUC 201 | Foundations in Education                            | SLO #1 Career Pathway                       |
| 2017-18 (Fall 2017)   | ECC: CDEV 104 | The Home, The School, The Community                 | SLO #3 Impact of Communities upon Families  |
| 2017-18 (Fall 2017)   | ECC: CDEV 107 | Infant/Toddler Development                          | SLO #1 Biological and Environmental Factors |
| 2017-18 (Fall 2017)   | ECC: CDEV 108 | Principles and Practices of Teaching Young Children | SLO #1 Best Practices                       |
| 2017-18 (Fall 2017)   | ECC: CDEV 116 | Creative Art for Young Children                     | SLO #1 Supporting Play                      |
| 2017-18 (Fall 2017)   | ECC: CDEV 126 | Child Development Practicum II                      | SLO #1 Designing Curriculum                 |
| 2017-18 (Fall 2017)   | ECC: CDEV 152 | Disabilities in the Developing Child                | SLO #3 Advocacy                             |
| 2017-18 (Spring 2018) | ECC: CDEV 103 | Child Growth and Development                        | SLO #2 Milestones                           |
| 2017-18 (Spring 2018) | ECC: CDEV 106 | Infant Toddler Curriculum                           | SLO #1 Policies and Practices               |
| 2017-18 (Spring 2018) | ECC: CDEV 106 | Infant Toddler Curriculum                           | SLO #3 Curriculum and Environments          |
| 2017-18 (Spring 2018) | ECC: CDEV 110 | Child Health and Safety                             | SLO #1 Health Risks                         |
| 2017-18 (Spring 2018) | ECC: CDEV 112 | Teaching Young Children in a Diverse Society        | SLO #2 Anti-bias Approaches                 |
| 2017-18 (Spring 2018) | ECC: CDEV 117 | Music and Movement for Young Children               | SLO #3 Role of the Teacher                  |

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| 2017-18 (Spring 2018) | ECC: CDEV 118 | Science and Math for Young Children                 | SLO #3 Role of the Environment                          |
| 2017-18 (Spring 2018) | ECC: CDEV 129 | Introduction to Program Administration              | SLO #1 Applying Skills                                  |
| 2017-18 (Spring 2018) | ECC: CDEV 131 | Supervising and Mentoring Adults                    | SLO #2 Communication                                    |
| 2017-18 (Spring 2018) | ECC: CDEV 169 | Special Education Practicum                         | SLO #3 Approaches and Strategies                        |
| 2018-19 (Fall 2018)   | ECC: CDEV 110 | Child Health and Safety                             | SLO #3 Nutritional Needs                                |
| 2018-19 (Fall 2018)   | ECC: CDEV 116 | Creative Art for Young Children                     | SLO #3 Creativity                                       |
| 2018-19 (Fall 2018)   | ECC: CDEV 119 | Language Arts for Young Children                    | SLO #3 Role of the Teacher                              |
| 2018-19 (Fall 2018)   | ECC: CDEV 130 | Principles of Program Administration                | SLO #3 Collaboration                                    |
| 2018-19 (Fall 2018)   | ECC: CDEV 150 | Survey of Children with Special Needs               | SLO #2 Role of History and Society                      |
| 2018-19 (Fall 2018)   | ECC: CDEV 165 | Autism, ADHD, Physical and Health Impairments       | SLO #1 Universal Precautions                            |
| 2018-19 (Fall 2018)   | ECC: EDUC 101 | Introduction to the Field of Education              | SLO #1 Careers in Education                             |
| 2018-19 (Spring 2019) | ECC: CDEV 103 | Child Growth and Development                        | SLO #3 Research Methodologies                           |
| 2018-19 (Spring 2019) | ECC: CDEV 106 | Infant Toddler Curriculum                           | SLO #2 Healthy Relationships                            |
| 2018-19 (Spring 2019) | ECC: CDEV 108 | Principles and Practices of Teaching Young Children | SLO #3 Personal Philosophy                              |
| 2018-19 (Spring 2019) | ECC: CDEV 112 | Teaching Young Children in a Diverse Society        | SLO #3 Environments                                     |
| 2018-19 (Spring 2019) | ECC: CDEV 114 | Observing and Assessing Young Children              | SLO #3 Interpretation and Implementation of Assessments |
| 2018-19 (Spring 2019) | ECC: CDEV 115 | Introduction to Curriculum                          | SLO #1 Positively Influencing Development               |
| 2018-19 (Spring 2019) | ECC: CDEV 118 | Science and Math for Young Children                 | SLO #2 Activity Plans                                   |
| 2018-19 (Spring 2019) | ECC: CDEV 125 | Child Development Practicum I                       | SLO #3 Relationships                                    |
| 2018-19 (Spring 2019) | ECC: CDEV 126 | Child Development Practicum II                      | SLO #3 Children's Needs                                 |
| 2018-19 (Spring 2019) | ECC: CDEV 129 | Introduction to Program Administration              | SLO #2 Fiscal Planning                                  |

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| 2018-19 (Spring 2019) | ECC: CDEV 131 | Supervising and Mentoring Adults                    | SLO #1 Individualized Mentoring         |
| 2018-19 (Spring 2019) | ECC: CDEV 152 | Disabilities in the Developing Child                | SLO #1 Evaluating Programs and Policies |
| 2018-19 (Spring 2019) | ECC: CDEV 169 | Special Education Practicum                         | SLO #1 Understanding Disabilities       |
| 2018-19 (Spring 2019) | ECC: EDUC 201 | Foundations in Education                            | SLO #2 Synthesizing and Reflecting      |
| 2019-20 (Fall 2019)   | ECC: CDEV 104 | The Home, The School, The Community                 | SLO # 1 Family Support Services         |
| 2019-20 (Fall 2019)   | ECC: CDEV 107 | Infant/Toddler Development                          | SLO #2 Connecting Behaviors             |
| 2019-20 (Fall 2019)   | ECC: CDEV 116 | Creative Art for Young Children                     | SLO #2 Activity Plans                   |
| 2019-20 (Fall 2019)   | ECC: CDEV 130 | Principles of Program Administraton                 | SLO #1 Leadership Roles                 |
| 2019-20 (Fall 2019)   | ECC: CDEV 130 | Principles of Program Administraton                 | SLO #2 Professional Development         |
| 2019-20 (Fall 2019)   | ECC: CDEV 165 | Autism, ADHD, Physical and Health Impairments       | SLO #2 Strategies and Accommodations    |
| 2019-20 (Fall 2019)   | ECC: EDUC 101 | Introduction to the Field of Education              | SLO #2 CSTP                             |
| 2019-20 (Spring 2020) | ECC: CDEV 106 | Infant Toddler Curriculum                           | SLO #3 Curriculum and Environments      |
| 2019-20 (Spring 2020) | ECC: CDEV 108 | Principles and Practices of Teaching Young Children | SLO #2 Value of Play                    |
| 2019-20 (Spring 2020) | ECC: CDEV 112 | Teaching Young Children in a Diverse Society        | SLO #1 Social Identity                  |
| 2019-20 (Spring 2020) | ECC: CDEV 114 | Observing and Assessing Young Children              | SLO #1 Assessment Tools                 |
| 2019-20 (Spring 2020) | ECC: CDEV 115 | Introduction to Curriculum                          | SLO #2 Anti-bias Curriculum             |
| 2019-20 (Spring 2020) | ECC: CDEV 117 | Music and Movement for Young Children               | SLO #2 Activity Plans                   |
| 2019-20 (Spring 2020) | ECC: CDEV 118 | Science and Math for Young Children                 | SLO #1 Math and Science Skills          |

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| 2019-20 (Spring 2020) | ECC: CDEV 125 | Child Development Practicum I                 | SLO #2 Self-Assessing Teaching        |
| 2019-20 (Spring 2020) | ECC: CDEV 126 | Child Development Practicum II                | SLO #2 Self-Assessing Teaching        |
| 2019-20 (Spring 2020) | ECC: CDEV 129 | Introduction to Program Administration        | SLO #3 Quality Programs               |
| 2019-20 (Spring 2020) | ECC: CDEV 150 | Survey of Children with Special Needs         | SLO #3 Collaboration                  |
| 2019-20 (Spring 2020) | ECC: CDEV 169 | Special Education Practicum                   | SLO #2 Self-Assessing Teaching        |
| 2019-20 (Spring 2020) | ECC: EDUC 201 | Foundations in Education                      | SLO #3 CSTP and Common Core Standards |
| 2020-21 (Fall 2020)   | ECC: CDEV 103 | Child Growth and Development                  | SLO #1 Major Theoretical Frameworks   |
| 2020-21 (Fall 2020)   | ECC: CDEV 104 | The Home, The School, The Community           | SLO #2 Analyzing Values               |
| 2020-21 (Fall 2020)   | ECC: CDEV 107 | Infant/Toddler Development                    | SLO #3 Contextual Influences          |
| 2020-21 (Fall 2020)   | ECC: CDEV 110 | Child Health and Safety                       | SLO #2 Regulations                    |
| 2020-21 (Fall 2020)   | ECC: CDEV 119 | Language Arts for Young Children              | SLO #1 Curriculum Cycle               |
| 2020-21 (Fall 2020)   | ECC: CDEV 119 | Language Arts for Young Children              | SLO #2 Activity Plans                 |
| 2020-21 (Fall 2020)   | ECC: CDEV 130 | Principles of Program Administration          | SLO #3 Collaboration                  |
| 2020-21 (Fall 2020)   | ECC: CDEV 152 | Disabilities in the Developing Child          | SLO #2 Curriculum Strategies          |
| 2020-21 (Fall 2020)   | ECC: CDEV 165 | Autism, ADHD, Physical and Health Impairments | SLO #3 Diagnostic Tools               |
| 2020-21 (Fall 2020)   | ECC: EDUC 101 | Introduction to the Field of Education        | SLO #3 Purpose of Education           |

## Course SLO Statement

Demonstrate competency in communication and reflective practices when working with diverse adult populations.

Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs as they apply to music and movement.

Demonstrate an understanding of the many aspects of the environment's role in early childhood programs related to science, technology, engineering, and mathematics.

Apply a variety of effective approaches, strategies, and techniques that support positive learning experiences for children with special needs.

Education 201

The successful Education 201 student will outline their career pathway in education inclusive of state and educational requirements as well as rewards and challenges.

Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.

Identify the nutritional needs of children at various ages and plan activities that focus on healthy development and nutrition.

Demonstrate an understanding of the many aspects of the teachers' role in enhancing creativity and the creative process.

Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs as they apply to language arts.

Develop one's teaching philosophy and professional goals

Plan classroom environments, materials and approaches to effectively promote pride in children's identities and respect for social diversity.

Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices.

Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.

Design and implement curriculum integrating developmentally appropriate science, technology, engineering and mathematics .

Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.

Integrate understanding of children's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

Critically assess one's own teaching experiences to guide and inform practice in relation to working with children with special needs and their families.

The successful Education 101 student will analyze various careers in education through study of state and educational requirements as well as rewards and challenges.

The successful Education 201 student will synthesize their observations of experienced teachers, their development of a philosophy of education and their reflection on contemporary issues of education and will evaluate specific contemporary issues in education such as merit pay for teachers, school reform, inclusion, and changes to school finance.

Describe major developmental milestones and typical characteristics for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.

Critically assess community support services and agencies that are available to community and families.

Connect observed behaviors of children birth through 36 months to developmental concepts and theories in the physical, cognitive, language, social, and emotional domains.  
Identify health, safety, and environmental risks in children's programs.

Develop an activity plan, for preschool children, that is age-appropriate and includes: required materials, advanced preparation, developmental objectives, detailed procedures, and theme based-related activities

Develop an activity plan, for preschool children, that is age-appropriate and includes: required materials, advanced preparation, developmental objectives, detailed procedures, and theme based-related activities.

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

The successful Education 101 student will identify qualities of effective teachers and the demonstration of the California Standards for the Teaching Profession through classroom observations of experienced teachers

Summarize the essential policies and practices of quality infant and toddler programs.

Examine the value of play as a vehicle for developing skills knowledge, dispositions, and strengthening relationships among young children.

Critique theories and review the multiple impacts on young children's social identity.

Utilize the California State Department of Education assessment tool (Desired Results) to evaluate all children's developmental, cultural, and linguistic characteristics.

Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support all children.

Develop an activity plan, for preschool children, that is age-appropriate and includes: required materials, advanced preparation, developmental objectives, detailed procedures, and theme based-related activities

Recognize and implement math and science concepts for early childhood education curriculum.

Critically assess one's own teaching experiences to guide and inform practice.

Critically assess one's own teaching experiences to guide and inform practice.

Apply administration skills in various types of early care and education program.

Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners.

Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs.

Demonstrate an understanding and sensitivity toward children with special needs and their families as they relate to the special education classroom.

The successful Education 201 student will identify the demonstration of the California Standards for the Teaching Profession and use of the California Common Core Standards through 45 hours of classroom observations of experienced teachers.

Identify and compare major theoretical frameworks, such as Piaget, Vygotsky, Erikson, Maslow, and Bronfenbrenner, as related to the study of human development.

Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.

Analyze the multiple contextual influences of infant/toddler development including diverse family practices and environments.

Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.

Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood language arts activities and environments.

Analyze leadership roles as they relate to interactions with parents, staff and the community.

Implement ongoing professional development plans based on evaluation of staff and administrator needs.

Design and implement curriculum strategies based on children's individual needs in inclusive and natural environments.

The successful Education 101 student will evaluate fundamental issues in education such as the purpose of public education, the purpose and control of curriculum, and assessment and accountability.

Demonstrate strategies to promote healthy relationships in the care and education of infants and toddlers.

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.

Plan, implement, and evaluate active learning activities for children in developmental domains (social, emotional, physical, cognitive, and language) and curriculum areas (math, science, music, movement, creative arts, language and motor skills).

Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood music and movement activities and environments.

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

Use a variety of personnel, program, and environmental assessment tools to inform leadership and decisions.

Recognize various exceptionalities and conditions of children and identify interventions based on the developmental continuum.

Collaborate with families and community members in supporting inclusion of children with special needs

Education 201

The successful Education 201 student will outline their career pathway in education inclusive of state and educational requirements as well as rewards and challenges.

Assess the impact of educational, political, and socioeconomic factors on children and families by identifying effective strategies that empower families in children's development.

Demonstrate knowledge of biological and environmental factors that influence preconception and prenatal health and development.

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.

Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support all children.

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

Demonstrate how you would advocate for effective partnerships with families, interdisciplinary teams members, and community resource specialists.

Describe major developmental milestones and typical characteristics for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.

Summarize the essential policies and practices of quality infant and toddler programs.

Evaluate infant and toddler curriculum and environments based on observation, documentation and reflection.

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

Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs as they apply to music and movement.

Demonstrate an understanding of the many aspects of the environment's role in early childhood programs related to science, technology, engineering, and mathematics.

Apply administration skills in various types of early care and education program.

Demonstrate competency in communication and reflective practices when working with diverse adult populations.

Apply a variety of effective approaches, strategies, and techniques that support positive learning experiences for children with special needs.

Identify the nutritional needs of children at various ages and plan activities that focus on healthy development and nutrition.

Demonstrate an understanding of the many aspects of the teachers' role in enhancing creativity and the creative process.

Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs as they apply to language arts.

Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.

Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs.

Demonstrate the use of universal precautions and describe when they should be implemented.

The successful Education 101 student will analyze various careers in education through study of state and educational requirements as well as rewards and challenges.

Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.

Demonstrate strategies to promote healthy relationships in the care and education of infants and toddlers.

Develop one's teaching philosophy and professional goals

Plan classroom environments, materials and approaches to effectively promote pride in children's identities and respect for social diversity.

Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices.

Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.

Design and implement curriculum integrating developmentally appropriate science, technology, engineering and mathematics .

Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.

Integrate understanding of children's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

Demonstrate knowledge of strategic and fiscal planning.

Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners.

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

Demonstrate an understanding and sensitivity toward children with special needs and their families as they relate to the special education classroom.

The successful Education 201 student will synthesize their observations of experienced teachers, their development of a philosophy of education and their reflection on contemporary issues of education and will evaluate specific contemporary issues in education such as merit pay for teachers, school reform, inclusion, and changes to school finance.

Critically assess community support services and agencies that are available to community and families.

Connect observed behaviors of children birth through 36 months to developmental concepts and theories in the physical, cognitive, language, social, and emotional domains.

Develop an activity plan, for preschool children, that is age-appropriate and includes: required materials, advanced preparation, developmental objectives, detailed procedures, and theme based-related activities.

Analyze leadership roles as they relate to interactions with parents, staff and the community.

Implement ongoing professional development plans based on evaluation of staff and administrator needs.

Evaluate and demonstrate effective and appropriate teaching strategies and accommodations that can be used in the classroom and home setting for children with special needs.

The successful Education 101 student will identify qualities of effective teachers and the demonstration of the California Standards for the Teaching Profession through classroom observations of experienced teachers

Evaluate infant and toddler curriculum and environments based on observation, documentation and reflection.

Examine the value of play as a vehicle for developing skills knowledge, dispositions, and strengthening relationships among young children.

Critique theories and review the multiple impacts on young children's social identity.

Utilize the California State Department of Education assessment tool (Desired Results) to evaluate all children's developmental, cultural, and linguistic characteristics.

Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support all children.

Develop an activity plan, for preschool children, that is age-appropriate and includes: required materials, advanced preparation, developmental objectives, detailed procedures, and theme based-related activities

Recognize and implement math and science concepts for early childhood education curriculum.

Critically assess one's own teaching experiences to guide and inform practice.

Critically assess one's own teaching experiences to guide and inform practice.

Evaluate components of quality programs, facilities, and operations.

Collaborate with families and community members in supporting inclusion of children with special needs

Critically assess one's own teaching experiences to guide and inform practice in relation to working with children with special needs and their families.

The successful Education 201 student will identify the demonstration of the California Standards for the Teaching Profession and use of the California Common Core Standards through 45 hours of classroom observations of experienced teachers.

Identify and compare major theoretical frameworks, such as Piaget, Vygotsky, Erikson, Maslow, and Bronfenbrenner, as related to the study of human development.

Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.

Analyze the multiple contextual influences of infant/toddler development including diverse family practices and environments.

Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.

Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood language arts activities and environments.

Develop an activity plan, for preschool children, that is age-appropriate and includes: required materials, advanced preparation, developmental objectives, detailed procedures, and theme based-related activities.

Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.

Design and implement curriculum strategies based on children's individual needs in inclusive and natural environments.

Describe the diagnostic tools and assessment criteria for various conditions and disorders.

The successful Education 101 student will evaluate fundamental issues in education such as the purpose of public education, the purpose and control of curriculum, and assessment and accountability.