



CURRICULUM COMMITTEE | AGENDA ADDENDUM

Wednesday, April 19, 2017 | 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

AGENDA ADDENDUM

- (Course Revisions)*
- a. ECE 11 Child, Family and Community (addition of skills advisory: PSYCH 11).....72
 - b. ECE 17 Introduction to Curriculum (addition of skills advisory: PSYCH 11)78
 - c. ECE 45 Introduction to Children With Special Needs (addition of skills advisory: PSYCH 11)....85
 - d. ECE 48 Adult Supervision and Mentoring in Early Education (removal of ECE 2 from prerequisites and change of ECE 21 from skills advisory to prerequisite)92
 - e. ECE 49 Curriculum and Strategies for Children with Special Needs (addition of ECE 45 as a prerequisite).....98
 - f. ECE 71 Infants and Toddler Education and Care (addition of ECE 46 as a skills advisory).....105

Santa Monica College

Course Outline For EARLY CHILDHOOD EDUCATION 11, Child, Family and Community

Course Title: Child, Family and Community Units: 3.00
Total Instructional Hours (usually 18 per unit): 54
Hours per week (full semester equivalent) in 3.00 In-Class Lab: 0 Arranged:
Lecture:

Date Submitted: May 2011
Date Updated: November 2016
C-ID: CDEV 110
Transferability: Transfers to UC
Transfers to CSU

IGETC Area:

- IGETC Area 4: Social and Behavioral Sciences
 - 4G: Interdisciplinary, Social & Behavioral Sciences

CSU GE Area:

- CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical
 - D7 - Interdisciplinary Social and Behavioral Science

SMC GE Area:

- GENERAL EDUCATION PATTERN (SMC GE)
 - Area II-B: Social Science (Group B)
 - Area V: Global Citizenship

Degree Applicability: Credit - Degree Applicable
Prerequisite(s): None
Pre/Corequisite(s): None
Corequisite(s): None
Skills Advisory(s): PSYCH 11

I. Catalog Description

This course is an examination of the developing child in a societal context focusing on the interrelationship of family, school and community with an emphasis on historical and socio-cultural factors. Studies of family systems in contemporary society as they impact children and their individual heritage, diverse culture, ability and language will be examined highlighting at least three major American cultures (Latina/o American, African American, Asian American, Native American, and European American). The processes of socialization and identity development will be highlighted showing the importance of respectful, reciprocal relationships that support and empower families.

II. Examples of Appropriate Text or Other Required Reading: (include all publication

dates; for transferable courses at least one text should have been published within the last five years)

1. Child, Family, Community: Socialization and Support, 10th, Berns, Roberta, Thomposon Wadsworth Publishing © 2015, ISBN: 978-1305088979

III. Course Objectives

Upon completion of this course, the student will be able to:

1. Identify how the child develops within a system and is influenced by numerous factors of socialization including the role of the family, childcare, schooling and the community.
2. Compare historical and current theoretical frameworks of socialization.
3. Describe contemporary social issues and their effects on families and children.
4. Compare and contrast diverse family structures, parenting styles, culture, tradition and values and their impact upon children and youth cultures (at least 3 American cultures -Latino American, African American, Asian American, Native American or European American).
5. Explore one’s own family history, communication style and culture and examine how it affects one’s relationships with children and families.
6. Demonstrate knowledge of legal requirements and ethical responsibilities of professionals working with all children and families
7. Examine advocacy strategies to affect public attitudes and policy on behalf of children and families.
8. Develop appropriate strategies to assist families experiencing stress.
9. Identify appropriate community resources that support children and families including at risk populations.

IV. Methods of Presentation:

Field Trips , Lecture and Discussion , Visiting Lecturers , Other (Specify)

Other Methods: Videos, Debates

V. Course Content

<u>% of course</u>	<u>Topic</u>
10%	Major current and historical theoretical frameworks of socialization
10%	Interrelatedness of family, school and community as agents of socialization
50%	Influences on Socialization <ul style="list-style-type: none"> • Family <ul style="list-style-type: none"> ○ Family characteristic ○ Parenting styles

	<ul style="list-style-type: none"> ○ Culture ○ Tradition ○ Values • School and educational systems <ul style="list-style-type: none"> ○ Early care and education ○ Influence of one’s own personal experience on relationships with children and families. ○ Legal requirements and ethical responsibilities • Community <ul style="list-style-type: none"> ○ Community agencies and referral systems ○ Accessing specialized services and support for families and children. ○ Collaboration and Partnerships
20%	Impact of contemporary social issues and risk factors such as stereotypes, age, gender, ability, language, culture, racial identity and ethnicity, and socio-economic status.
10%	Strategies for empowering families <ul style="list-style-type: none"> • Communication • Partnerships • Advocacy
100%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
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25 %	Exams/Tests - 6-8 exams
75 %	Written assignments - 20% Case studies (4-6) 35% Journal reflections (5-9 10% Key Assessment (1) 10% Article Reviews (2-4)
100 %	Total

VII. Sample Assignments:

1) Bronfenbrenner’s Ecological Model self-assessment - Students will select a time in their life (between the ages 10 – 13 years) and then reflect on the influences that the four systems had on their development.

A variation of this activity would be to develop an ecological model of a newly formed family discussing the impact on their world when they have a child.

2) Code of ethics case study activity: Given a Case study, students will respond to the scenario and referring to the National Association of Young Children (NAEYC) ” Code of Ethics” list the ideals and / or principles that support their response.

VIII. Student Learning Outcomes

1. Analyze theories of socialization that address the interrelationship of child, family and community as it applies to at least 3 of the American cultures including Latino American, African American, Asian American, Native American and European American.
2. Compare and contrast how educational, political, and socioeconomic factors directly impact the lives of children and families of 3 American cultures including Latino American, African American, Asian American, Native American and European American.
3. Describe strategies that empower families and encourage family involvement in children’s development.

ADVISORY Checklist and Worksheet

Early Childhood Education 11

Proposed Advisory: Psychology 11

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the advisory.		X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		X	
3. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.		X	
4. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		X	
5. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		X	
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		X	
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		X	
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		X	

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: [Early Childhood Education 11 content]

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Interrelatedness of family, school and community as agents of socialization
B)	Impact of contemporary social issues and risk factors such as stereotypes, age, gender, ability, language, culture, racial identity and ethnicity, and socio-economic status
C)	
D)	

EXIT SKILLS (objectives) FROM [Psychology 11]

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages
2.	Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages, cultures, and backgrounds and their caregivers.
3.	Examine and use developmental theories to explain and plan for children's development and learning
4.	Identify and describe risk factors that impact families and children at each major developmental stage.
5.	

		RECOMMENDED ENTRANCE SKILLS FOR (XXX)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (XXX)	1	X	X						
	2	X	X						
	3	X	X						
	4	X	X						
	5								
	6								
	7								
	8								

If the advisory proposed is a **NON-COURSE ADVISORY** (i.e., ability to do x), please explain the reasoning/rationale for this advisory, as well as, the non-course opportunities available for students to acquire the recommended skills:

Santa Monica College

Course Outline For EARLY CHILDHOOD EDUCATION 17, Introduction to Curriculum

Course Title: Introduction to Curriculum Units: 3.00
Total Instructional Hours (usually 18 per unit): 54
Hours per week (full semester equivalent) in 3.00 In-Class Lab: 0 Arranged:
Lecture:

Date Submitted: May 2011
Date Updated: November 2016
C-ID: ECE 130
Transferability: Transfers to CSU
IGETC Area:
CSU GE Area:
SMC GE Area:

Degree Applicability: Credit - Degree Applicable
Prerequisite(s): None
Pre/Corequisite(s): None
Corequisite(s): None
Skills Advisory(s): PSYCH 11

I. Catalog Description

Developmentally appropriate curriculum and environments for young children. Explores teaching strategies and curriculum development based on theoretical frameworks, observation, and assessment. Emphasizes the teacher's role in supporting development and learning across the curriculum, including all content areas.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Early Education Curriculum: A child's Connection to the World, 6th, Jackman, Hilda, Wadsworth © 2015, ISBN: 9781285443256

III. Course Objectives

Upon completion of this course, the student will be able to:

1. Compare various models and approaches to early childhood curriculum.
2. Examine ways curriculum is integrated across all developmental domains and content areas.
3. Identify key ways in which the environment functions as an essential component of curriculum.

4. Observe and evaluate teaching strategies and environmental design.
5. Document observations of children’s developmental stages in various early childhood settings for planning curriculum and environments.
6. Design appropriate experiences in multiple content areas to support children's learning.
7. Develop and modify plans for accessible environments and experiences that are appropriate for children’s individual ages, stages, and needs.
8. Plan and record the curriculum development process using various forms of documentation.
9. Identify various ways of engaging with children’s families in curriculum planning and documenting of children’s involvement and learning.

IV. Methods of Presentation:

Lecture and Discussion , Visiting Lecturers , Other (Specify)

Other Methods: Video, Observation of Teachers and Children in the Field

V. Course Content

<u>% of course</u>	<u>Topic</u>
3%	Developmental theory as it applies to curriculum development
2%	Developmentally, linguistically and culturally appropriate curriculum to support the development of the whole child
3%	Impacts of language and culture on children’s play and learning
5%	Play as the central modality of young children’s learning
3%	Joy and trust as the first steps in children’s learning
5%	Children as sensory learners
3%	Concept development
5%	Individual learning styles and modalities
2%	Impacts of special needs on learning and development
2%	Impacts of social identities on learning
5%	The early childhood classroom learning centers: e.g. dramatic play; blocks; manipulatives; art; library; science & nature; sensory/motor; etc.
5%	Physical/temporal/interpersonal and aesthetic components of learning environments
5%	Social/emotional learning environments based on delight and engagement
5%	Classroom environments that reflect the children, families, cultures and languages of the communities served

3%	Assessing all curriculum for access and appropriate inclusion approaches
4%	Infant and toddler use of materials and environments
7%	<p>The curriculum planning process Curriculum topics that may be specifically addressed:</p> <ul style="list-style-type: none"> • Nutrition and cooking • Language and literacy, dual language support strategies • Dramatic play • Block play and physical science • Science and Nature • Sensory Motor learning • Math and the construction of mathematical thinking 0-6 • Art and creative development
3%	Key in planning... a continuum, scaffolding: simple to complex, concrete to abstract
5%	Observation and documentation as related to curriculum development
4%	The continuing cycle of observation, assessment, curriculum planning, documentation
5%	Curriculum planning that reflects the value and sequence of the child's ability to construct and represent her/his world through symbols
3%	Emergent curriculum, webbed curriculum, themes, project approach
3%	The environment as teacher: balance between naturalistic and structured spaces; soft and hard space; traffic patterns; protected and open space; visual/aesthetic messages
7%	<p>The ECE Teacher Role of the teacher in fostering social attitudes, values and skills</p> <ul style="list-style-type: none"> • Teacher language which honors linguistic diversity and reflects knowledge and understanding of power issues related to language • Role of the teacher in fostering social attitudes, values and skills • Role of teacher as informed, caring, thoughtful decision maker • Teacher language which honors linguistic diversity and reflects knowledge and understanding of power issues related to language • Selecting activities, materials and equipment, meeting goals • Teacher reflection and self-evaluation as essential to curriculum

	development Collaboration: all levels of staff; teaching staff and families; across classrooms
3%	Research, assessment, other issues <ul style="list-style-type: none"> • Various theories and approaches to curriculum (e.g. Reggio, Montessori, computer based, High Scope, etc.) • Innovative approaches • Current research • The world wide web as a resource • NAEYC “Beyond the Journal” • State standards, desired results, foundations, frameworks • Formal assessment tools • Accreditation standards regarding curriculum
100%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
10 %	Exams/Tests
20 %	Portfolios
70 %	Other - 30% Lesson Plans 20% Class Presentations 20% Observation Evaluations
100 %	Total

VII. Sample Assignments:

1) Use the outside assessment component of the ECERS (Early childhood Environmental Rating Scale) to evaluate the quality of an outdoor classroom environment in an early childhood program.

2) Students will read “Environment as the 3rd Teacher” article and write a reflective paper discussing how the classroom environment in early childhood classrooms

operates as the third teacher.

3) Using videos such as “Play matters” have a class discussion and reflective writing about the importance of play in children’s development.

VIII. Student Learning Outcomes

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.

ADVISORY Checklist and Worksheet

Early Childhood Education 17

Proposed Advisory: Psychology 11

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the advisory.		X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		X	
3. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.		X	
4. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		X	
5. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		X	
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		X	
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		X	
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		X	

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: [Early Childhood Education 17 content]

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Developmental theory as it applies to curriculum development
B)	Classroom environments that reflect the children, families, cultures and languages of the communities served
C)	Assessing all curriculum for access and appropriate inclusion approaches
D)	The continuing cycle of observation, assessment, curriculum planning, documentation

EXIT SKILLS (objectives) FROM [Psychology 11]

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages
2.	Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages, cultures, and backgrounds and their caregivers.
3.	Examine and use developmental theories to explain and plan for children's development and learning
4.	Identify and describe risk factors that impact families and children at each major developmental stage.
5.	

		RECOMMENDED ENTRANCE SKILLS FOR (ECE 17)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (Psych 11)	1		X						
	2				X				
	3	X	X	X	X				
	4			X	X				
	5								
	6								
	7								
	8								

If the advisory proposed is a **NON-COURSE ADVISORY** (i.e., ability to do x), please explain the reasoning/rationale for this advisory, as well as, the non-course opportunities available for students to acquire the recommended skills:

Santa Monica College

Course Outline For EARLY CHILDHOOD EDUCATION 45, Introduction to Children With Special Needs

Course Title: Introduction to Children With Special Needs Units: 3.00
Total Instructional Hours (usually 18 per unit): 54
Hours per week (full semester equivalent) in 3.00 In-Class Lab: 0 Arranged:
Lecture:

Date Submitted: May 2011
Date Updated: November 2016
Transferability: Transfers to CSU
IGETC Area: Does NOT satisfy any area of IGETC:
CSU GE Area: Does NOT satisfy any area of CSU GE:
SMC GE Area: Does NOT satisfy any area of SMC GE:

Degree Applicability: Credit - Degree Applicable
Prerequisite(s): None
Pre/Corequisite(s): None
Corequisite(s): None
Skills Advisory(s): PSYCH 11

I. Catalog Description

This course introduces the variations in development of individuals with special needs, with special emphasis of children ages birth through eight and the resulting impact on families. It includes an overview of historical and societal influences, laws relating to children with special needs, and the identification and referral process. The course covers various categories of disability, including learning and physical disabilities, autism, mental retardation, behavioral disorders, communication disorders, visual and hearing impairments, attention deficit disorders and giftedness.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Exceptional Children, 10, Heward, William, Pearson, United States © 2013, ISBN: 13: 978-0-13-262616-

III. Course Objectives

Upon completion of this course, the student will be able to:

1. Describe the sequence of development and the interrelations among developmental areas.

2. Examine the key contributions of developmental theorists, advocates and legal decisions in influencing best practices in early childhood special education.
3. Identify community resources that meet the needs of children with special needs and their families.
4. Explain various strategies that support collaborative practices in promoting the optimal development of children within the context of their family and community.
5. Summarize the steps in the referral process including observation, documentation, screening, and assessment.
6. Identify the benefits of using a strength-based, culturally sensitive approach in working with children with special needs and their families.
7. Identify the strengths and special needs of children with disabilities within the context of their families.
8. Recognize typical child development milestones, and consider how those are impacted by various categories of disabilities.
9. Recognize and describe the characteristics and influence of disabilities and risk factors on early development, learning, care giving and relationships.
10. Identify and examine current laws and regulations and state practices pertaining to development and review of Individualized Family Service Plan and Individualized Education Plan under the Individuals with Disabilities Education Act.
11. Examine the variations in development as they are impacted by the following disabilities: intellectual, learning, emotional and behavioral disorders, communication disorders, physical and orthopedic impairment, attention deficit, autism, vision and hearing impairments, giftedness, multiple disabilities and health impairment.

IV. Methods of Presentation:

Lecture and Discussion , Observation and Demonstration , Projects , Visiting Lecturers , Field Trips , Group Work

V. Course Content

<u>% of course</u>	<u>Topic</u>
5%	Cultural and linguistic diversity
6%	Speech and language impairments
12%	Learning disabilities
6%	Attention deficit hyperactivity disorder
6%	Emotional or behavioral disorders
6%	Mental retardation
6%	Physical or health disabilities

6%	Deaf and hard of hearing
6%	Low vision and blindness
6%	Autism spectrum disorders
6%	Low incidence disabilities: Multiple-severe disabilities, deaf-blindness, and traumatic brain injury
6%	Giftedness
6%	<p>Historical overview of early intervention and special education.</p> <ol style="list-style-type: none"> 1. Theory/education foundations 2. Laws and regulations <ol style="list-style-type: none"> a. Individuals with Disabilities Act (IDEA) <ol style="list-style-type: none"> 1) IFSP 2) IEP b. Inclusion c. Least restrictive environment 3. People first language 4. Advocacy and public policy 5. Ethics - professional behaviors
6%	<p>Development and variations in development</p> <ol style="list-style-type: none"> 1. Prenatal and risk factors 2. Genetically inherited conditions 3. Environmental factors 4. Cognitive 5. Communication/language 6. Social/emotional 7. Mental Health 8. Physical
4%	<p>Impact on families</p> <ol style="list-style-type: none"> 1. Grief, stress and coping strategies 2. Supporting families 3. Diverse perspectives
4%	<p>Developmental screening and assessments</p> <ol style="list-style-type: none"> 1. Referral process 2. Community resources
100%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to

instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
40 %	Exams/Tests - 8-10 exams
20 %	Projects - Final Project
40 %	Written assignments - 1-3 weekly assignments
100 %	Total

VII. Sample Assignments:

Sample Assignment 1:

Site observation: The purpose of this observation assignment is to deepen your experience and understanding regarding issues in special education. Visit an educational or vocational setting that serves individuals with disabilities. The site may be inclusive (general education and special education students in one class) or self-contained (all individuals in the class have special needs, or the entire facility serves only individuals with disabilities). Your paper should be a minimum of 5 typed pages (12 points font, double spaced) and follow these guidelines:

- Identify the site - include name, address, name of contact person, any other identifying pertinent information.
- Describe the setting (e.g. inclusive, self-contained, resource, grade level, etc.)
- Describe the physical environment (room arrangement, number of teachers and adults)
- Materials - what types of teaching and learning materials were being used? Did you see any adaptive equipment or obvious modifications to the learning tasks?
- Describe the children served in the setting (what types of special needs, ages, how many?)
- Describe the activities and routines. What were the children doing? What types of activities were they engaged in?
- How did the adults interact with the children?
- Describe a few instructional methodologies and environmental accommodations you observed.
- Based on what you have learned in the course, can you think of some possible suggestions you would make to improve the learning environment, classroom management, or student-teacher interaction? If you have suggestions, what do you base your ideas upon?

Sample Assignment 2:

Students will be asked to read some articles about the Deaf world and Cochlear implants. They will also do some research on the internet on this topic. After their research they are asked to do the following:

The ongoing debate regarding the pros and cons of cochlear implants continues among families, professionals and individuals having to make these choices. Students will be assigned a small group and asked to argue the side of pro implants or against implants. They will have some time to formulate their cases and then partake in a class debate of the issues.

VIII. Student Learning Outcomes

1. Choose a character with a disability in a film or observe a classroom which serves children with special needs and describe the individual and relate their functioning level to the major characteristics of the disability as presented in the textbook and course content.
2. Given a case study of a child with special needs, student will describe the child's current functioning level in four developmental domains (cognitive, adaptive skills, motor, social/emotional) and relate the functioning levels to the major characteristics of the child's disability.
3. Recognize various exceptionalities and conditions of children and identify the best interventions for them based on the developmental continuum.
4. Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs.

ADVISORY Checklist and Worksheet

Early Childhood Education 45

Proposed Advisory: Psychology 11

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the advisory.		X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		X	
3. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.		X	
4. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		X	
5. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		X	
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		X	
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		X	
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		X	

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: [Early Childhood Education 45 content]

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Development and variations in development
B)	Impact on families
C)	Developmental screening and assessments
D)	

EXIT SKILLS (objectives) FROM [Psychology 11]

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages
2.	Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages, cultures, and backgrounds and their caregivers.
3.	Examine and use developmental theories to explain and plan for children's development and learning
4.	Identify and describe risk factors that impact families and children at each major developmental stage.
5.	

		RECOMMENDED ENTRANCE SKILLS FOR (XXX)							
EXIT SKILLS FOR (XXX)		A	B	C	D	E	F	G	H
		1	X		X				
2				X					
3	X								
4			X						
5									
6									
7									
8									

If the advisory proposed is a **NON-COURSE ADVISORY** (i.e., ability to do x), please explain the reasoning/rationale for this advisory, as well as, the non-course opportunities available for students to acquire the recommended skills:

Santa Monica College

Course Outline For EARLY CHILDHOOD EDUCATION 48, Adult Supervision and Mentoring in Early Education

Course Title: Adult Supervision and Mentoring in Early Education Units: 3.00

Total Instructional Hours (usually 18 per unit): 54

Hours per week (full semester equivalent) in 3.00 In-Class Lab: 0 Arranged:
Lecture:

Date Submitted: May 2011
Date Updated: November 2016
Transferability: Transfers to CSU
IGETC Area: Does NOT satisfy any area of IGETC:
CSU GE Area: Does NOT satisfy any area of CSU GE:
SMC GE Area: Does NOT satisfy any area of SMC GE:

Degree Applicability: Credit - Degree Applicable
Prerequisite(s): ECE 21
Pre/Corequisite(s): None
Corequisite(s): None
Skills Advisory(s): None

I. Catalog Description

Methods and principles of supervising student teachers, volunteers, staff, and other adults in early care and education settings. Emphasis is on reflective practice and the roles and development of early childhood professionals as mentors and leaders. California Commission on Teacher Credentialing requires this course for Master Teacher, Site Supervisor and Program Director Permits Option One. California ECE Mentor Teacher program requires this course in order to apply to the Mentor program. As a component of course work, this class requires 4 hours of time to complete an infant/toddler or preschool live observation using a standard assessment tool and creation of a plan for mentoring.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Early Childhood Environment Rating Scale - Revised Edition, 3rd, Harms T., Clifford R., Cryer D., Teacher's College Press © 2014, ISBN: 13:978-08087755709
2. The Mentor's Guide, 2, Zachary, Lois J., Jossey-Bass © 2012

III. Course Objectives

Upon completion of this course, the student will be able to:

1. Articulate the difference between mentoring and supervision. Examine methods and styles of supervision for student teachers and others in early childhood education settings.
2. Identify characteristics of effective leaders and mentors as well as their own personal and professional areas of strength and challenge.
3. Reflect on, modify, and practice a range of strategies to support adult learners.
4. Demonstrate reflective practice, cultural competency, and ethical conduct.
5. Evaluate and practice various personnel, program and environmental assessment tools.
6. Develop effective interactions and communication techniques both written and oral.

IV. Methods of Presentation:

Observation and Demonstration , Other (Specify) , Group Work , Lecture and Discussion

Other Methods: Video

V. Course Content

<u>% of course</u>	<u>Topic</u>
30%	<p><u>Leadership and Development</u></p> <p>Time Management</p> <p>Characteristics of effective mentors and leaders</p> <p>Diverse Perspectives</p> <ul style="list-style-type: none"> • Ethics-professional behaviors. <p>Career opportunities and ladder</p> <ul style="list-style-type: none"> • Professional Development • Professional resources and organizations <p>Avenues for Advocacy</p> <ul style="list-style-type: none"> • Identifying and articulating values <p>Co-construction of learning and the value of diverse perspectives.</p>
30%	<p><u>Adult Mentoring and Supervision Strategies</u></p>

	Coaching Modeling Shadowing Reflective supervision and feedback Mentor/mentee relationship
20%	<u>Adults in Early Care and Education Settings</u> Adult learners Orientation: program, roles Positive interactions and communication Principled negotiation and conflict resolution
20%	<u>Evaluation and Assessment</u> Tools Method
100%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
10 %	Quizzes - Two article quizzes; One ECER tool quiz
15 %	Class Work - Two peer reviews of reflection and answers required by CA ECE mentor application
45 %	Written assignments - Welcome packet for student teachers (1) ECERS-R observation analysis (1) Mentor plan Article Review (2-3) Case Studies (2-3) Self -Reflections (4-6)
30 %	Other - One ECERS Observation; Two teacher interviews; Two supervisor interviews
100 %	Total

Additional Assessment Information:

VII. Sample Assignments:

1. Students will develop a write a personal philosophy of early childhood education and mentoring based on questions from the California ECE mentor application.
2. Students will complete several self-reflection exercises from the text.
3. Students will complete a preschool classroom evaluation using the ECERS-R.
4. Students will create a list of elements to be included in a packet for proteges demonstrating the principles of respect for diversity and competence in communication.

VIII. Student Learning Outcomes

1. Identify, categorize and chart ten relationship based strategies for working successfully with adults. Assessed By: Chart strategies form
2. Individualize mentoring and supervision strategies based on the goals, roles, and developmental stages of adult learners. assessed by: Creation by students of an individualized coaching plan based on the completion of the ECERS- R, FCERS or ITERS and observation of the language and learning strategies of an ECE teacher.
3. Demonstrate competency in communication and reflective practices when working with diverse adult populations. assessed by: Students will draft, have peer reviewed, revise and submit an essay on their own reflective practices including how they would utilize and modify their particular skills and experiences for diverse adult learners.
4. Use a variety of personnel, program, and environmental assessment tools to inform mentoring decisions. Assessed by: Students will successfully complete a series of self-reflections including ones on learning styles, readiness to become a mentor, communication strategies. giving feedback, problem solving and reflective practice.

Prerequisite / Corequisite Checklist and Worksheet

Early Childhood Education 48

Prerequisite: Early Childhood Education 21: Observation and Assessment

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

Complete the Prerequisite Worksheet

Prerequisite Worksheet

ENTRANCE SKILLS FOR (the course in question) ECE 48 content

(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Co-construction of learning and the value of diverse perspectives.
B)	Evaluation and Assessment
C)	Ethics-professional behaviors

EXIT SKILLS (objectives) FOR (the prerequisite course) ECE 21 objectives

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Articulate the value of involving families and other professionals in the observation and assessment process for all children.
2.	Use observation tools to identify quality in play-based environment, curriculum, and care routines (e.g., ECERS-R, ELLCO).
3.	Demonstrate knowledge of the legal and ethical responsibilities, including objectivity and confidentiality related to assessment in all interactions in early childhood settings.
4.	Demonstrate knowledge of the role that observation and assessment play in intervention.

		ENTRANCE SKILLS FOR ECE 48							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR ECE 21	1	X	X						
	2		X	X					
	3			X					
	4		X						
	5								
	6								
	7								
	8								

- collaborative partnerships with team members and community professionals.
3. Demonstrate knowledge of reflective practice, the parallel process of professional and therapeutic interactions, cultural responsiveness, confidentiality, and professional practices when working with colleagues, children and families.
 4. Practice various formal and ongoing informal observation and assessment procedures used to guide identification and intervention decisions.
 5. Identify curriculum, environment and natural learning opportunities to meet individualized needs, outcomes, and goals of young children and families.
 6. Design early intervention strategies, modifications and accommodations based on observation, evidence-based practices, and legal requirements to support children's development
 7. Explain the IEP and IFSP content, process and specific roles of each member of the IEP or IFSP team.
 8. Define the significance of team models, collaboration and relationship-based practice.
 9. Examine various models and strategies in early intervention including home visiting and inclusive preschool practices.
 10. Explain why supporting the caregiver-child relationship is more important than directly reaching specific skills to infants and toddlers.

IV. Methods of Presentation:

Lecture and Discussion , Observation and Demonstration , Projects , Work Experience (internship) , Other (Specify) , Field Experience , Group Work
 Other Methods: Case study analysis, videos

V. Course Content

<u>% of course</u>	<u>Topic</u>
25%	Policies and procedures for early intervention and special education <ol style="list-style-type: none"> 1. Individuals with Disabilities Act (IDEA) 2. Individualized Family Service Plan (IFSP) and Individualized Education Plan (IEP) process 3. Response to intervention 4. Least restrictive environment 5. Family rights 6. Working with public/private school systems 7. People first language 8. Advocacy and public policy 9. Community resources and agencies
25%	Teacher's role <ol style="list-style-type: none"> 1. Philosophical approach

	<ol style="list-style-type: none"> 2. Ethics-professional behaviors 3. Collaborating with families and early interventionists/specialists 4. Communication 5. Diverse and cultural perspectives 6. Implementation of IFSP/IEP
40%	<p>Adaptions: curriculum and environments</p> <ol style="list-style-type: none"> 1. Adaptive equipment and materials 2. Routines and schedules 3. Guidance and interactions 4. Challenging behaviors 5. Curriculum plans to implement intervention
10%	<p>Developmental screening and assessment tools</p> <ol style="list-style-type: none"> 1. Purpose, value, and use of various tools 2. Role of observation and assessment 3. Referral and placement
100%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
20 %	Exams/Tests
20 %	Projects
10 %	Homework
25 %	Written assignments
10 %	Other - Observations
15 %	In Class Writing
100 %	Total

VII. Sample Assignments:

Example I: Site Observation: Visit an integrated early childhood program where

children with special needs are included. (Early childhood is defined as ages from infancy to age 8). Your classmates as well as your instructor can provide you with possible visitation sites if you need more information. Be sure this is an inclusive setting – one in which children with special needs are included in the class with their typically developing peers

The purpose of this observation assignment is two-fold. Your written report should identify the site at which you observed, should answer the questions below and contain any other information you deem pertinent. The analysis portion of your paper should be a summary of your conclusions regarding your observations. The assignment must be typed and a minimum of 4-5 pages, double-spaced.

Questions to guide your observation:

1a. Make a sketch of the physical environment.

- Make note of any adaptations (If any) you observe in the environment which make it more accessible to children with disabilities.

- Briefly describe the materials observed (this can be part of your diagram if you prefer). Take a close look at each area of the room. Describe materials you see and identify accommodations made for all developmental levels. If you would like to take photos of the areas (upon permission) feel free to include those in this assignment.

- If a child using a wheelchair were enrolled in this class, how would the environment need to be modified to accommodate for this child? Please site at least 3 examples.

1b. Observe an indoor free play time (about 45 minutes). If possible, observe a circle or group time (about 15 minutes)

- Are all children actively involved in play situations? If not, what do you think is happening?

- What do you observe adults doing to facilitate play and interactions? What are some other functions of the adults in this program? -Identify at least two activities in which age appropriate content is being adapted to meet the needs and ability of a child with a special needs.

- If you observe a group time, briefly describe any accommodations you observe to assist all children to attend and participate.

Final Analysis:

- Based on optimum suggestions from the texts, determine the strengths and weaknesses of the observed layout. Does this environment meet the needs of all the children in the program? Why or why not? Include any suggestions you would make to improve the environment to better meet the children's needs.

- If a child using a wheelchair were enrolled at this center, how would the environment need to be modified to accommodate for this child? Please site at least 3 examples

- If you observed any child (children) not engaged in play or interaction for large periods of time, make a hypothesis or two as to why the child (children) is not engaged.

- If children were actively engaged in play during your observation, hypothesize the reasons this is so.

- How does this information influence your approach regarding inclusion of all children? How would you facilitate interactions among your students?

Example II: Case study - Purposeful observations. Answer the focus, system and tools questions below the case study.

Johnny is 4.5 years old. You observe that he grasps a thick crayon in a fistful grasp and crudely draws faint scribbles on a page. He appears to have age appropriate gross motor abilities. He is usually disruptive during teacher facilitated small group activities that require fine motor skills. The conference with Johnny's parents is coming up and his parents are anxious about next year and kindergarten. You are preparing for your conference with them.

Focus:

1. What do you want to know?
2. Whom/what do you want to observe?
3. What aspects of behavior do you want to know about? (motor skills, problem solving, etc.)
4. What is your purpose?

System:

1. What will you do?
2. How will you record the information?
3. How detailed will your record be?
4. Will you need a unit of measure? What kind?
5. How long will you record?

Tools:

1. What will you need for your observation?
2. How will you record what you want to know?

VIII. Student Learning Outcomes

1. Given a case study, the student will propose a variety of intervention strategies and create at least 2 curriculum plans to address individualized educational goals.
2. Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.
3. Advocate for effective partnerships with families, interdisciplinary team members, and community resource specialists.

Prerequisite / Corequisite Checklist and Worksheet

Early Childhood Education 49

Prerequisite: Early Childhood Education 45: Introduction to Children with Special Needs

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

Complete the Prerequisite Worksheet

Prerequisite Worksheet

ENTRANCE SKILLS FOR (the course in question) ECE 49 content

(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Policies and procedures for early intervention and special education
B)	Collaborating with families and early interventionists/specialists
C)	Developmental screening and assessment tools
D)	
E)	
F)	
G)	
H)	

EXIT SKILLS (objectives) FOR (the prerequisite course) ECE 45 objectives

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Identify and examine current laws and regulations and state practices pertaining to development and review of Individualized Family Service Plan and Individualized Education Plan under the Individuals with Disabilities Education Act.
2.	Summarize the steps in the referral process including observation, documentation, screening, and assessment
3.	Identify the strengths and special needs of children with disabilities within the context of their families
4.	Describe the sequence of development and the interrelations among developmental areas.
5.	
6.	
7.	
8.	

		ENTRANCE SKILLS FOR (49)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (45)	1	X							
	2	X							
	3		X						
	4			X					
	5								
	6								
	7								
	8								

Santa Monica College

Course Outline For EARLY CHILDHOOD EDUCATION 71, Infants and Toddler Education and Care

Course Title: Infants and Toddler Education and Care Units: 3.00

Total Instructional Hours (usually 18 per unit): 54

Hours per week (full semester equivalent) in 3.00 In-Class Lab: Arranged:
Lecture:

Date Submitted: May 2014

Date Updated: November 2016

Transferability: Transfers to CSU

IGETC Area:

CSU GE Area:

SMC GE Area:

Degree Applicability: Credit - Degree Applicable

Prerequisite(s): None

Pre/Corequisite(s): None

Corequisite(s): None

Skills Advisory(s): ECE 46

I. Catalog Description

This course applies current theory and research to the care and education of infants and toddlers in group settings. It examines essential policies, principles and practices that lead to quality care and developmentally appropriate curriculum for children birth to 36 months. It will include basic principles of care giving, arrangement and equipping the environment; working with other staff, parents and the community; identifying children with special needs and making appropriate referrals, and providing culturally consistent care.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Infant & Toddler Development & Responsive Program Planning, 3, Wittmer, D, Pear © 2014, ISBN: 9780132869942

III. Course Objectives

Upon completion of this course, the student will be able to:

1. Observe, document and reflect on typical and atypical infant and toddler play and interactions to plan for care and learning.

2. Design appropriate play spaces and care routines that support infant and toddler care and learning, create a staffing plan, choosing appropriate toys and materials, and create developmentally appropriate activities for infants and toddlers with a diverse range of developmental needs.
3. Describe reciprocal communication techniques that promote brain development and healthy relationships and that strengthen relationships that support the care giving process between the home, school and community (for families and staff members).
4. Demonstrate practices that support and respect the unique cultural beliefs, values, linguistic preferences and interaction practices of families and caregivers.
5. Define the program policies of primary care, continuity of care, and small group size.
6. Identify delivery systems, licensing regulations, and quality indicators in infant and toddler care.
7. Describe practices that support the unique abilities of all children birth to 36 months.
8. Explain the importance of demonstrating cultural competency by respecting and valuing diverse cultures, families, values, beliefs and behaviors.
9. Demonstrate a professional commitment to confidentiality and the need for a safe, secure and nurturing environment for the child and family.
10. Identify the process of accessing community agencies, referral systems, and procedures for specialized support, resources and placement options in the county/area of residence.
11. Examine models and approaches to home visiting and in-home interaction strategies.

IV. Methods of Presentation:

Lecture and Discussion , Observation and Demonstration , Projects , Visiting Lecturers , Field Trips , Group Work

V. Course Content

<u>% of course</u>	<u>Topic</u>
15%	Regulations for infant and toddler programs <ol style="list-style-type: none"> 1. Delivery systems 2. Licensing regulations 3. Teacher qualifications 4. Quality indicators
15%	Approaches to infant toddler group caregiving <ol style="list-style-type: none"> 1. Developmentally, culturally, linguistically appropriate practice

	<ol style="list-style-type: none"> 2. Caregiving strategies and practices 3. Primary caregiving 4. Inclusive care
15%	<p>Teachers roles and responsibilities</p> <ol style="list-style-type: none"> 1. Collaboration and interactions with families and professionals 2. Home visits and interaction with families 3. Guidance and interaction 4. Communication with children
25%	<p>Curriculum and planning</p> <ol style="list-style-type: none"> 1. Planning for developmental domains: physical, cognitive, social, emotional 2. Center based vs. early intervention in natural environments
15%	<p>Environments</p> <ol style="list-style-type: none"> 1. Materials and equipment 2. Space and design 3. Aesthetics 4. Adult space
15%	<p>Observation, assessment, and documentation</p> <ol style="list-style-type: none"> 1. Assessment tools 2. Early identification and intervention
100%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
20 %	Exams/Tests - midterm and final exam
40 %	Projects - 2 curriculum plans created (one for infant class, one for toddler class)
25 %	Group Projects - Classroom environment plan (infant or toddler

	classroom)
15 %	Class Participation - in class group work will be assigned and graded
100 %	Total

VII. Sample Assignments:

Observe, document and reflect on typical and atypical infant and toddler play and interactions to plan for care and learning.

Go to an infant/toddler center or program and observe. Answer the following questions:

1. Draw the floor plan of the room you visited.
2. Offer first name of one of the children, age, birthdate, brief physical description.
3. Describe child's cognitive, physical, social-emotional development. Include examples to back up your analysis.
4. Describe the caregiver's interactions with the child.
5. Describe the activities with which the child was engaged. Were they appropriate? Anything else you would suggest?

VIII. Student Learning Outcomes

1. Summarize the essential policies and practices of quality infant and toddler programs as reflected in your statement of philosophy to be included in a family handbook or website.
2. Demonstrate strategies to promote healthy relationships in the care and education of infants and toddlers.
3. Evaluate infant and toddler curriculum and environments based on observation, documentation and reflection.

ADVISORY Checklist and Worksheet

[Early Childhood Education 71]

Proposed Advisory: Early Childhood Education 46

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the advisory.		X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		X	
3. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.		X	
4. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		X	
5. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		X	
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		X	
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		X	
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		X	

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: [Early Childhood Education 71]
(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Curriculum and Planning
B)	Observation, assessment, and documentation
C)	Teacher roles and responsibilities
D)	Approaches to Infant toddler group caregiving
E)	Environments

EXIT SKILLS (objectives) FROM [Early Childhood Education 46]

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Summarize the typical developmental milestones, characteristics, and growth patterns of children from conception through 36 months and identify the strengths and special needs of the child in the context of his/her family.
2.	Relate developmental theory to infant and toddler development, interactions, and relationships.
3.	Analyze the developmental assessment process and its role in identifying, planning and intervening for an infant and young child with special needs and his/her family.
4.	Demonstrate a professional commitment to confidentiality and the need for a safe, secure and nurturing environment for the child and family.

		RECOMMENDED ENTRANCE SKILLS FOR (ECE 71)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (ECE 46)	1	X	X	X	X	X			
	2	X		X	X				
	3	X	X	X	X	X			
	4		X	X					
	5								
	6								
	7								
	8								

If the advisory proposed is a **NON-COURSE ADVISORY** (i.e., ability to do x), please explain the reasoning/rationale for this advisory, as well as, the non-course opportunities available for students to acquire the recommended skills: