

# SLO to ILO Alignment Reports

## CAN - 00 - Institutional Learning Outcomes (ILOs)

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CAN ILO #1 - Critical Thinking - Select, evaluate, and use information to investigate a point of view, support a conclusion, or engage in problem solving.

### CAN Dept - Early Childhood Education / Child Development

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

**IND Critical Responses:** Students will critically read, discuss and interpret texts of children's literature while formulating and developing independent critical responses

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#### CAN ECE. 201 : Child Development

**Application:** SLO 1: Apply developmental theory to data collected in child observations including the use of developmental continuums, surveys, interviews or other investigative research methodologies.

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

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**Ages v Stages:** SLO 3: Analyze the interaction between maturational processes and social/environmental factors and the effects on various areas of development birth through adolescence.

#### CAN ECE. 210 : Early Child Ed Principles

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

#### CAN ECE. 210 : Early Child Ed Principles

**implement standards of quality:** Demonstrate knowledge of NAEYC standards of quality and how to implement them in an early childhood settings that support all children including those with diverse characteristics and their families.

#### CAN ECE. 211 : Early Child Ed Curriculum

**DAP:** Describe the principles of Developmentally Appropriate Practice (DAP) and explain their influence on early childhood curriculum development and teaching strategies.

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

**CAN ECE. 211 : Early Child Ed Curriculum**

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

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

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

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

**impact of factors:** Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families.

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**analyze research regarding social issues:** Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities.

**CAN ECE. 223 : Infant Development**

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**Identify Childrens Behavior:** Identify, define and discuss the principles of child development and articulate how this furthers an understanding of children and behavior.

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**A.:** Define the impact and importance of men being involved in the lives of young children.

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**B.:** Describe and define the barriers and issues that impede male involvement with young children.

CAN ILO #2 - Creativity - Produce, combine, or synthesize ideas in creative ways within or across disciplines.

**There are no Results for this SLO**

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CAN ILO #5 - Quantitative Reasoning - Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables, and words) and analyze these data to draw appropriate conclusions.

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

### CAN ECE. 211 : Early Child Ed Curriculum

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

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

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

CAN ILO #5 - Quantitative Reasoning - Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables, and words) and analyze these data to draw appropriate conclusions.

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

**impact of factors:** Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families.

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

**analyze research regarding social issues:** Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities.

**CAN ECE. 223 : Infant Development**

**developmental milestones:** Describe developmental milestones, cognitive, social and emotional, for the first three years of life, while taking into consideration differences in temperament, learning styles, attachment and growth patterns.

**CAN ECE. 223 : Infant Development**

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

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

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

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

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

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

**ECERS-R:** Students will demonstrate the ability to evaluate a child care program using the ECERS-R instrument and develop a plan for program improvement based on the results of the evaluation.

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

**Leadership skills:** SLO1 Students will demonstrate leadership skills appropriate to the child care industry.

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

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

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

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

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

**Multiple Systems:** SLO2 Students will discuss the importance of recognizing multiple systems within an early childhood setting to include social, political, institutional, religious and cultural aspects.

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

**Context and Culture:** Define the Supervisory Context and Culture of Early Childhood Settings

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

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

CAN ILO #5 - Quantitative Reasoning - Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables, and words) and analyze these data to draw appropriate conclusions.

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

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

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

**Framework for Supervision:** Provide evidence of understanding for a framework for supervision including Reflective Practice, Observation, Analysis, Evaluating and Conferencing of staff

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

**critically examine:** Critically examine societal and personal attitudes, beliefs, values, assumptions and biases about culture, language, identity, family structures, ability, socio-economic status and other issues influenced by systemic oppression.

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

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

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

**environments:** Critically assess the components of culturally relevant and responsive physical and social environments to create respectful, reciprocal relationships that support and empower families, children and teachers.

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

**Assessment Strategies:** Assess strategies to maximize the mental and physical health of children and adults in programs for all young children in accordance with culturally, linguistic and developmentally sound practice.

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

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

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

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

**CAN ECE. 333 : Observational Skills**

**Compare ECE Settings:** Critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings.

**CAN ECE. 333 : Observational Skills**

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

**CAN ECE. 333 : Observational Skills**

**Systematic Observation Methods:** Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development.

**CAN ECE. 333 : Observational Skills**

CAN ILO #5 - Quantitative Reasoning - Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables, and words) and analyze these data to draw appropriate conclusions.

**CAN ECE. 333 : Observational Skills**

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

**CAN ECE. 335 : Handling Behavior**

**Identify Childrens Behavior:** Identify, define and discuss the principles of child development and articulate how this furthers an understanding of children and behavior.

**CAN ECE. 335 : Handling Behavior**

**Theories of Guidance:** Identify various theories of guidance and discipline and how each applies to the application of guidance with young children.

**CAN ECE. 335 : Handling Behavior**

**List Techniques:** List and demonstrate specific guidance techniques that influence children's behavior.

**CAN ECE. 362 : Communicating with Parents**

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

**CAN ECE. 362 : Communicating with Parents**

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

**CAN ECE. 362 : Communicating with Parents**

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

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

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

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

**Integrate Developmental Theory:** Demonstrate an understanding of child development theory and its application in their work with children and by their ability to maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

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

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

**CAN ECE. 382 : Male Involvement in E.Childhood**

**A.:** Define the impact and importance of men being involved in the lives of young children.

**CAN ECE. 382 : Male Involvement in E.Childhood**

**B.:** Describe and define the barriers and issues that impede male involvement with young children.