

Illinois Community College Board

APPLICATION FOR ASSOCIATE OF ARTS IN TEACHING
Submit Three Complete Copies

COLLEGE NAME Illini Community College 5-DIGIT COLLEGE NO. 12345

TITLE OF PROPOSED NEW UNIT Associate of Arts in Teaching – Early Childhood Education

CREDIT HOURS 64

DEGREE TYPE 52

APPLICATION FOR: Early Childhood Education (PCS/CIP:1.1 131210)

Please attach the following items in duplicate:

1. **Admissions:** The General Principles for the development of AAT models state, “Community colleges should adopt a process for admission to AAT programs for purposes of advising and career development.” Provide a description of the college’s process for admission to the AAT in Special Education program, including admission requirements and required advising and counseling support.
2. **Curriculum:** Provide the following information:
 - A proposed catalog description of the program.
 - A curriculum chart reflecting the proposed degree requirements, including general education , professional education, and major area courses (see Attachment 1).
 - Copies of new or revised syllabi for the professional education courses being offered as part of the program that are aligned with the sample syllabi developed for AAT models.
 - Copy of new or revised syllabus that is aligned with the sample syllabus for Introduction to Early Childhood Education and syllabi for remaining major area courses being offered as part of the program that are aligned with identified standards for this component of the model
 - The number of field experience contact hours required within the Introduction to Education course, along with a description of those experiences (settings, age ranges, activities, artifacts, and assessments).

PLEASE NOTE: Members of the Elementary/Secondary/Special Education Panel and the Early Childhood Education Panel of the Illinois Articulation Initiative (IAI) have endorsed the five professional education courses developed in conjunction with the AAT degree models (Introduction to Education, Educational Technology, Students with Disabilities in School, Educational Psychology, and Development) as their standards-based recommendation. Colleges are expected to submit their professional education courses to the appropriate IAI panel for review in a timely manner.

CONTINUED ON NEXT PAGE...

SIGNED I. M. President DATE _____
College Official Responsible

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|--|
| ICCB USE ONLY: Reviewed by _____ ON _____ Approved by ICCB ON _____ Approved by IBHE ON _____ |
|--|

3. **Assessment of Student Learning:** Please provide the following:
 - A description of the college's policy and procedures regarding passage of the Enhanced Basic Skills Test.
 - A matrix showing professional and major area course alignment with the standards, artifacts, and assessments identified for the AAT model in Early Childhood Education (see template in Attachment 2).
 - Identification of any additional standards covered beyond those approved as part of the model – these should be added to the matrix in bold text.
 - A description of how the college will address core language arts standards, core technology standards, and standards related to global diversity and multiculturalism.
 - A description of how program outcomes will be assessed and documented, including use of portfolios.
 - A description of how the college will document evidence of appropriate professional dispositions.
4. **Program Assessment:**
 - How is this program unique? (Program goals and student learning outcomes can be listed to differentiate this program from other programs offered by the college.)
 - How will student be assessed prior to graduation? (Briefly state the multiple qualitative and quantitative measures that will be used.)
 - What means of feedback will the college use in order to determine program quality and success of graduates? (Input from various stakeholders, program review outcomes, student follow-up results, etc.)
 - How will student and program assessment lead to *Continuous Quality Improvement (CQI)* of the college? (How will assessment ultimately improve the curriculum, instruction, and student learning)
5. **Facilities/Equipment:** Describe the number and adequacy of facilities and equipment (including computer hardware and software) available to support the proposed program. Indicate what additional resources will be required to offer the degree.
6. **Faculty:** Provide the number of full- and part-time faculty members who will teach courses in the major, describing their qualifications (including highest degree earned), teaching experience, and how faculty are evaluated.
7. **Cost Data:** Specify the source of resources to support the proposed program and note what portion of funds will come from reallocations of existing resources as compared to new resources.
8. **Education Contact:** Please provide the name and contact information of the college's designated teacher education representative.
9. **Form 11(s)** in duplicate to add new courses to the curriculum.
10. **Form 22** completed in duplicate.

1. Admissions:

Illini Community College (ICC) has an “open door” admission policy. Any high school graduate or mature person with equivalent educational background is eligible for admission. Students who enter a baccalaureate/transfer degree program must have 15 units of high school coursework, including:

- years English
- 3 years Social Studies
- 3 years Math
- 3 years Science
- 2 years electives in foreign language, music, vocational education or art

AAT Candidates must meet the same admission criteria as other baccalaureate/transfer programs. The process for admission to an AAT ECE Degree requires the following steps:

Step 1. Application for Admission to AAT ECE Program

All applicants wishing to enroll at ICC must submit a completed application by mail or in person to the Admission Office. Applications are available at area high schools, from the admissions office or online.

Step 2. Official Transcripts

An official high school transcript and/or any college transcript(s) are required. They should be sent to the Admissions Office for review and use in the counseling process.

Step 3. Placement Exams

Placement tests in reading, writing and math are required. The candidate is responsible for contacting the Assessment Center to schedule and take a placement exam.

Step 4. Developmental Courses

If indicated as necessary by the placement exam, a candidate is required to complete all required developmental courses.

Step 5. Academic Advising/Counseling

Each semester, all AAT ECE candidates are required to receive Academic advising/counseling from an ICC counselor and/or program coordinator.

A comprehensive advising/counseling program is an integral component of the AAT ECE Degree program at ICC:

- **Orientation:** The candidate is required to attend a special AAT ECE orientation session. At this orientation session, he/she will be assigned an advisor through either the ICC Advising Center or the AAT ECE Program Coordinator. Normally, an initial appointment will also be scheduled at this time.
- **Continuous Advisement and Tracking:** Advisement by the AAT ECE Coordinator and/or ICC Advising Center counselor is required on a regular semester basis—prior to registration for the upcoming semester. Student tracking is accomplished through use of ICC’s in-house student information system, monitored by the AAT ECE Coordinator. At-risk students are identified and monitored by ICC’s Early Alert System. Tutoring and other support systems are made available as required. Student field experiences and service experiences are also documented and maintained in the Early Alert System. (See checkpoints on page 7.)
- **GPA:** Admission to baccalaureate degree teacher education programs is competitive and most senior institutions require a GPA of 2.5 or higher. In view of this, it is essential to determine the GPA required by primary transfer institutions and ensure that the candidate maintains an appropriate GPA.

Step 6. Illinois State Police Background Check

An Illinois State Police fingerprint background check is required of all Teacher Education candidates prior to beginning their field experiences and/or service experiences. All applicants must be 18 or older to be fingerprinted. Upon registration for an ICC Education course requiring a field or service experience, the candidate will be contacted by the Teacher Education Field Experience Coordinator who will explain the background check process and provide the required forms. No individual may be allowed in a school or other regulated setting unless he or she has passed a State Police background check. For additional information or forms, the candidate should contact the Teacher Education Field Experience Coordinator.

Step 7. Illinois Test of Basic Skills (ITBS)

No candidate will be granted an AAT ECE Degree until he or she has successfully completed the Illinois Test of Basic Skills. For this reason, ICC requires candidates to take the ITBS after successfully completing 45 semester hours of credit. This allows time for remediation in the event a candidate does not pass the test on the first attempt. The ITBS implementation procedure involves the following steps:

- Candidates are continuously alerted to the need to successfully pass the ITBS prior to graduation through newsletters, fliers and announcements in all Education and related classes.
- ITBS Registration Bulletins and reference materials are continuously available in the information rack located outside the Teacher Education Office.
- Materials detailing on-line resources, workshops and tutorial assistance available to individuals preparing for the ITBS are provided to all persons requesting them.
- Remedial assistance is available through the Learning Center for all individuals requiring assistance.

2. Curriculum:

Catalog Description: The Associate of Arts in Teaching Early Childhood Education provides students with the program equivalent of the first two years of most four year college teacher education programs in early childhood education. Students should check individual school requirements prior to transfer and before completing the curriculum as outlined. The degree consists of general education courses, professional education courses, and courses in the early childhood education major area. These courses encompass the eleven Illinois Professional teaching Standards, the Technology Standards for All Teachers, the Core Language Arts Standards for All Teachers and all pertinent Early Childhood Education Standards. Students must also pass the Illinois Basic Skills test and develop a portfolio reflecting the Illinois Professional Teaching Standards to earn the AAT in Early Childhood Education. AAT students are advised to complete the program prior to transfer. Transfer students obtaining the AAT ECE Degree will be on “equal footing” with native four year institution students when seeking admission to an upper division ECE Degree program. Admission into baccalaureate degree programs is competitive and most senior institutions require a GPA of 2.5 or higher; completion of these courses alone does not guarantee admission.

Curriculum Chart: See Attachment 1 of this document for the Curriculum Chart. The chart was developed following the guidelines provided in the Statewide Model for the AAT Degree in Early Childhood Education.

New/Revised Syllabi: In the development of this application, the syllabi for the Professional Education and Major Area courses listed in the Curriculum Chart were reviewed in depth by a team

composed of Education faculty, Early Childhood Education faculty, Psychology faculty and curriculum specialists with input from the ICC Early Childhood Education Advisory Committee. All syllabi were then revised and updated to meet both statewide standards and the needs of all affected programs. These are included with this application as attachments.

Field Experience Description: Each student enrolled in EDU 201, Introduction to Teacher Education, is required to complete a thirty (30) hour field experience. This experience involves much more than observation. Typical activities would include, but not be limited to tutoring, grading papers, and preparing and passing out materials. A fifteen (15) hour field experience is also required for ECE 121, Introduction to Early Childhood Education. Under the direction of the college's Teacher Education Field Experience Coordinator, a carefully structured program has been developed which allows for students to be placed in settings meeting his/her projected program needs. Working agreements with all school districts, special education cooperatives, special education and early childhood centers and with several private schools in ICC's District allow for a wide range of placement options. Students are placed in settings based upon their educational goals, backgrounds and interests by the Field Experience Coordinator, in consultation with the student and the instructor. The settings include early childhood education settings of varied types.

Candidates pursuing an AAT ECE Degree would be assigned to an early childhood education environment aligned with their specific program goals. At this setting, they would be expected to successfully complete a variety of assignments and activities under the supervision of a cooperating teacher, with artifacts and assessments documented. Evaluations, including disposition assessments, are completed by the cooperating teacher at the conclusion of the experience. These evaluations, together with the hourly log sheets and all pertinent artifacts and assessments, must be included in the candidate's portfolio. On-site visitations, including a final meeting with each cooperating teacher, are conducted by the Field Experience Coordinator as part of the overall field experience assessment.

3. Assessment of Student Learning:

a. ITBS: A full description of the college's policies and procedures on the ITBS is outlined above in the Admissions section of the application.

b. Matrix: A matrix showing professional and early childhood education course alignment with the standards, artifacts and assessments identified for the AAT ECE model is attached (Attachment 2). Any additional standards addressed beyond those approved as part of the statewide model have been added to the matrix in bold text.

c. Core Language Art Standards: The core language art standards are addressed in depth both in the IAI General Education requirements and in all Professional and Early Childhood Education courses. ENG 101, ENG 102 and SPE 101 address the Language Arts standards directly. In addition, all Gen Ed, Prof Ed and ECE courses require written and oral communication assignments designed to maintain and improve student communication skills.

d. Core Technology Skills: Core Technology standards are fully met with EDU 202, a required course in this program, but additional provisions have been made to infuse technology throughout the curriculum. All students are exposed to technology in their Gen Ed curriculum where faculty model this behavior by incorporating technology into their classroom teaching. Also, students are required to use technology in completing assignments for their coursework and in communicating

with their instructors. Technology is further emphasized in the professional and early childhood education courses through the use of Blackboard, Excel, PowerPoint and the development of electronic portfolios as normal teaching and learning tools.

e. Global Diversity and Multiculturalism: Global diversity and multiculturalism are thoroughly incorporated into the General Education Curriculum at ICC. These are strategic goals of the college and care is taken to insure they are addressed in all appropriate courses. In addition, students in the AAT ECE Degree program are required to take GEG 102-World Geography. EDU 201-Introduction to Education, a required course, also has diversity built into the curriculum. In addition, all ECE courses required for the degree are infused with the concepts of diversity and multi-culturalism.

Artifacts designed to assess a student's competence, behaviors and dispositions in the areas of diversity and multi-culturalism include papers on cultural diversity, reflection papers, panel discussions, developing an education family tree, interviews, pre- and post-attitudinal surveys, an educational autobiography, personal philosophy statements, observational experiences, service learning, case studies and pre-clinical experiences.

f. Assessment of Program Outcomes: A description of how program outcomes will be assessed and documented, including use of portfolios, is contained below:

- Specific course assessment methods are addressed on the Early Childhood Education Matrix.
- A chart depicting how student and program outcomes are assessed is included on p. 7.
- Students completing an AAT in Early Childhood Education will have 30 semester hours of field experience in appropriate public school settings in EDU 201 and 15 hours of appropriate field experience in ECE 121.
- Portfolio work is incorporated into all professional education coursework. The basics of portfolio development are taught in EDU 201, in which students are required to develop a hard copy or electronic portfolio, based on the ISBE IPTS Standards. Additional artifacts will be developed in other Gen Ed and professional education courses. Finally, each student is required to develop an electronic portfolio incorporating all appropriate artifacts in EDU 202, Introduction to Technology in Education.

Prior to graduation, each AAT ECE Candidate will be required to present his/her portfolio to an AAT advisory committee for review. The Coordinator of Education Programs at ICC will recommend the candidate be awarded the AAT ECE Degree if the AAT candidate has met the following requirements:

- 1) Approval of the portfolio;
- 2) Passing scores on the Illinois Test of Basic Skills;
- 3) Completion of all coursework in the AAT ECE Course Sequence;
- 4) Overall GPA of 2.75;
- 5) Satisfactory aggregated professional dispositions ratings.

Students who do not pass the Illinois Test of Basic Skills will receive an A.A. degree, rather than the AAT ECE Degree, providing they meet the minimum GPA of 2.00. Students will be informed that they must pass the Illinois Test of Basic Skills before they will be accepted into an upper division Education Program. Students who fail the ITBS will be encouraged to take test preparation courses, to use the TestPrep websites, and to take advantage of The Learning Center at ICC, which allows them to work with a mentor on an identified area of deficiency.

g. Documentation of Professional Dispositions: A description of how the college will document evidence of appropriate professional dispositions is described below:

ICC has crafted and successfully field tested two disposition forms (attachments 4a, 4b) that can be completed by faculty members in professional education classes, as well as by cooperating teachers in clinical experience placements. They have been adopted for use by all Teacher Education majors.

A field experience coordinator has been hired to coordinate field experience placements, to arrange state and federal background checks, to collect field experience disposition ratings, to maintain records concerning background checks, and to file field experience time logs. She will also scan disposition ratings into a computer statistics program and help students to scan artifacts into their electronic portfolios.

All dispositions data collected will be stored in a secure setting and made available only to faculty and staff with a need to know. In the event of an adverse report, the student will be allowed to rebut the report. Care, however, will be taken to insure that faculty and staff submitting disposition data are protected from possible retaliation for submitting an honest disposition assessment. For this reason, disposition data shall be used only as part of the overall assessment process.

MODEL of STUDENT ASSESSMENT PROCESS with CHECKPOINTS INDICATED

| CHECKPOINT | REQUIREMENTS | GATEKEEPER(S) |
|-------------------|---|--|
| College Admission | Meet all ICCB requirements for baccalaureate/transfer degree programs | Admissions Office |
| Program Admission | 1. Written application 2. Official transcripts 3. Placement Exams 4. Completion of Dev. Courses. 5. Academic Advising 6. Background Check | Admissions Office, Program Coordinator |
| 15 Credit Hours | 1. Satisfactory GPA 2. Satisfactory Disposition Assessments | Advising Center, Program Coordinator |
| 30 Credit Hours | 1. Satisfactory GPA 2. Satisfactory Disposition Assessments | Advising Center, Program Coordinator |
| 45 Credit Hours | 1. Satisfactory GPA 2. Satisfactory Disposition Assessments 3. Pass ITBS | Advising Center, Program Coordinator |
| Graduation | 1. Approval of Portfolio 2. Passing Score on ITBS 3. Completion of Required Coursework 4. Overall GPA of 2.75 5. Satisfactory Aggregated Professional Disposition Ratings | Advising Center, Program Coordinator |

As noted earlier, the data gathered through the processes detailed above are used to upgrade both the Gen Ed and Professional Ed elements of the AAT Degree Programs.

4. Program Assessment:

a. **Uniqueness of Program:** The AAT ECE teacher candidate will have a distinct advantage by enrolling in this degree program. Initially, the candidate will work closely with the AAT ECE instructor/advisor who will meet each semester with the student to determine if goals are met. If problems or issues arise, the advisor will seek out services to further assist the student. An open line of communication will be utilized with the AAT ECE teacher candidates, as frequent email, brochures, and informational flyers are provided. GPA's will be monitored, demographic information and other documentation will be maintained using the Early Alert System. A curriculum checklist will also be developed to help monitor course progress toward graduation. In addition, graduates will be on "equal footing" with native four year institution students when seeking admission to an upper division ECE Degree Program.

b. **Student Assessment Prior to Graduation:** Students will maintain a variety of documentation in coursework for the AAT in Early Childhood Education. While taking the EDU 202-Intro to Technology in Education, students will learn to compile the documentation in an electronic portfolio. This portfolio will follow students to the senior-level institution. Documentation will verify that students meet the necessary demonstrations of knowledge, skills and dispositions needed for teachers in the early childhood education profession. For each course taken in the Math and Education sequences, teachers will recommend artifacts (essays, tests, presentations, lesson plans) to include in the portfolio. These artifacts will directly relate to IPTS and/or ECE standards. All students will be encouraged to develop electronic portfolios. The artifacts within the electronic portfolio will be evaluated by using an electronic rubric that will generate reports for program outcomes and improvement.

As noted on p. 6, prior to graduation, each AAT ECE Candidate will be required to present his/her portfolio to an AAT advisory committee for review. The Program Coordinator at ICC will recommend the candidate be awarded the AAT ECE Degree if the AAT candidate has met the following requirements:

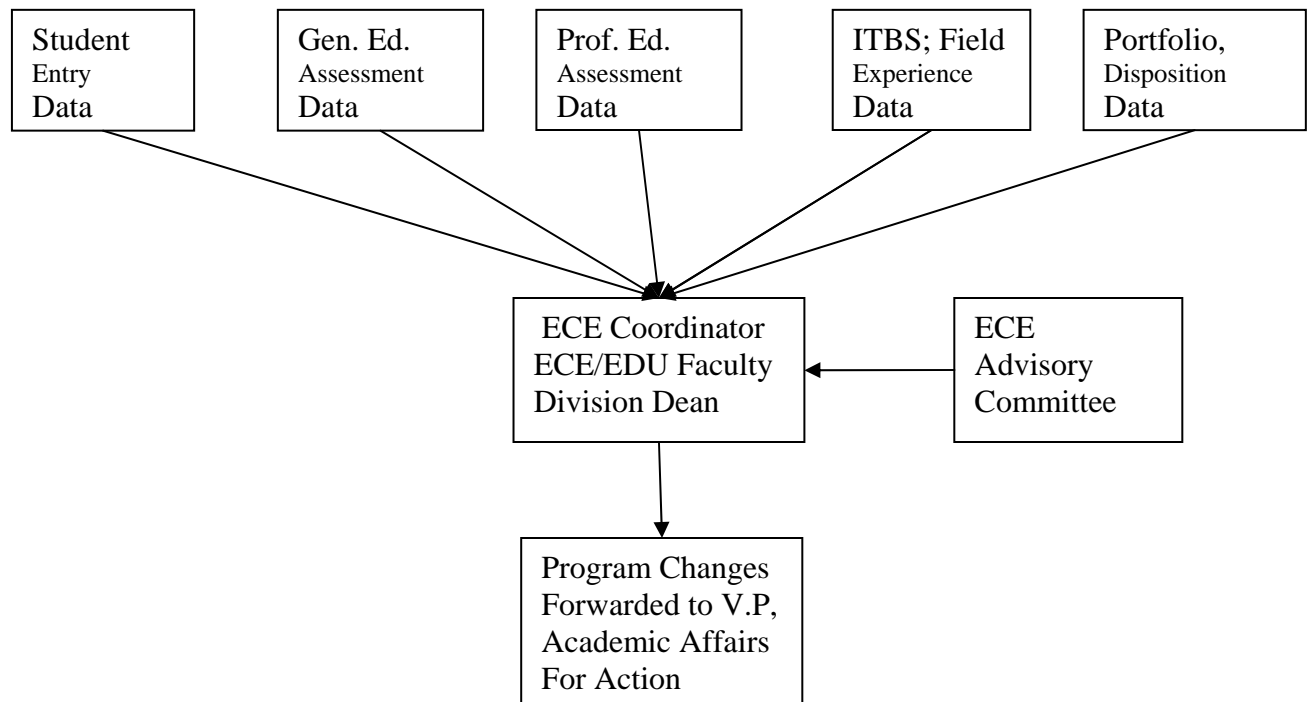
- 1) Approval of the portfolio;
- 2) Passing scores on the Illinois Test of Basic Skills;
- 3) Completion of all coursework in the AAT SEC MAT Course Sequence;
- 4) Overall GPA of 2.75;
- 5) Satisfactory aggregated professional dispositions ratings.

Students who do not pass the Illinois Test of Basic Skills may receive an A.A. degree, rather than the AAT ECE Degree, providing they meet the minimum GPA of 2.00. Students will be informed that they must pass the Illinois Test of Basic Skills before they will be accepted into an upper division Education Program. Students who fail the ITBS will be encouraged to take test preparation courses, to use the TestPrep websites, and to take advantage of the Learning Center at ICC, which allows them to work with a mentor on an identified area of deficiency.

c. **Use of Feedback:** At this time, primarily process data are available upon which to determine program quality. These elements are clearly delineated above. When outcomes data from external stakeholders and follow-up studies are available, they will be incorporated into the overall program assessment process.

d. **Continuous Program Improvement:** Through the use of the AAT ECE Advisory Committee's expertise and analyses of comprehensive student assessments, the program coordinator is better able

to analyze the entire program and make informed macro-recommendations designed to insure continuous quality improvement of the program. The program coordinator, ECE/EDU faculty and the division dean then meet as a committee after each semester to analyze the data, review the coordinator's recommendations and make adjustments in all aspects of the program. The advisory committee members assist in providing the program coordinator with research and knowledge on what is required within the early childhood education field that impacts student knowledge and skills within the field, as well as what will impact students in their continued studies and lifelong learning process. See p. 7 for a model of the overall student assessment program. In addition to the focus on professional education outcomes, ICC's student tracking system allows for the assessment of Gen Ed outcomes. A simple model of the program assessment process is included below.



Model of Program Assessment Process

5. Facilities/Equipment:

ICC already has in place the infrastructure required to offer the AAT Degree. All necessary instruction, student work, and associated projects can be accommodated with existing facilities, hardware and software in use at the college. College courses, registration, tests, financial aid and other essential information are available in a web-based venue. Therefore, students know basic computer operations and access college information, interact with each other, contact their instructors, submit assignments, etc., on-line. This is accomplished largely through the student portals at ICC.

In addition, all courses have a Blackboard/WebCt component. Students use all components of Microsoft Office to collect, synthesize, organize, and present information to faculty and peers.

Students regularly use the computer system at the college and at home to make journal entries and complete on-line assignments. Students can also collaborate online or hold discussions via Bb/WebCt. Both faculty and students routinely use presentation technology such as The Smart Board.

All classrooms are smart classrooms, with LCD computer linked projection and visual presenters. They are equipped with SmartBoards and other presentation technology for use by faculty and students during classroom instruction. The computer at the teacher station is linked to the college network and to the Internet, giving the classroom teacher access to a full range of productivity tools and access to pertinent information via the internet. In addition, computer labs are available for courses such as EDU 202-Instructional Technology, which require more sophisticated equipment and software resources for developing electronic portfolios, websites, etc. Technical assistance and tutoring are just a phone call or e-mail away.

Instructors are trained in the use of the hardware and software packages available to them by means of a comprehensive and continuous training program. Moreover, they are encouraged to expand their horizons by learning new techniques and approaches, as they become available.

6. Faculty:

Describe the number of full- and part-time faculty members who will teach courses in the major, describing their qualifications (including highest degree earned) teaching experience, and how faculty are evaluated.

| Degree | Field | Full- or part-time | Years of Teaching Experience |
|----------------|--|--------------------|--|
| Ph.D. | Child Development/Education | Full-time | 31 years college 8 years classroom |
| Ph.D. | Education | Full-time | 3 years college 8 years classroom |
| ABD | Sociology of Education | Part-time | 5 years college 1 year classroom |
| M.A. | Early Childhood Education Special Education | Full-time | 11 years college 10 years classroom |
| M.S., M Ed. | Special Education | Part-time | 6 to 21 years college 5 to 10 years classroom |
| Ph.D. | Early Childhood Education | Full-time | 11 years college 2 to10 years classroom |
| M.S. | Education | Part-time | 2-8 years college 4-10 years classroom |

Tenured full-time faculty members are evaluated by the Dean of the Social Sciences Division and a peer committee at least once every five years. Students in each of the faculty member’s classes complete faculty evaluations during either fall or spring semester each year. Faculty members also complete a self-evaluation once every five years.

Non-tenured full-time faculty are evaluated by the Dean of the Social Sciences Division each semester during the academic year. In addition, they are observed and evaluated by a peer committee once a year. Students complete evaluations of the faculty member in each class every semester. Non-tenured faculty members also complete self-evaluations each year until they are awarded tenure.

Each adjunct faculty member is evaluated by students each semester in every class. New adjunct faculty members are first evaluated by the Dean and the Coordinator within the first two semesters of employment at the college and again prior to the sixth semester of employment. The Dean and Coordinator read all student evaluations of adjunct faculty members every semester. If deemed necessary, remedial action, ranging from counseling to termination, is taken. Adjunct faculty members may be evaluated at other times as deemed appropriate by supervising academic administrators.

7. Cost Data:

Specify the source of resources to support the proposed program and note what portion of funds will come from reallocation of existing resources as compared to new resources.

- The AA, AS and AAT degree programs will utilize the same faculty and resources. No reallocation is necessary.
- The resources that support the AA, AS and AAT come from general fund dollars. No additional resources will be required to offer the AAT degree.

8. Estimated Annual Enrollment: 15 to 20 students

9. Education Contact: Insert the name, title and complete contact information for the person or persons authorized by the college to interact with ICCB and IBHE staff in the review process.

10. Form 11 (s): N/A

11. Form 22 (s): Completed in duplicate and submitted.

Attachment 1

Template — AAT Early Childhood Education Curriculum Chart

| GENERAL EDUCATION | | |
|--|-----------------------|-------------------------------|
| Course Title | Semester Hours | IAI Code |
| ENG 101: Composition I | 3 | C1 900 |
| ENG 102: Composition II | 3 | C1 901R |
| SPE 101: Public Speaking Fundamentals | 3 | C2 900 |
| Communications Total | 9 | |
| MAT 104: General Education Mathematics | 3 | M1 904 |
| MAT 141: Introductory Statistics | 3 | M1 902 |
| Mathematics Total | 6 | |
| BIO 101: Introduction to Biology | 4 | L1 900L |
| GEG 102: World Geography | 3 | P1 909 |
| Physical and Life Sciences | 7 | |
| ART 101: Art Appreciation | 3 | F2 900 |
| MUS 104: Music Appreciation | 3 | F1 900 |
| HIS 101 or 102: World Civilization I/II | 3 | S2 912 N or S2 913N |
| Humanities and Fine Arts | 9 | |
| POS 101: Introduction to American Politics <i>or</i> POS 201: State and Local Government | 3 | S5 900 <i>or</i> S5 902 |
| PSY 101: Introduction to Psychology | 3 | S6 900 |
| HIS 112 US History Since 1877 | 3 | S2 901 |
| Social and Behavioral Sciences | 9 | |
| Total General Education | 40 | |
| PROFESSIONAL EDUCATION | | |
| Course Title | Semester Hours | |
| EDU 201 Introduction to Education | 3 | |
| ECE 122 Growth and Development in the Early Childhood Years | 3 | |

| | | |
|---|-----------------------|-----------------|
| EDU 202 Intro. to Technology in Education | 3 | |
| Total | 9 | |
| MAJOR AREA COURSES | | |
| Course Title | Semester Hours | IAI Code |
| ECE 121 Introduction to Early Childhood Education | 3 | |
| ECE 123 Health, Safety and Nutrition for Young Children and Families | 2 | |
| ECE 124 Language and Literacy Development in Early Childhood Education | 2 | |
| ECE 125 Curriculum and Assessment in Early Childhood Education | 2 | |
| ECE 202 Role of Learning Environments and Play in Early Childhood Education | 3 | |
| ECE 203 Home, School and Community Relations | 3 | |
| Total | 15 | |
| Degree Total | 64 | |

Template — AAT Early Childhood Education Standards Matrix
Professional Education and Major Area Courses

Standards Addressed

| Course Title and Number | IAI Code | IPTS | Core Lang. Arts | Core Technology | ECE Content Area Standards |
|---|-----------------|--|------------------------|------------------------|--|
| ECE 122 Growth and Development in the Early Childhood Years | | 2A,2B,2C,2D,2F,3A,7B,9B Assessments/Artifacts: objective and essay tests, evaluation of field experience, in-class presentations, article reviews and group projects | | | 6A, 6D, 8A, 8B, 8C, 8D, 8E, 8G, 8H, 9A, 9D, 13A, 13B, 15B Assessment/Artifacts: objective and essay tests, documentation of child observations, in-class presentations, article reviews and group projects |
| EDU 201 Introduction to Education | | 3C,3F,4G,7B,7C,9A,10A,10B,11A,11B,11C,11D,11E,11F Assessments/Artifacts: objective and essay tests, portfolio, article reviews, written assignments, evaluation of field experiences | | | 1C,3B,9B,13C,15A,16A,16B,17B,17C,17D,17E Assessments/Artifacts: objective and essay tests, documentation of field experiences, portfolio, in-class presentations, article reviews and group projects |

| | | | | | |
|---|--|---|--|--|--|
| <p>EDU 202 Introduction to Technology in Education</p> | | | | <p>1A,1B,1C,1D,1E, 1F,2A,2E,2F,2G, 2H,2I,3A,3B,3E, 4A,4B,6A,6B,6C, 6D,7A,7D,7F,7G, 7H,7J,8A <u>Assessments/Artifacts</u> Exams, quizzes, presentations, evaluations, simulations, electronic portfolio, webpage & brochure design</p> | |
| <p>EDU 121 Introduction to Early Childhood Education</p> | | <p>Embedded throughout the ECE content area Standards</p> | | | <p>1C,3D,6A,8E,8F,9B,10B,12A, 15A,15C,15K,16C,16E,16F,16I, 17A,17E,17F,17G, 17H,17I,17J, 17K,17M Assessment/Artifacts: objective exams, article reviews, project boards, observation reports, self- reflective journals</p> |
| <p>ECE 123 Health, Safety and Nutrition for Young Children and Families</p> | | <p>Embedded throughout the ECE content area Standards</p> | | | <p>6B,6E,6I,8H,8I,8N,12B,13E Assessment/Artifacts: objective exams, article reviews, activity planning, basic first aid</p> |

| | | | | | |
|--|--|---|--|--|---|
| ECE 124 Language and Literacy Development in Early Childhood Education | | Embedded throughout the ECE content area Standards | | | 2C, 2D, 2I, 2K, 8J, 12B, 13E Assessment/Artifacts: objective and essay exams, documentation of child observations, in-class presentations, article reviews group projects and individual projects |
| ECE 125 Curriculum and Assessment in Early Childhood Education | | Embedded throughout the ECE content area Standards | | | 1A,1B,3E, 8B, 8E, 8J, 10A, 10D, 11B, 11C, 11D, 11E, 14A, 14B, 14D, 16I Assessment/Artifacts: objective and essay exams, activity plan review, classroom design project, sample schedules with justification, self-reflective journal |
| ECE 202 Role of Learning Environments and Plan in Early Childhood Education | | Embedded throughout the ECE content area Standards | | | 6F, 8B, 11A, 11B, 11C, 11D, 12B, 4C, 6I, 11H Assessment/Artifacts: objective and essay exams, documentation of child observations, in-class presentations, article reviews and group projects and individual projects |
| ECE 203 Home, School and Community Relations | | Embedded throughout the ECE content area Standards | | | 8F, 9B, 9C, 9D, 9F,9H,13C,15B, 15C,17I Assessment/Artifacts: objective and essay exams, parent interviews, social service agency directory, article reviews and parent in-service meeting |

z