

## Washtenaw Community College Comprehensive Report

### CCP 160 Foundations of Child Care and Early Education Effective Term: Fall 2022

#### Course Cover

**College:** Advanced Technologies and Public Service Careers

**Division:** Advanced Technologies and Public Service Careers

**Department:** Public Service Careers

**Discipline:** Child Care Professional

**Course Number:** 160

**Org Number:** 15400

**Full Course Title:** Foundations of Child Care and Early Education

**Transcript Title:** Found. of Child Care & Educ.

**Is Consultation with other department(s) required:** No

**Publish in the Following:**

**Reason for Submission:** Inactivation

**Change Information:**

**Consultation with all departments affected by this course is required.**

**Rationale:** Course not needed for new ECD discipline.

**Proposed Start Semester:** Fall 2022

**Course Description:** This course provides an overview of the theories and philosophies that have shaped modern child care and early childhood education programs. A history of the field, current issues and future developments in the profession are covered. State licensing requirements, national accreditation standards, state and national curriculum standards, and quality indicators are emphasized in relationship to establishing and operating programs for children from birth through age twelve.

#### Course Credit Hours

**Variable hours:** No

**Credits:** 3

**Lecture Hours: Instructor: 45 Student: 45**

**Lab: Instructor: 0 Student: 0**

**Clinical: Instructor: 0 Student: 0**

**Total Contact Hours: Instructor: 45 Student: 45**

**Repeatable for Credit:** NO

**Grading Methods:** Letter Grades

Audit

**Are lectures, labs, or clinicals offered as separate sections?:** NO (same sections)

#### College-Level Reading and Writing

College-level Reading & Writing

#### College-Level Math

#### Requisites

**Prerequisite**

ECD 101 minimum grade "C"; may enroll concurrently

#### General Education

## **Request Course Transfer**

### **Proposed For:**

Eastern Michigan University  
 Ferris State University  
 Jackson Community College  
 Michigan State University  
 Oakland University  
 Other : University of Michigan - Dearborn Madonna University

## **Student Learning Outcomes**

1. Recognize historical contributions to the field, quality indicators and professional standards.

### **Assessment 1**

Assessment Tool: Multiple-choice test  
 Assessment Date: Fall 2012  
 Assessment Cycle: Every Three Years  
 Course section(s)/other population: All sections  
 Number students to be assessed: All students  
 How the assessment will be scored: Multiple-choice test will be scored using an answer key.  
 Standard of success to be used for this assessment: 70% of the students will score 70% or higher on the multiple-choice test.  
 Who will score and analyze the data: Departmental faculty will score and analyze the data.

2. Synthesize information on theories/ philosophies and professional standards and their application to current practices in child care and early childhood education.

### **Assessment 1**

Assessment Tool: Statement of Educational Philosophy Assignment  
 Assessment Date: Fall 2012  
 Assessment Cycle: Every Three Years  
 Course section(s)/other population: Every section each time the course is offered.  
 Number students to be assessed: Random selection of one third of students enrolled (minimum of 8 students).  
 How the assessment will be scored: scored using rubric developed by program instructors.  
 Standard of success to be used for this assessment: 70% of students will score a 4 or 5 on the assignment.  
 Who will score and analyze the data: Members of the CCP Advisory Committee or their designees will score the artifacts and analyze the results.

3. Apply program components, professional standards and quality standards.

### **Assessment 1**

Assessment Tool: Program Brochure Assignment  
 Assessment Date: Fall 2012  
 Assessment Cycle: Every Three Years  
 Course section(s)/other population: All sections each time course is offered  
 Number students to be assessed: Random selection of one third of students enrolled (minimum of 8)  
 How the assessment will be scored: Rubric developed by program instructors  
 Standard of success to be used for this assessment: 70% of students will score a 4 or 5 on the assignment.  
 Who will score and analyze the data: Members of the CCP Advisory Committee will score the artifacts and analyze the results

4. Recognize and apply quality indicators and professional standards.

**Assessment 1**

Assessment Tool: Observation and Synthesis Assignment

Assessment Date: Fall 2012

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections each time course is offered

Number students to be assessed: Random selection of one third of students enrolled (minimum of 8)

How the assessment will be scored: Rubric developed by program instructors

Standard of success to be used for this assessment: 70% of students will score 4 or 5 on the assignment.

Who will score and analyze the data: Members of the CCP Advisory Committee will score the artifacts and analyze the results

**Course Objectives**

1. Identify and describe multiple influences on the development of the field of early child care and education.
2. Identify and describe different types of early childhood programs.
3. Describe how and why early childhood programs differ from other programs.
4. Describe and use theories that have contributed to the field.
5. Define qualities of effective teachers and relate to professional teacher standards.
6. Identify and describe observation, screening and assessment tools appropriate for early childhood.
7. Identify and describe appropriate guidance strategies and professional interactions with children.
8. Identify and describe the historical and current models of working with families.
9. Synthesize quality standards to plan an environment for a group setting for children in group care and educational settings.
10. Identify and apply curriculum models and professional standards to curriculum planning.
11. Apply professional standards and child development knowledge to evaluating and planning curriculum activities.
12. Identify and discuss current issues in programming for early childhood related to ethics, advocacy, politics, professionalism and teacher preparation standards.

**New Resources for Course**

Access to computers with Publisher software and color printer

**Course Textbooks/Resources**

Textbooks

Gordon, A.M. & Browne, K.W.. *Beginnings and Beyond*, 7th ed. Thomson - Delmar, 2008, ISBN: 1-4180-4865-8.

Manuals

Periodicals

Software

**Equipment/Facilities**

Level III classroom

Off-Campus Sites

**Reviewer****Action****Date****Faculty Preparer:**

*Beth Marshall*

*Faculty Preparer*

*Jan 10, 2022*

**Department Chair/Area Director:**

*Ruth Walsh*

*Recommend Approval*

*Jan 11, 2022*

**Dean:**

*Jimmie Baber*

*Recommend Approval*

*Jan 12, 2022*

**Curriculum Committee Chair:**

*Randy Van Wagnen*

*Reviewed*

*Jan 28, 2022*

**Assessment Committee Chair:**

**Vice President for Instruction:**

*Kimberly Hurns*

*Approve*

*Jan 30, 2022*

# Washtenaw Community College Comprehensive Report

## CCP 160 Foundations of Child Care and Early Education Effective Term: Spring/Summer 2011

### Course Cover

**Division:** Advanced Technologies and Public Service Careers

**Department:** Public Service Careers

**Discipline:** Child Care Professional

**Course Number:** 160

**Org Number:** 15400

**Full Course Title:** Foundations of Child Care and Early Education

**Transcript Title:** Found. of Child Care & Educ.

**Is Consultation with other department(s) required:** No

**Publish in the Following:** College Catalog , Time Schedule , Web Page

**Reason for Submission:** Course Change

**Change Information:**

Course description

Outcomes/Assessment

Objectives/Evaluation

**Rationale:** This is an update of existing course.

**Proposed Start Semester:** Fall 2011

**Course Description:** This course provides an overview of the theories and philosophies that have shaped modern child care and early childhood education programs. A history of the field, current issues and future developments in the profession are covered. State licensing requirements, national accreditation standards, state and national curriculum standards, and quality indicators are emphasized in relationship to establishing and operating programs for children from birth through age twelve.

### Course Credit Hours

**Variable hours:** No

**Credits:** 3

**Lecture Hours: Instructor:** 45 **Student:** 45

**Lab: Instructor:** 0 **Student:** 0

**Clinical: Instructor:** 0 **Student:** 0

**Total Contact Hours: Instructor:** 45 **Student:** 45

**Repeatable for Credit:** NO

**Grading Methods:** Letter Grades

Audit

**Are lectures, labs, or clinicals offered as separate sections?:** NO (same sections)

### College-Level Reading and Writing

College-level Reading & Writing

### College-Level Math

#### Requisites

**Prerequisite**

CCP 101 minimum grade "C"; may enroll concurrently

### General Education

### Request Course Transfer

## Proposed For:

Central Michigan University  
Eastern Michigan University  
Ferris State University  
Jackson Community College  
Michigan State University  
Oakland University  
Other : University of Michigan - Dearborn Madonna University

## Student Learning Outcomes

1. Recognize historical contributions to the field, quality indicators and professional standards.

### **Assessment 1**

**Assessment Tool:** Multiple-choice test

**Assessment Date:** Fall 2012

**Assessment Cycle:** Every Three Years

**Course section(s)/other population:** All sections

**Number students to be assessed:** All students

**How the assessment will be scored:** Multiple-choice test will be scored using an answer key.

**Standard of success to be used for this assessment:** 70% of the students will score 70% or higher on the multiple-choice test.

**Who will score and analyze the data:** Departmental faculty will score and analyze the data.

2. Synthesize information on theories/ philosophies and professional standards and their application to current practices in child care and early childhood education.

### **Assessment 1**

**Assessment Tool:** Statement of Educational Philosophy Assignment

**Assessment Date:** Fall 2012

**Assessment Cycle:** Every Three Years

**Course section(s)/other population:** Every section each time the course is offered.

**Number students to be assessed:** Random selection of one third of students enrolled (minimum of 8 students).

**How the assessment will be scored:** scored using rubric developed by program instructors.

**Standard of success to be used for this assessment:** 70% of students will score a 4 or 5 on the assignment.

**Who will score and analyze the data:** Members of the CCP Advisory Committee or their designees will score the artifacts and analyze the results.

3. Apply program components, professional standards and quality standards.

### **Assessment 1**

**Assessment Tool:** Program Brochure Assignment

**Assessment Date:** Fall 2012

**Assessment Cycle:** Every Three Years

**Course section(s)/other population:** All sections each time course is offered

**Number students to be assessed:** Random selection of one third of students enrolled (minimum of 8)

**How the assessment will be scored:** Rubric developed by program instructors

**Standard of success to be used for this assessment:** 70% of students will score a 4 or 5 on the assignment.

**Who will score and analyze the data:** Members of the CCP Advisory Committee will score the artifacts and analyze the results

4. Recognize and apply quality indicators and professional standards.

## Assessment 1

**Assessment Tool:** Observation and Synthesis Assignment

**Assessment Date:** Fall 2012

**Assessment Cycle:** Every Three Years

**Course section(s)/other population:** All sections each time course is offered

**Number students to be assessed:** Random selection of one third of students enrolled (minimum of 8)

**How the assessment will be scored:** Rubric developed by program instructors

**Standard of success to be used for this assessment:** 70% of students will score 4 or 5 on the assignment.

**Who will score and analyze the data:** Members of the CCP Advisory Committee will score the artifacts and analyze the results

## Course Objectives

1. Identify and describe multiple influences on the development of the field of early child care and education.

### **Matched Outcomes**

2. Synthesize information on theories/ philosophies and professional standards and their application to current practices in child care and early childhood education.
2. Identify and describe different types of early childhood programs.

### **Matched Outcomes**

2. Synthesize information on theories/ philosophies and professional standards and their application to current practices in child care and early childhood education.
3. Describe how and why early childhood programs differ from other programs.

### **Matched Outcomes**

2. Synthesize information on theories/ philosophies and professional standards and their application to current practices in child care and early childhood education.
4. Describe and use theories that have contributed to the field.

### **Matched Outcomes**

2. Synthesize information on theories/ philosophies and professional standards and their application to current practices in child care and early childhood education.
5. Define qualities of effective teachers and relate to professional teacher standards.

### **Matched Outcomes**

2. Synthesize information on theories/ philosophies and professional standards and their application to current practices in child care and early childhood education.
6. Identify and describe observation, screening and assessment tools appropriate for early childhood.

### **Matched Outcomes**

2. Synthesize information on theories/ philosophies and professional standards and their application to current practices in child care and early childhood education.
7. Identify and describe appropriate guidance strategies and professional interactions with children.

### **Matched Outcomes**

2. Synthesize information on theories/ philosophies and professional standards and their application to current practices in child care and early childhood education.
8. Identify and describe the historical and current models of working with families.

### **Matched Outcomes**

2. Synthesize information on theories/ philosophies and professional standards and their application to current practices in child care and early childhood education.
9. Synthesize quality standards to plan an environment for a group setting for children in group care and educational settings.

### **Matched Outcomes**

2. Synthesize information on theories/ philosophies and professional standards and their application to current practices in child care and early childhood education.
10. Identify and apply curriculum models and professional standards to curriculum planning.

### **Matched Outcomes**

2. Synthesize information on theories/ philosophies and professional standards and their application to current practices in child care and early childhood education.

11. Apply professional standards and child development knowledge to evaluating and planning curriculum activities.

**Matched Outcomes**

2. Synthesize information on theories/ philosophies and professional standards and their application to current practices in child care and early childhood education.
12. Identify and discuss current issues in programming for early childhood related to ethics, advocacy, politics, professionalism and teacher preparation standards.

**Matched Outcomes**

2. Synthesize information on theories/ philosophies and professional standards and their application to current practices in child care and early childhood education.

**New Resources for Course**

Access to computers with Publisher software and color printer

**Course Textbooks/Resources**

Textbooks

Gordon, A.M. & Browne, K.W.. *Beginnings and Beyond*, 7th ed. Thomson - Delmar, 2008, ISBN: 1-4180-4865-8.

Manuals

Periodicals

Software

Mirrosoft Office Publisher. MicroSoft, 2007 ed.

**Equipment/Facilities**

Level III classroom

Off-Campus Sites

**Reviewer**

**Action**

**Date**

**Faculty Preparer:**

*Sally Adler*

*Faculty Preparer*

*Oct 29, 2010*

**Department Chair/Area Director:**

*Ruth Walsh*

*Recommend Approval*

*Nov 01, 2010*

**Dean:**

*Martha Showalter*

*Recommend Approval*

*Nov 05, 2010*

**Vice President for Instruction:**

*Stuart Blacklaw*

*Approve*

*Dec 02, 2010*