Faculty Name:

Course: EEC 4250 *Curriculum and Instruction in Early Childhood Education*

Academic Unit: Teaching and Learning Degree Program: Early Childhood Education Semester Assessed:

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| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | **Assessment Results** |
| **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems. | **Assessment Activity/Artifact:**  Collaborative Unit Design  Working in small groups, the candidates will explore the UN Sustainable Goals and learn about stories and projects to find solutions to issues of global significance. They will then select a UN Sustainable Goal and design a unit that addresses that goal in their Collaborative Curriculum Design. In the design the candidates should integrate all the disciplines (Language Arts, Math, Social Studies, Science, Art, PE) in a developmentally appropriate unit.  **Evaluation Process:** Projects will be graded according to a rubric **Evaluation:** Projects will be graded according to a rubric **Minimum Criteria for Success:** 3 of 4 on a 4 point rubric scale  **Sample:** All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will demonstrate and apply their knowledge of issues of global significance and understanding of child development to design a developmentally appropriate unit for young children that promotes civic engagement. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |

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| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | **Assessment Results** |
| **Global Perspective:** Students will be able to conduct a multi- perspective analysis of local, global, international, and intercultural problems. | **Assessment Activity/Artifact:**  CURRICULUM MODELS CRITIQUE (Cooperative Work)**.**  The candidates will have an overview of the history of developments in early childhood education around the world, with descriptions of regional and country variations of early childhood programs. They will be assigned to a curriculum model (1. High/scope, 2. Bank Street Approach, 3. Montessori Education, 4.  Progressive Education, 5. Waldorf, 6. Reggio Emilia, 7. Creative Curriculum, Head Start).  **Evaluation Process:** Students’ presentations must include: A description of the curriculum model, its origin and founders  The theoretical and philosophical foundation of the curriculum model.  The role of the teachers, children, parents and environments in this curriculum model.  Students must address all of the guiding questions for the critique. **Evaluation:** Projects will be graded according to a rubric **Minimum Criteria for Success:** 3 of 4 on a 4 point rubric scale **Sample:** All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** Students will conduct a multi- perspective analysis of local, global, international, and intercultural problems that influence early childhood practices, such as those outlined in the United Nations Sustainable Development Goals. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |

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| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | **Assessment Results** |
| **Global Engagement:** Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving. | **Assessment Activity/Artifact:**  Collaborative Unit Design  Working in small groups, the candidates will explore the UN Sustainable Goals and learn about stories and projects to find solutions to issues of global significance. They will then select a UN Sustainable Goal and design a unit that addresses that goal in their Collaborative Curriculum Design. In the design the candidates should integrate all the disciplines (Language Arts, Math, Social Studies, Science, Art, PE) in a developmentally appropriate unit geared to help children contribute with solutions.  **Evaluation Process:** Projects will be graded according to a rubric **Evaluation:** Projects will be graded according to a rubric **Minimum Criteria for Success:** 3 of 4 on a 4 point rubric scale  **Sample:** All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will demonstrate and apply their knowledge of issues of global significance and understanding of child development to design a developmentally appropriate unit for young children that promotes civic engagement. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |