

Course Assessment - Part A: Your Plan

COMPLETE

#570

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or swade@cgcc.edu.

ECE 200- Professionalism & Advocacy- Karen Stafford- Spring 2022

* Part A: Your Plan **DIRECTIONS** 1. Choose three of your course outcomes to assess and report on this term (these will also be used in your Student Course Evaluation survey): Outcome #1

Identify and participate as a member of the early childhood profession.

* Outcome #2

Apply the NAEYC Code of Ethical Conduct to guide daily practices and ethical decision making.

* Outcome #3

Use reflection as a tool to guide daily practice and ongoing professional development.

Have you completed an assessment for this course prior to this term?

No

If yes, are you assessing different outcomes?

Yes

Comments:

(No response)

2. To which degree(s) or certificate(s) does your course map? **Degree, Certificate, & Program Outcomes**

Associate of Applied Science - Early Childhood Education , Early Childhood Educator Fundamentals Certificate.

* Method of Assessment 3. What methods will be used to assess individual student understanding of each of these outcomes? (Please be specific.) Outcome #1: Method to assess student understanding

Students will complete a quiz on the meaning of professionalism and a reflective assessment of professionalism in ECE based on criteria for professional status. They will participate in Reflection Forums on Personal vs Professional Values, the role of professional organizations, and professional growth. Each student will write a Statement of Professional Commitment describing the ways they will support, children, families, colleagues and the ECE profession as a whole. They will also post and share resources related to resumes and interviews.

* Outcome #2: Method to assess student understanding

Students will complete quizzes "Is It Ethical?" and "Code of Ethical Conduct". They will participate in Reflection Forums and analyze Ethical Situations pertaining to each of the four constituent groups identified in the NAEYC Code of Ethics. These analyses require use and referencing of the Code of Ethics to distinguish between ethical responsibilities and ethical dilemmas and to justify chosen solutions.

*** Outcome #3: Method to assess student understanding**

Students will complete Reflection Forum posts and responses related to the focus topic each week. Completion of Ethical Situation Analyses will require students to reflect on personal values and perspectives to make decisions. Students will post and share resources with one another including reasons for choices. The Advocacy in Action assignment requires each student to promote an ECE issue or topic important to them.

*** 4. How will you know if you were successful in your efforts to teach this outcome? Outcome #1:**

Students will successfully complete quizzes, reflections and other activities related to being a professional in a timely manner. Statements of Professional Commitment submitted near the end of the term will include key components of what it means to be an ECE professional. Statements of Professional Commitment and Advocacy in Action projects will be professional in appearance as well as content. Communication during the course will be respectful.

*** Outcome #2: How will you know if you were successful in your efforts to teach this outcome?**

Students will successfully complete quizzes "Is It Ethical?" and "Code of Ethical Conduct". They will correctly identify whether ethical situations are ethical responsibilities or dilemmas and/or clearly support their solutions by referencing the Code of Ethical Conduct. Comments in related Reflection Forums will demonstrate understanding of concepts.

*** Outcome #3: How will you know if you were successful in your efforts to teach this outcome?**

Students will complete Reflection Forums posts and responses in a timely manner and ask thoughtful questions of other students. Personal values and perspectives will be expressed through resource posts, the Statement of Professional Commitment and the Advocacy in Action assignment. Students will identify ways the course has contributed to their professional growth.

5. Instructor Questions: Create two course specific questions to be included on the Student Course Evaluation. Question #1

Which course activities best promoted your understanding of what it means to be an early childhood professional? (For example: reading assignments, videos, ethical situation analyses, statement of professional commitment)

Question #2

What did you learn from taking this course that you have or will put to immediate use?

Do you require the names of students who complete the course evaluation survey? (Please note: names will be sent to instructors the Thursday before term ends)

NO

Reminder, when completing Part B, instructors will be asked the following questions: Describe anything you did to assist the institutional effort to support students in improving achievement of the specified criteria for the following Institutional Learning Outcomes (ILO): 1. ILO#1 - Communication - "Content Development" and/or "Control of Syntax and Mechanics" 2. ILO#2 - Critical Thinking/Problem Solving - "Student Position" and/or "Evaluate Potential Solutions" 3. ILO#4 -Cultural Awareness - "Curiosity" (Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions") 4. ILO#5 - Community and Environmental Responsibility - "Understanding Global Systems" and/or "Applying Knowledge to Contemporary Global Contexts" 5. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

Key activities in this course emphasize ILO #2.