Early Childhood Education Technology, AAS

The Teacher Education Department is guided by NAEYC's Standards for Initial Licensure, Advanced and Associate Degree Programs. These standards provide a common core of professional knowledge and abilities needed by all early childhood educators. They also present detailed expectations about high-quality professional preparation. Course work in early childhood education is designed to prepare early childhood educators who work directly with young children in a variety of early childhood settings, who must accommodate children with a range of abilities and special needs, and who must work collaboratively with families and other professionals.

NAEYC Standards and Student Learning Outcomes

Standard 1: Promoting Child Development and Learning **Key Elements**
1a. Knowing and understanding young's children's characteristics and needs, from birth through age 8.
1b. Knowing and understanding the multiple influences on development and learning.
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.
Standard 2: Building Family and Community Relationships **Key Elements**
2a. Knowing about and understanding diverse family and community characteristics.
2b. Supporting and engaging families and communities through respectful, reciprocal relationships.
2c. Involving families and communities in young children's development and learning.
Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families **Key Elements**
3a. Understanding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for young children.
3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.
Standard 4: Using Developmentally Effective Approaches **Key Elements**
4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.
4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.
4d. Reflecting on own practice to promote positive outcomes for each child.
Standard 5: Using Content Knowledge to Build Meaningful Curriculum **Key Elements**
5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.
5c. Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and challenging curriculum for each child.
Standard 6: Becoming a Professional **Key Elements**
6a. Identifying and involving oneself with the early childhood field.
6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.
6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
6d. Integrating knowledgeable, reflective, and critical perspectives on early education.
6e. Engaging in informed advocacy for young children and the early childhood profession.

Early Childhood Technology Program Completion & Retention Report

Program Completers

Academic Year	Number of program completers	% of program completers who were attending full-time (at the time of completion)	% of program completers who were attending part-time (at the time of completion)
2018	8	25%	75%
2017	4	0.0%	100%
2016	24	16.7%	83.3%

Program Completion Rate

Academic year in which a Fall cohort of full-time students enrolled at the institution (select three sequential years)	Percentage of those students who completed the program within 150% of the published timeframe	Percentage of those students who completed the program within 100%, 200% (twice) *or* 300% (three times) of the published timeframe (Please circle or underline the indicator above on which the program will report.)
2012-2013	2.9%	14.7%
2013-2014	9.1%	9.1%
2014-2015	0%	13%

NOTE: Completion rates are for students whose fall term of the identified academic year was the first term in which they had a major code of ECET and who graduated with an ECET major within the specified amount of time.

Program Retention Rate

Academic Year	% of Part-Time Candidates Enrolled (% of Total Enrollment)	Retention Rate among Part-Time Candidates	% of Full-Time Candidates Enrolled (% of Total Enrollment)	Retention Rate among Full-Time Candidates
2015	102(68.0%)	58(56.9%)	48(32.0%)	23(47.9%)
2016	64(58.7%)	34(53.1%)	45(41.3%)	29(64.4%)
2017	70(64.2%)	39(55.7%)	39(35.8%)	29(74.4%)