Gateways to Opportunity® ECE Credential Entitled Application

Please complete each section of the application and return via e-mail to the Gateways to Opportunity Higher Education Liaison

1.) Applying Institution

Institution	**McHenry County College**
Mailing Address	**8900 U.S. Highway 14**
Gateways Contact	**Lisha Linder**
Title	**Chair of Early Childhood Education / Education**
Email	**LLinder@mchenry.edu**
Phone Number	**815-479-7767**
Dean	**Dr. Terri Berryman**
Dean's Email	**TBerryman@mchenry.edu**
Date	**5/17/17**

2.) Student Information

Projected annual enrollment per year	100
Projected annual completers per year	10

3.) Faculty Information: Indicate below the primary faculty teaching in the program in the last calendar year.

Faculty Name	Title	Degree(s)	Courses Taught in Program
Lisha Linder	Chair of Early Childhood Education / Education	M.A. Teaching and Leadership B.S. Early Childhood Education	ECE 131, 150, 155, 229, 250, EDU 253
Melissa Veljasevic	Instructor of Early Childhood Education	M.S. Family and Child Studies B.S. Child Development	ECE 115, 120, 121, 204, 214, 219
Jennie McWilliams-Dunbar	Adjunct Instructor of Early Childhood Education	M.S. Education B.S. Child Development	ECE 125, 234

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4.) ECE Competency Alignment Table

For each of the following competencies, based on courses included within your Gateways to Opportunity ECE entitled Credentials, please indicate where each competency is primarily introduced, developed or dug into, and assessed.

Example Assessments can found in the ECE Toolbox found <u>HERE.</u>

Example Credential Alignment Table				
ECE Competency	**Course in which the competency is *primarily* introduced**	**Course in which the competency is *primarily* developed or dug into**	**Course in which proficiency of the competency is *primarily* assessed**	**Assessment Name & Type**
Human Growth & Development (HGD)				
HGD1: Identifies and describes theories of typical and atypical growth in all developmental domains and the interaction between individual and contextual factors on development and learning.	C&I 210	C&I 210	C&I 210	Paper
HGD2: Describes the interrelationship between developmental domains, holistic well-being, and adaptive/living skills.	C&I 210	C&I 210	C&I 210	Paper
HGD3: Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children's well-being, and learning.	C&I 210	C&I 210	C&I 210	Paper

This section is an example of the competency Alignment Table.

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ECE Competency Alignment Table

ECE Competency	Course in which the competency is *primarily* introduced	Course in which the competency is *primarily* developed or dug into	Course in which proficiency of the competency is *primarily* assessed	Assessment Name & Type
Human Growth & Development (HGD)				
HGD1: Identifies and describes theories of typical and atypical growth in all developmental domains and the interaction between individual and contextual factors on development and learning.	ECE 120	ECE 120	ECE 120	
HGD2: Describes the interrelationship between developmental domains, holistic well-being, and adaptive/living skills.	ECE 120	ECE 120	ECE 120	
HGD3: Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children's well-being, and learning.	ECE 120	ECE 120	ECE 120	
HGD4: Interprets children's unique developmental patterns and identifies supportive resources for children who may require further assessment. Demonstrates knowledge of processes of first and second language acquisition.	ECE 120	ECE 120	ECE 120	
HGD5: Integrates research, developmental theories, and observational data to make decisions about evidence-based practice and children's learning and development.	ECE 120	ECE 120	ECE 120	
HGD6: Justifies and promotes the use of evidence-based practices supportive of each child's unique patterns of development and learning.	ECE 120	ECE 120	ECE 120	
Comments (if applicable):				
Health, Safety & Wellness (HSW)				
HSW1: Articulates components of a safe and healthy environment.	ECE 125	ECE 125	ECE 125	
HSW2: Maintains a safe & healthy environment.	ECE 125	ECE 125	ECE 125	
HSW3: Creates a healthy and safe environment	ECE 125	ECE 125	ECE 125	
HSW4: Assesses healthy and safe early childhood environments	ECE 125	ECE 125	ECE 125	

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ECE Competency	Course in which the competency is *primarily* introduced	Course in which the competency is *primarily* developed or dug into	Course in which proficiency of the competency is *primarily* assessed	Assessment Name & Type
HSW5: Designs and implements learning opportunities emphasizing healthy bodies, healthy lifestyles, and a healthy environment.	ECE 125	ECE 125	ECE 125	
HSW6: Collaborates with families and community organizations to support children's healthy development and learning	ECE 125	ECE 125	ECE 125	
HSW7: Identifies plans and procedures that support healthy and safe early childhood program practices.	ECE 125	ECE 125	ECE 125	
HSW8: Develops and implements policies, methods, plans, and guidelines reflective of healthy and safe program practices	ECE 125	ECE 125	ECE 125	
Comments (if applicable):				
Observation & Assessment				
OA1: Describes a variety of valid assessment procedures, screening tools, and observation methods and their role in monitoring children's development and learning and in informing the instructional process.	ECE 150	ECE 150	ECE 150	
OA2: Describes culturally and linguistically responsive assessment procedures, screening tools, and observation methods and appropriate strategies for engaging families in the assessment process.	ECE 150	ECE 150	ECE 150	
OA3: Selects and uses legal and ethical assessment procedures, screening tools, and observation methods, and organizational strategies to gain knowledge of children and their familial and social contexts.	ECE 150	ECE 150	ECE 150	
OA4: Identifies the impact and influence of external factors on assessment practices.	ECE 150	ECE 150	ECE 150	
OA5: Evaluates and selects appropriate strategies for collecting, measuring, disseminating, and utilizing observation, screening, and assessment data, which are responsive to the strengths and challenges of individual children and reflective of family goals and priorities.	ECE 150	ECE 150	ECE 150	
OA6: Implements and adapts effective observation, screening, assessment strategies that	ECE 150	ECE 150	ECE 150	

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ECE Competency	Course in which the competency is *primarily* introduced	Course in which the competency is *primarily* developed or dug into	Course in which proficiency of the competency is *primarily* assessed	Assessment Name & Type
engage families and inform group and individual planning and instruction.				
OA7: Articulates and advocates for legal and ethical data collection, analysis and interpretation procedures supportive of child development and learning, program evaluation, and program improvement initiatives.	ECE 150	ECE 150	ECE 150	
OA8: Utilizes assessment data to support child development and learning and program development.	ECE 150	ECE 150	ECE 150	
Comments (if applicable):				
Curriculum or Program Design (CPD)				
CPD1: Identifies culturally, linguistically, and individually responsive planning strategies which utilize assessment and observation data.	ECE 229	ECE 229	ECE 229	
CPD2: Synthesizes the relationship between standards, evidence-based practices, culturally and individually responsive teaching strategies and curricular planning.	ECE 229	ECE 229	ECE 229	
CPD3: Plans, implements, and assesses appropriate learning experiences using knowledge of individual children's healthy development, abilities, interests, and needs.	ECE 229	ECE 229	ECE 229	
CPD4: Describes appropriate methods supportive of young children's development and learning.	ECE 229	ECE 229	ECE 229	
CPD5: Describes appropriate content supportive of young children's development and learning.	ECE 229	ECE 229	ECE 229	
CPD6: Selects appropriate content, aligned with relevant standards.	ECE 229	ECE 229	ECE 229	
CPD7: Selects and implements appropriate methods and instructional strategies, which actively engage children in developmentally, appropriate content	ECE 229	ECE 229	ECE 229	
CPD8: Differentiates instruction to support diverse learning styles and abilities through incorporation of evidence-based practices, including universal design, and children's interests.	ECE 229	ECE 229	ECE 229	

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CPD9: Adapts instructional practice through use of appropriate tools and strategies to support the development and learning of individual children.	ECE 229	ECE 229	ECE 229	
CPD10: Creates and assesses program policies, procedures, and plans using Current research, theory and knowledge of children to optimize healthy child development and learning.	ECE 229	ECE 229	ECE 229	
Comments (if applicable):				
Interactions, Relationships & Environments (IRE)				
IRE1: Describes the role of the environment in supporting children's development.	ECE 131	ECE 131	ECE 131	
IRE2: Articulates the importance of relationships in supporting positive developmental and behavioral outcomes	ECE 131	ECE 131	ECE 131	
IRE3: Identifies factors that contribute to positive interactions with the environment	ECE 131	ECE 131	ECE 131	
IRE4: Designs learning environments and activities supportive of healthy development and learning.	ECE 131	ECE 131	ECE 131	
IRE5: Creates engaging environments that meet the diverse development and learning needs of each child.	ECE 131	ECE 131	ECE 131	
IRE6: Considers the relationship between Curriculum, relationships, and child development and learning in analyzing environments.	ECE 131	ECE 131	ECE 131	
IRE7: Facilitates the design of engaging environments based on appropriate theory, policy, and guidelines.	ECE 131	ECE 131	ECE 131	
Comments (if applicable):				

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ECE Competency	Course in which the competency is *primarily* introduced	Course in which the competency is *primarily* developed or dug into	Course in which proficiency of the competency is *primarily* assessed	Assessment Name & Type
Family & Community Relationships (FCR)				
FCR1: Outlines the role and influence of families and communities on children's development, learning, and the early childhood setting.	ECE 155	ECE 155	ECE 155	
FCR2: Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children's care and education.	ECE 155	ECE 155	ECE 155	
FCR3: Identifies and models respect for families by using strengths-based, culturally responsive practices.	ECE 155	ECE 155	ECE 155	
FCR4: Identifies, selects, and promotes meaningful connections to community resources that are responsive to the unique strengths, priorities, concerns and needs of young children and their families.	ECE 155	ECE 155	ECE 155	
FCR5: Describes culturally and linguistically responsive communication and collaboration strategies, which facilitate culturally sensitive expectations for children's development and learning and family engagement in assessment and goal setting.	ECE 155	ECE 155	ECE 155	
FCR6: Selects and implements culturally and linguistically appropriate procedures designed to gather information about children and families, including child and family strengths, priorities, concerns, and needs, and collaboratively integrates this information into child and family goals.	ECE 155	ECE 155	ECE 155	
FCR7: Designs and advocates for procedures, plans, and policies, informing child and program goals, in collaboration with families and other team members.	ECE 155	ECE 155	ECE 155	
Comments (if applicable):				
Professionalism (PPD)				
PPD1: Demonstrates professionalism in image, behavior, and disposition.	ECE 115	ECE 229	ECE 250	
PPD2: Describes historical and present-day representations of the fields of early childhood general education, early childhood special education, and early intervention and how	ECE 115	ECE 229	ECE 250	

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ECE Competency	Course in which the competency is *primarily* introduced	Course in which the competency is *primarily* developed or dug into	Course in which proficiency of the competency is *primarily* assessed	Assessment Name & Type
individual experiences and values influence perspective and practice within these fields.				
PPD3: Aligns professional practice with applicable standards and guidelines, legal and ethical considerations for confidentiality and impartiality, state and federal laws, and the expectations of relevant professional organizations.	ECE 115	ECE 229	ECE 250	
PPD4: Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children families, and colleagues and as a member of early childhood teams.	ECE 115	ECE 229	ECE 250	
PPD5: Engages in reflection and the design of a professional development plan with the goal of improving professional practice and fostering professional growth.	ECE 115	ECE 229	ECE 250	
PPD6: Creates a professional philosophy that guides development as a practitioner and advocate.	ECE 115	ECE 229	ECE 250	
PPD7: Understands processes, procedures and identified roles within successful early childhood teams.	ECE 115	ECE 229	ECE 250	
PPD8: Engages in written, verbal and non-verbal communication skills with children, families, and colleagues that support culturally, linguistically, and ability diverse populations; program functioning; family and community collaboration; and healthy child development and learning.	ECE 250	ECE 250	ECE 250	
PPD9: Applies key legal, ethical, regulatory, and interpersonal skills reflective of professionalism and leadership within early childhood settings.	ECE 250	ECE 250	ECE 250	
PPD10: Designs and participates in collaborative systems and proactive, visionary leadership that ensures the healthy functioning of the early childhood program/agency and the children and families served.	ECE 250	ECE 250	ECE 250	
Comments (if applicable):				

5.) Program Layout

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The Program Layout is used to show which courses are required at each level of the credential, and in which courses supervised experience resides. Additionally, possible course substitutions should be listed on the layout as well.

Entitled Community Colleges: Please complete the level 2, 3, & 4 Program Layouts
Entitled University: Please complete the level 2, 3, 4, and 5 Program Layouts

Gateways to Opportunity: ECE Credential—Level 4
General Education Requirements must result in an Associates' Degree

Course Prefix and Number	Course Title	Number Supervised Experience Hours Embedded Within This Course (100 Minimum for level 4)	Traditional(T), Hybrid (H) or Online (O)?
ECE 115	EARLY CHILDHOOD EDUCATION		T
ECE 120	CHILD GROWTH AND DEVELOPMENT		T
ECE 125	NUTRITION, HEALTH & SAFETY		T
ECE 131	EARLY CHILD GUIDANCE & OBSERVATION		T
ECE 150	CHILD STUDY AND OBSERVATION		T
ECE 155	CHILD, FAMILY, COMMUNITY RELATIONS		T
ECE 204	EARLY CHILDHOOD LANGUAGE ARTS		T
ECE 219	EARLY CHILDHOOD SCIENCE AND MATH		T
ECE 229	EARLY CHILD CURRICULUM & ACTIVITIES	10 hours	T
ECE 250	EARLY CHILDHOOD PRACTICUM	160 hours	T

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EDU 253	CHILDREN WITH EXCEPTIONALITIES		T
*9 ECE ELECTIVES BASED ON SPECIFC CREDENTIAL			
	Total ECE Experience Hours: 44 CREDIT HOURS		

Gateways to Opportunity: ECE Credential—Level 3
General Education Requirements: Nine semester hours: Any Math, English, and General Education electives (Psychology, Sociology, Science, etc.) *These 9 hours must be credit bearing and nondevelopmental 100 level +*

Course Prefix and Number	Course Title	Number Supervised Experience Hours Embedded Within This Course (10 Minimum for level 3)	Traditional(T), Hybrid (H) or Online (O)?
ECE 115	EARLY CHILDHOOD EDUCATION		T
ECE 120	CHILD GROWTH AND DEVELOPMENT		T
ECE 125	NUTRITION, HEALTH & SAFETY		T
ECE 150	CHILD STUDY AND OBSERVATION		T
ECE 155	CHILD, FAMILY, COMMUNITY RELATIONS		T
ECE 229	EARLY CHILD CURRICULUM & ACTIVITIES	10 hours	T
	Total ECE Experience Hours: 19 CREDIT HOURS		

Gateways to Opportunity: ECE Credential—Level 2
General Education Requirements: High School Diploma or GED

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Course Prefix and Number	Course Title	Number Observation Hours Embedded Within This Course (10 Minimum for level 2)	Traditional(T), Hybrid (H) or Online (O)?
ECE 115	EARLY CHILDHOOD EDUCATION	4 hours	T
ECE 120	CHILD GROWTH AND DEVELOPMENT	2 hours	T
ECE 125	NUTRITION, HEALTH & SAFETY		T
ECE 150	CHILD STUDY AND OBSERVATION	15 hours	T
ECE 155	CHILD, FAMILY, COMMUNITY RELATIONS		T
ECE 229	EARLY CHILD CURRICULUM & ACTIVITIES	3 hours	T
	Total ECE Experience Hours: 19 CREDIT HOURS		

6.) Description of Institutional Procedure for Credential Attainment
Describe the institutions internal system for tracking, notification and communication of completion. Ideally designed as an institutionally centric system, this system should include the following:
- Specific courses identified for each level of credential entitlement
- Institutional system for tracking students moving through the credential
- Identified position at your institution responsible for official reporting of completers to Gateways (for example, the registrar, records office official, license office etc.). Completers should be reported to Gateways each semester.
- Communication processes with completing students, that outline how students will be notified that they have earned their credential.

Please note: Institutional processes are likely to vary based on the unique capacities of each institution. Programs may elect to designate that the registrar forward a list of completers to the individual responsible for Gateways Entitlement within the institution, who then forwards that list to Gateways, for example, or designate an individual within the institution who is responsible for determining completion and then forwarding the information to Gateways. Entitled institution responsibility includes outlining and implementing a process that is reflective and responsive to unique institutional needs.

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Please Describe Internal System Here:
The ECE Program Chair will request the names of students who have either completed a certificate or degree from the registrar at end of each semester. The ECE Program Chair will then submit the names and/or registry number of students who have either completed a certificate or degree. We will obtain signed consent from each student to release this information to Gateways.

7.) Program Articulation
List below any articulation agreements with partner institutions (and provide a copy of all articulation agreements to your report).
Please list all institutions with which you have an articulation agreement here:
None at this time.

8.) Program Syllabi
All Current course syllabi referred to in the competency alignment table **must be attached to the application form**. If a course is being substituted, the course syllabi of the course that is meeting targeted competencies, not originally included in your application, must also be included.

9.) Institutional Assurance & Signatures
Provide signatures of the appropriate Institutional Official (Department Chair/Dean level or above) should be provided below. This signature, on behalf of the submitting institution assures the following:
- All information and supporting documentation in the application above is correct and reflects Current practices.
- Gateways will be notified on all substantive changes in program requirements, offerings or clinical/observation hours deviating from what is described in this application.
- The institution has implemented and maintains a procedure for tracking credential completers
- Records will be maintained for all credentialing students including record of course substitutions allowed

_____   _____
Person Completing Application (please print name & title)   Signature & Date

_____   _____
Institutional Official (please print name & title)   Signature & Date