Welcome!

If you would like to submit a proposal to have your **Not By Chance: Child Care the Supports School Readiness** individual experiential learning assessed for college credit, please complete this form and return it to the Early Childhood Assessment Program.

**Title of Experiential Learning:**  **Not By Chance: Child Care the Supports School Readiness**

**Number of Credit(s):**  _1_

**Date for Completion:** You have up to one month after completing the training

**I would like to take this for (please circle one):**  grade ___ pass/no credit

Please note that we mostly give pass/no credit grades for experiential learning credits but we make exceptions for individuals who grades are required for third party payment.

**Part I. Personal Information**

**Student Name** ____________________________________________________________

**Address** ____________________________________________

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**Home Phone** ___________________  **Work Phone** ___________________

**Email address** __________________________________________________________

**Degree focus or major, if known** ________________________________________
Part II. Competence Statement

Competence is what you know and what you can do, with regard to a particular subject at a specified level. By signing this proposal, you are verifying that you have competence in Not By Chance course objectives and able to:

- Recognize the importance of school readiness.
- Identify quality components of a childcare program (family child care or center based) that lead to school readiness.
- Examine the Practitioner Core Competencies; the Environmental Rating Scales and the Early Childhood Indicators of Progress (foundational components) in relation to quality child care programs.

**Practitioner Core Competencies**
- Identify the purpose of the core competencies.
- Evaluate the use of the core competencies based upon participants’ roles in the childcare field.
- Demonstrate how participants can use the core competencies to further their professional development and to improve the quality of care for children.

**Environmental Rating Scales**
- Identify the purpose of the environmental rating scales.
- Discuss the levels and the scoring of the environmental rating scales.
- Demonstrate how they could use the environmental rating scales to improve the quality of care for children.

**Early Childhood Indicators of Progress**
- Identify the purpose of the Early Childhood indicators of Progress (ECIPs).
- Examine the structure and content of the ECIPs.
- Demonstrate how they could use the ECIPs to improve the quality of care for children.

- **Practice linking specific curriculum activities to the three foundational components.**
- **Relate the foundational components to the concept of a Quality Rating System and the Competency-Based Training Continuum Framework.**

Part III. Assessment of Your Learning

Your learning will be evaluated using the following methods:

- Complete all the work required for inservice hours, ALL the CEU assignments for week 2, 3, 4, and 5, and the course matrix. These assignments are in your syllabus.
- An implementation plan (3-4 pages) using the concepts you have learned. We want to see how you will transfer the knowledge/learning acquired in this learning to a classroom or day care environment.
- Copy of certificate of completion

Part IV. Signatures
Part VIII. Submit Your Proposal

Complete and submit the following materials:

- Your completed and signed proposal form (Form A)
- A check or money order to cover the $25 per credit fee for each credit in your proposal

Early Childhood Assessment Program Coordinator
Metropolitan State University,
700 E. Seventh Street,
St. Paul, MN  55106-5000:

For Office Use Only
Department Chairperson or program faculty signature and date
I give consent to the above student to register for this assessment of prior/experiential learning.

Signature ______________________ Date _____________________
If approval is not given, please explain.

Registration Office:  Subcode # __________ Title ___________________________
Date Processed _____/_____/_____
8/04