

Early Childhood and Primary Grades Education AAS.ECE	Outcomes	EDU 103 Foundations of Early Childhood Education	EDU 114 The Developing Child	EDU 115 Methods and Materials in Early Childhood Education	EDU 116 Infant and Toddler Development	EDU 211 Introduction to Special Education	EDU 212 Processes and Acquisition of Reading	EDU 215 Child Care Center Administration and Management
<b>Program Outcome #1</b>	<b>Students demonstrate principles, theories, and research related to development of children and young adolescents to construct learning activities.</b>	Demonstrate how teachers use content standards & child development knowledge in planning effective curriculum.	1. Apply understanding of the physical, social, emotional, cognitive, creative, & language stages of development of children from birth to age 8. 2. Identify & apply major theories & theorists in the field of early childhood education.	Identify activities that are age appropriate & individually appropriate, using knowledge of how children develop & learn, including the importance of play.	1. Demonstrate an understanding of the meaning of the attachment bond as it impinges on all development in the future. 2. Verbally express an in-depth understanding of the interrelationship between the brain, intelligence, physical-motor skills & human stimulation.	Discriminate between the various services, programs and strategies to support the educational, social, and/or personal goals for students.	1. Explain & use the rationale for developmentally appropriate reading instruction. 2. Understand the science of reading through current research based practices & their connection to literacy instruction.	
<b>Program Outcome #2</b>	<b>Students apply the central concepts, tools of inquiry, and structures and can create meaningful learning experiences that develop student competence in subject matter and skills for various developmental levels.</b>	Apply their understanding of effective teaching strategies, assessment recording, & developmental goals to the creation of lesson plans that help children achieve the highest level of knowledge.	Demonstrate how to effectively observe, record, & assess young children's development & learning in a child care or school setting.	Demonstrate understanding of the influence of the physical setting, schedule, routine and transitions on children & use these experiences to promote children's development and learning.		Demonstrate knowledge of the identifying characteristics, etiologies, and unique learning needs of each disability category.	Develop strategies for assisting children's acquisition of knowledge about print cueing systems.	
<b>Program Outcome #3</b>	<b>Students demonstrate a high level of competence in English Language Arts and use concepts from reading, language, and child development that are necessary to teach reading, writing, speaking, viewing, listening, and thinking skills, and model application of developing skills to a variety of situations, materials, and ideas.</b>				Apply the knowledge of and strategies for promoting language development & intelligence in infant-toddlers.		Recognize literacy processes & their patterns of development	
<b>Program Outcome #4</b>	<b>Students demonstrate knowledge of the roles, responsibilities, and skills necessary for child care program teaching and administration.</b>	Describe what it means to become a professional early childhood educator & the obligations & commitments to children that early childhood professionals must understand & embrace.		Describe the basic materials, equipment, & learning areas of an early childhood classroom.	Implement scheduling techniques importance of infant-toddler routines & play.			1. Develop an understanding of the roles & responsibilities of a program administrator. 2. Exhibit knowledge & understanding of Child Care Licensing Regs. 3. Demonstrate an understanding of staff supervision, scheduling, evaluation & prof. dev. 4. Develop understanding of budget planning, sound business practices & fiduciary responsibility.

EDU 269 Internship I	ENG 104 Children's Literature	MUS 205 Music Skills for the Classroom Teacher	PED 215 Early Childhood Physical Activities	PSY 203 Educational Psychology
Work together to determine a set of four learning outcomes that will address program outcomes.	Increase student's knowledge about children's literature & provide opportunities for reading & increased enjoyment of a wide variety of literature.	1. Demonstrate knowledge of music theory & a functional performance level at the recorder & piano., 2. Comprehend & relate the <i>10 Functions of Music</i> . 3. Gain basic understanding of developmental levels & stages of learning.	1. Students will learn the importance movement plays in the life of a young child. 2. Students will better understand the characteristics of a preschool age child	1. Utilize the major theories, concepts, methods, & research findings of educational psychology to foster student success in the classroom. 2. Understand how student diversity impacts on potential student learning outcomes.
	Provide opportunities for oral reading, telling & writing in class.	1. Design lesson plans & successfully teach the elements contained in those plans to the class. 2. Create & modify musical examples within a nonmusical classroom to coincide with other academic learning.	1. Students will learn how to set up a sound fun learning environment 2. Students will learn how to set up a variety of motor lesson plans 3. Students will learn ways to adapt movement experiences to the physically handicapped child	
	Determine the attraction & value for children, age group suitability, & use of materials, recommended authors & illustrators & representative examples.			