

Learning Outcomes—Early Childhood Education

The successful undergraduate candidate in the Early Childhood Educations program is able to plan, teach, assess, reflect, and adapt. Each student will demonstrate the following abilities:

I. To Plan

This includes the following:

- A. Knowing young children's characteristics and needs.
- B. Understanding multiple influences on development and learning.
- C. Using developmental knowledge to create a learning environment.
- D. Connecting with children and families.
- E. Using developmentally effective approaches.
- F. Understanding content knowledge in early childhood.
- G. Building meaningful curriculum.
- H. Identifying and becoming involved with the ECE field.

I. To Teach

This includes the following:

- A. Connecting with children and families.
- B. Using developmentally effective approaches.
- C. Understanding content knowledge in early childhood.
- D. Building meaningful curriculum.
- E. Upholding ethical and professional standards.

II. To Assess

This includes the following:

- A. Understanding assessment goals, benefits and uses.
- B. Using appropriate assessments.
- C. Practicing responsible assessments.
- D. Knowing about assessment partnerships with families and professionals.

III. To Reflect

This includes the following:

- A. Knowing young children's characteristics and needs.
- B. Understanding multiple influences on development and learning.
- C. Understanding family and community characteristics
- D. Involving families and communities in children's development.
- E. Connecting children and families.
- F. Building meaningful curriculum.
- G. Identifying and becoming involved with the ECE field.

- H. Upholding ethical and professional standards.
- I. Engaging in continuous learning.
- J. Integrating knowledgeable, reflective and critical perspectives.
- K. Engaging in advocacy for children and the profession.

IV. To Adapt

This includes the following:

- A. Understanding family and community characteristics.
- B. Supporting and empowering families and communities through respectful, reciprocal relationships.
- C. Involving families and communities in children's development.
- D. Knowing about assessment partnerships with families and professionals.
- E. Connecting with children and families.
- F. Upholding ethical and professional standards.
- G. Engaging in continuous learning.
- H. Engaging in advocacy for children and the profession.