

COURSE OUTCOME MATRIX

COURSE SYLLABUS

PART 2 of 3

Course Number and Title	ED 213: Children and Families
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Credit Hours	3
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Course Description	This course examines the relationships between the young child and other members of the family unit and the relationship between the family and the early childhood program. The focus is on the child during infancy, toddler, and preschool years. Studies include the diversity of family lifestyles and cultures.
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Prerequisite(s) and/or Corequisite(s)	None
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Required Textbooks/References/Course Materials:

Children, Families, Schools, and Communities	10th	Berns	Cengage	1305088972
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	General Education Outcomes
1	Utilize written and verbal language to discuss and comprehend information, incorporating a variety of technologies, such as text, data, and images (written language, verbal language, and information technology).
2	Identify and interpret relevant information in order to formulate an opinion or conclusion (critical thinking).
3	Demonstrate and communicate computational methods and mathematical reasoning in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate) (quantitative literacy and fluency).
4	Communicate in appropriate ways with those who are culturally diverse (intercultural competence).

	Program/Department Outcomes
1	Students will effectively use knowledge obtained in the education program in their chosen subject areas.
2	Students will create and maintain a learning atmosphere that fosters a supportive learning community.
3	Students will demonstrate knowledge in their content areas.
4	Students will foster and monitor student learning.
5	Students will be active members of their school communities, and help to foster change when needed.
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	Course Outcomes (CO)	Bloom's Domain for CO (C, A, P), Category, and Level	Program/ Department Outcome(s)	Written Language	Verbal Language	Information Technology	Critical Thinking	Quantitative Literacy and Fluency	Intercultural Competence
1	Explain the importance and reasons for including family involvement in early childhood education. (ST 2)	C-Applying (3)	1, 3	2	1	1	1	1	1
2	Plan a variety of strategies for involving family centered practices in early childhood programs. (ST 2, 5)	C-Creating (6)	1,3	2	1	1	2	1	1
3.	Examine child development attachment theory and the impact on child and family relationships. (ST 1, 2)	C-Analyzing (4)	1,3	2	1	1	2	1	1
4.	Describe ways in which families differ in terms of ethnicity, race, culture, economics, gender roles, and geographic regions. (ST 2)	C-Applying (3)	1, 3, 4, 5	2	2	2	2	1	1
5	Compare the development of self-esteem within families of different cultures. (ST 1, 2, 4)	C-Understanding (2)	1,3,4,5	2	1	1	2	1	1
6	Explain attitudes and practices necessary for effective communication among families, early childhood programs and community agencies. (ST 2, 6)	C- Understanding (2)	1, 3	2	1	1	2	1	1
7	Create a variety of methods to communicate with families utilizing technology. (ST 2, 4)	C-Creating (6)	1, 3	2	1	1	2	1	1
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9									

Bloom's Domain Legend

C = Cognitive
A = Affective
P = Psychomotor

General Education Outcome Legend

2 = Included and Measurable
1 = Introduced and/or Minimally Addressed and Not Measurable
0 = Not included

Approved: October 14, 2021
Reviewed: November 5, 2021