



Department of Health & Human Services

Program & Technical Standards for Early Childhood Education Majors

Concerns with a Course

If you have any concerns about a course, including accessibility concerns, **first consult your instructor**. If after meeting with your instructor, if you feel that your concern has not been satisfactorily addressed, or if you feel that you cannot effectively communicate with your instructor about the issue, you may contact the following people in the following order:

Second Contact

Interim Dean of Health & Human Services: Vickie Ansley, (828) 627-4652, vsansley@haywood.edu Department Assistant: Jeanne Naber (828) 565-4035

Third Contact

Vice President of Instruction: Wendy Hines, (828) 565-4069, whines@haywood.edu

Program Outcomes

The Early Childhood Education degree program is designed to facilitate development of the following program outcomes:

1. Promoting Child Development and Learning-Knowing and understanding young children's characteristics, needs, and influences on development and learning.
2. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.
3. Building Family and Community Relationship-Knowing about and understanding diverse family and community characteristics. Along with supporting and empowering families and communities through respectful, reciprocal relationships. Involving families and communities in their children's development and learning.
4. Observing, Documenting, and Assessing to Support Young Children and Families-Understanding goals, benefits, and uses of assessment. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches. Understanding and practicing responsible assessment to promote positive outcomes for each child. Knowing about assessment partnerships with families and with other professionals.
5. Using Developmentally Effective Approaches to Connect with Children and Families-Understanding positive relationships and supportive interactions as the foundation of their work with children. Knowing and understanding effective strategies and tools for early education. Using a broad repertoire of developmentally appropriate teaching/learning practices. Reflecting on their own practice to promote positive outcomes for each child.
6. Using Content Knowledge to Build Meaningful Curriculum-Understanding content knowledge and resources in academic disciplines. Knowing and using the central concepts, inquiry tools, and structures of content access or academic disciplines. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.
7. Becoming a Professional-Identifying and involving oneself with the early childhood field. Knowing about and upholding ethical standards and other professional guidelines. Engaging in continuous, collaborative learning to inform practice. Integrating knowledgeable, reflective, and critical perspectives on early education. Engaging in informed advocacy for children and the profession.

EXAMPLES ARE NOT ALL INCLUSIVE.

Haywood Community College is an ADA compliant institution. The College does not discriminate on the basis of disability in the admissions process or in access to its programs, services and/or activities for qualified individuals who meet essential eligibility requirements. The College will provide reasonable accommodations for documented disabilities of individuals who are eligible to receive or participate in college programs, services and/or activities. Student Services provides a disability counselor to assist students in requesting disability related accommodations. If a student believes that he/she cannot meet one or more of the essential functions without accommodations, the student is encouraged to disclose the disability to the disability counselor as soon as possible. Students must certify the ability to *meet essential functions of the curriculum by a signed statement in the beginning of the program*.



Clinical and Lab Activity Information

Program of Study: Early Childhood Education

Department: Health & Human Services

Job Requirements	Occasional	Frequent	Constant
Activity:			
(List # of lbs.) 50			
Lifting			
Static Knuckle Height		✓	
Bench Height		✓	
Ankle Height		✓	
Shoulder Height	✓		
Dynamic Bench Height (3 feet)			
To the Left		✓	
From the Center		✓	
To the Right		✓	
Carrying			✓
Cart Height (3 feet)			
Pushing		✓	
Pulling		✓	
List Frequency Only:			
Sitting	✓		
Standing/Walking			✓
Climbing			
Stairs	✓		
Ladder	✓		
Balance			
Stooping		✓	
Kneeling	✓		
Crouching	✓		
Crawling	✓		
Reaching			
Forward			✓
Overhead		✓	
Bending Reach		✓	
Other		✓	
Handling		✓	
Fingering		✓	
Feeling		✓	
Hearing			✓
Seeing			
Near			✓
Distance			✓
Reading			✓
Calculating	✓		
Compiling	✓		

Lifting Frequencies:

Occasional	1 lift every 30 minutes
Frequent	1 lift every 2 minutes
Constant	1 lift every 15 seconds

Other Activities:

Occasional	0-33% (1-20 min per hour)
Frequent	34-66% (21-40 min per hour)
Constant	67-100% (41-60 min per hour)

Note: Requires a Criminal Background Check and a Urine Drug Screening.