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| **(CHDV B20)** | | | | |
| **Student Learning Outcomes or AUO** | **Measure** | **PLO** | **ILO** | **GE** |
| 1. Interpret best and promising teaching and care practices as defined within the field of early care and education’s history, range of delivery systems, program types and philosophies and ethical standards Objectives: Identify the historical roots of early childhood education. List different program types, delivery systems, and licensing and regulation structures in early childhood settings. Demonstrate awareness of developmental ages and stages. Explain child development as a profession, including ethics and professional organizations. | Pre-test/Post-test | 1,2,3 | I,II,III | N/A |
| 2. Identify the underlying theoretical perspective in forming a professional philosophy. Objectives: Compare and contrast theoretical perspectives. Develop a professional philosophy. | Pre-test/Post-test | 2 | I,III | N/A |
| 3. Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families. Objectives: Define developmentally, culturally and linguistically appropriate practice. Describe adaptations (programmatic, curricular and environmental strategies) needed to support children with diverse abilities and characteristics. Identify and compare effective policies, practices, and environments in early childhood settings. | Pre-test/Post-test | 1,2,3 | I,II,III,IV | N/A |
| 4. Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children. Objectives: Describe why access to play is important for all children and ways of using a play-based curriculum as a vehicle for developing skills, dispositions, and knowledge. | Pre-test/Post-test | 1,2,3 | I,II,III | N/A |
| 5. Examine a variety of guidance and interaction strategies to increase children’s social competence and promote a caring classroom community. Objectives: Describe the characteristics of effective relationships and interactions between an early childhood professionals, children, families, and colleagues and examine the importance of collaboration. Compare and contrast principles of positive guidance strategies. Develop strategies to maintain communication and access with English language learning families and children. Demonstrate skills to maintain positive team relations. | Pre-test/Post-test | 2,3 | I,II,III | N/A |
| 6. Analyze the relationship between observation, planning, implementation, and assessment in developing effective teaching strategies and positive learning and development. Objectives: Describe the relationship of observation, planning, implementation, and assessment in effective programming. Identify practices promoting positive classroom management, guidance, communication and problem solving skills. | Pre-test/Post-test | 1,2,3 | II,III | N/A |
| **PLOs:**  1. Demonstrate an understanding of developmentally appropriate curriculum and explain principles and practices pertaining to child development.  2. Explain topics concerning the child, family, and community, and will be able to demonstrate pediatric CPR and first aid.  3. Compose observations and assessments, compare and contrast the development of children on children from infancy to adolescents considering culture and typical and atypical needs.  4. Demonstrate an understanding of the needs of infant/toddler and children with special needs, according to their mastery specialization. The master teacher will be able to design a care plan for the needs of infant and toddlers or special education children commensurate to their specialization.  **ILOs:**   1. **Think critically and evaluate sources and information for validity and usefulness.** 2. **Communicate effectively in both written and oral forms.** 3. **Demonstrate competency in a field of knowledge or with job-related skills.** 4. **Engage productively in all levels of society – interpersonal, community, the state and nation, and the world.**   **GELOs:**  **Use the GE categories from the catalog if this is a GE course.**  **A-E** | | | | |
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