|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **(CHDV B21)** | | | | |
| **Student Learning Outcomes or AUO** | **Measure** | **PLO** | **ILO** | **GE** |
| 1. Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies. Objectives: Examine ways in which developmental domains are continuous, sequential and inter-related. Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers. | Pre-test/Post-test/Portfolio Assignment | 1,2 | II,III | 4  D.1 |
| 2. Analyze how cultural, economic, political, historical contexts affect children’s development. Objectives: Examine and evaluate the role of family in facilitating children’s development. Investigate and explain the process of bilingual development in children at various stages. | Pre-test/Post-test/Portfolio Assignment | 1,2,3 | III | 4  D.1 |
| 3. Compare and contrast various theoretical frameworks that relate to the study of human development. Objectives: Demonstrate knowledge of current research findings as they apply to child development. Examine and explain how bias can influence the research process. | Pre-test/Post-test/Portfolio Assignment | 2 | I,II,III | 4  D.1 |
| 4. Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies. Objective: Examine and discuss major theories of child development. Investigate and explain sources of developmental change and reasons for disturbances in the developmental process. | Pre-test/Post-test/Portfolio Assignment | 1,3 | I,II,III | 4  D.1 |
| 5. Differentiate characteristics of typical and atypical development at various stages. Objectives: Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages. Identify and describe risk factors that impact families and child at each major developmental stage. | Pre-test/Post-test/Portfolio Assignment | 1,2,3 | II,III | 4  D.1 |
| 6. Analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development. Objectives: Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment. Examine and evaluate the role of teachers and other professionals in facilitating children’s development. Examine and evaluate the role of play and its relationship to development at various stages. Describe and explain biological and environmental factors influencing the development of identity and self-esteem in children of all ages. | Pre-test/Post-test/Portfolio Assignment | 1,2 | I,II,III | 4  D.1 |
| 7. Identify the challenges the newborn through adolescence in today’s society. | Pre-test/Post-test/Portfolio Assignment | 2,3 | III |  |
| **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** | | | | |
|  | | | | |