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| **(CHDV B32)** | | | | |
| **Student Learning Outcomes or AUO** | **Measure** | **PLO** | **ILO** | **GE** |
| 1. Critique theories and review the multiple impacts on young children’s social identity. Objectives: Understand the nature and processes of systemic and internalized privilege and oppression and their impacts on children’s identity development and learning. Explore the unique and overlapping issues in racism, sexism, classism, heterosexism, ableism, and ethnocentrism as they relate to children and to early childhood settings. Review professional ethics and responsibilities and legal implications of bias, prejudice and/or exclusion. | Pre-test/Post-test | 2 | I,II,III | N/A |
| 2. Analyze various aspects of children’s experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences. Objectives: Explore and define issues of cultural identity including factors such as language, ethnicity, religion, immigration, and economic class in relationship to children, families, and early childhood settings. Describe a variety of strategies for creating partnerships with parents through building mutual, collaborative relationships, and to challenge bias and injustice in the lives of their children. Explore and define issues of student variability | Pre-test/Post-test | 2,3 | II,III | N/A |
| 3. Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development. Objectives: Plan classroom environments, materials and approaches to effectively promote pride in one’s own identity and delight and respect for social diversity. Demonstrate strategies for helping children negotiate and resolve conflicts caused by cultural, class and gender differences, with a focus on using anti-bias approaches in the classroom. Evaluate inclusive classroom environments, materials and approaches that are developmentally, culturally and linguistically appropriate to specific groups of children. | Pre-test/Post-test | 2,3,4 | I,II,III | N/A |
| 4. Evaluate the impact of personal experiences and social identity on teaching effectiveness. Objectives: Identify and assess the overt and covert ways in which stereotypes and prejudice are learned. Define and assess the impacts of factors such as language, ethnicity, religion, immigration, and economic class in the personal history of the student and the subsequent impact on teaching young children and families. Identify teacher’s roles and responsibilities in creating a more just world for every child. | Pre-test/Post-test | 2,3 | I,II,III,IV | 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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