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| **(CHDV B42)** | | | | |
| **Student Learning Outcomes or AUO** | **Measure** | **PLO** | **ILO** | **GE** |
| 1. Analyze theories of socialization that address the interrelationship of child, family and community. Objectives: Demonstrate knowledge about the child as developing within a system and influenced by numerous factors of socialization. Discuss theories about the role of family, school and community in the process of socialization. | Pre-test/Post-test | 1, 2, 3 | I,II,III | D1, E |
| 2. Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families. Objectives: Examine the role of childcare and schooling in the process of socialization. Investigate and explain the effects of age, gender, diverse abilities, language and culture, racial identity and ethnicity, socio-economic status, institutions, the media, and public policy on children and families. Identify stereotypes and assumptions that affect attitudes and actions within the family, the culture and the professional community. Explain and describe the foundation of socialization in developmental context. | Pre-test/Post-test | 1, 2, 3 | I,II,III,IV | D1, E |
| 3. Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities. Objectives: Examine the impact of change and transitions upon children and family dynamics. Explain and interpret the impact of socioeconomic factors on children and families, particularly in the area of work, childcare, single parent families, health poverty. Demonstrate ability to implement a variety of appropriate and effective communication strategies for working with diverse and special needs populations. | Pre-test/Post-test | 2, 3, 4 | I,II,III | D1, E |
| 4. Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children’s development and learning. Objectives: Examine the role of family in the process of socialization. Define and examine a variety of contemporary issues that influence family functioning and develop appropriate strategies to assist families experiencing stress. Identify early childhood practices that support all children and families. | Pre-test/Post-test | 2 | I,II,III | D1, E |
| 5. Critically assess community support services and agencies that are available to community and families. Objectives: Demonstrate the ability to identify and analyze risk factors and/or problems and recommend appropriate community resources. Demonstrate knowledge of legal requirements and ethical responsibilities of professionals working with all children and families. Investigate advocacy strategies to influence public policy on behalf of children and families. | Pre-test/Post-test | 2, 3 | I,II,III | D1, E |
| 6. Analyze one’s own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families. Objectives: Compare and contrast diverse family structures, parenting styles, culture, tradition and values and their impact upon children and youth. Develop advocacy strategies to affect public attitudes and policy. Explore one’s own family history and examine how it affects one’s relationships with children and families. | Pre-test/Post-test | 3 | I,II,III | D1, E |
| **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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