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| **(CHDV B45A)** | | | | |
| **Student Learning Outcomes or AUO** | **Measure** | **PLO** | **ILO** | **GE** |
| 1. Compare and contrast a variety of educational philosophies. Understand the purpose of a clearly defined philosophy. | Pre-test/Post-test | 3 | I,III | N/A |
| 2. Define the duties of a child development program administrator. | Pre-test/Post-test | N/A | II,III | N/A |
| 3. Identify basic business procedures and practices for the efficient administration of programs for young children while operating within budget constraints. | Pre-test/Post-test | N/A | I,III | N/A |
| 4. Demonstrate an understanding of state requirements for indoor and outdoor environments / floor plans. | Pre-test/Post-test | 1 | I,II,III | N/A |
| 5. Recognize developmentally appropriate curriculum for preschool children. Demonstrate how to formulate, implement and evaluate objectives and how to plan a daily schedule. | Pre-test/Post-test | 1,3 | I,II,III | N/A |
| 6. Distinguish what constitutes a quality child development program and describe methods of advocating for such centers with parents and the community. | Pre-test/Post-test | 1,3 | 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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