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| **(CHDV B49)** | | | | |
| **Student Learning Outcomes or AUO** | **Measure** | **PLO** | **ILO** | **GE** |
| 1. Assess strategies to maximize the mental and physical health of children and adults in programs for all young children in accordance with culturally, linguistic and developmentally sound practice. Objectives: Demonstrate effective strategies for evaluating health and safety policy. | In-Class and Portfolio Assignments/  Post Test | 1, 2 | I, III | N/A |
| 2. Identify health, safety, and environmental risks in children’s programs. Objectives: Identify environmental health and safety risks for children ages 0-5. Identify symptoms of common communicable diseases and other health conditions that effect children young children. | In-Class and Portfolio Assignments/  Post Test | 2 | I,III | N/A |
| 3. Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition. Objectives: Differentiate the nutritional needs of various ages of children and plan economical and nutritional meals and snacks based on the individual needs of children. | In-Class and Portfolio Assignments/  Post Test | 1, 3 | I, III | N/A |
| 4. Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families. Objectives: Compare and contrast various health assessment tools and policies. Identify and discuss common health and safety issues in early childhood settings. Identify characteristics of abuse and neglect and demonstrate knowledge of mandated child abuse reporting procedures. Review laws and regulations (e.g., Title 22, Title 5, Fire Code) supporting health, safety, and nutrition in children’s programs. | In-Class and Portfolio Assignments/  Post Test | 1, 2 | I, ii, III | N/A |
| 5. Distinguish aspects of quality in programs for young children as related to health and safety, acknowledging the value of collaboration with families and the community. Objectives: Compare and contrast various methods of collaboration with teachers and families to promote health and safety in settings for children ages 0-5. Write appropriate early childhood curriculum on the topics of health, safety, and nutrition appropriate for families and all children. Recognize a caregiver’s role and responsibility to model good health, safety and nutrition habits. | In-Class and Portfolio Assignments/  Post Test | 1, 2 | I, 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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