

Appendix A

Student Learning Outcomes and CAP Lower Division Eight Courses Mapped onto the *Instructional Guide for the California Preschool Learning Foundations, Volume 2*

To support faculty in decisions regarding how and where they can best use the *California Preschool Learning Foundations, Volume 2* in their course work or across their program, the Student Learning Outcomes (SLOs) developed by the Curriculum Alignment Project (CAP) (http://www.childddevelopment.org/cs/cdtc/print/htdocs/services_cap.htm) for the eight core lower division early childhood courses have been mapped onto each learning experience in this instructional guide for consideration. At the beginning of each learning experience the Preview of the Learning Experience will provide the list of courses that have been mapped onto the specific learning experience.

The Curriculum Alignment Project's SLOs, objectives, and examples of course content and topics indicated for this instructional guide for the *California Preschool Learning Foundations, Volume 2* are found in this Appendix A. Refer to the Student Learning Outcomes Index for an overview of this instructional guide mapping listed by domain. The location of the SLO Index is listed in the Table of Contents for this instructional guide.

These SLOs are organized by the CAP core lower division early childhood courses. This is not an exhaustive list, and faculty might find ways to use the learning experiences to address SLOs in ways other than what has been indexed. Working through these selected learning experiences does not guarantee the achievement of any student learning outcome or objective; it is understood that students achieve student outcomes through repeated engagement with information and experiences that build competence.

To assist faculty in using these SLOs as supports for decision making, the instructional guide learning experiences are indexed first by *California Preschool Learning Foundations, Volume 2* domains then by CAP courses and SLOs so that faculty can select what is most relevant to their particular needs. Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome. Not all student learning outcomes map onto the specific content of the instructional guide.

California State University and University of California

The Curriculum Alignment Project (CAP) course and student learning outcome (SLO) mapping with this instructional guide is done with the understanding that not all institutions will use these particular SLOs or objectives. This is particularly true for faculty at the California State University (CSU) and University of California (UC) campuses. The SLOs do provide learning outcomes that can be used selectively or with adaptations for courses at the CSU and UC campuses and indicate what can be accomplished by students through using the learning experiences in this instructional guide.



Visual and Performing Arts Domain

Visual and Performing Arts – Learning Experience 1: Connecting to Our Early Experiences with the Visual and Performing Arts

Course: Child Growth and Development

Student Learning Outcomes:

- 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.
- Describe and explain biological and environmental factors influencing the development of identity and self-esteem in children of all ages.

Content and Topics:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
 - Infant and toddler development
 - Play-years development

Course: Child, Family and Community

Student Learning Outcomes:

- Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families.

Objectives:

- Compare and contrast diverse family structures, parenting styles, culture, tradition and values and their impact upon children and youth.

Content and Topics:

- The influence of adults' personal experience and family history on relationships with children and families

Course: Introduction to Curriculum

Student Learning Outcomes:

- Evaluate the teachers' role in providing best and promising practices in early childhood programs.
- Compare and contrast play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development.



Course: Introduction to Curriculum – Continued

Objectives:

- Define major areas of content learning for young children and discuss activities, materials, and approaches, which most effectively support that learning in an early childhood classroom accessible to all children.
- Apply understanding of children's learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language & literacy; physical/motor mastery; creativity and the arts; mathematics and science.
- Discuss the role of curriculum in supporting socialization, self-regulation and self-help skills for all children.

Content and Topics:

- Curriculum planning that reflects the value and sequence of the child's ability to construct and represent her/his world through symbols
- Emergent curriculum, webbed curriculum, themes, project approach

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.

Objectives:

- Demonstrate awareness of developmental ages and stages.
- Describe why access to play is important for all children and ways of using a play-based curriculum as a vehicle for developing skills, dispositions, and knowledge.

Content and Topics:

- The influence of environment on behavior and learning
- The meaning of DCLAP - developmentally, culturally, linguistically appropriate practice

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

Objectives:

- 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.
- Evaluate inclusive classroom environments, materials and approaches that are developmentally, culturally and linguistically appropriate to specific groups of children.

Content and Topics:

- Culturally and developmentally appropriate classrooms: curriculum, environment; human relationships

Course: Practicum-Field Experience

Student Learning Outcomes:

- Critically assess one's own teaching experiences to guide and inform practice.



Course: Practicum-Field Experience – Continued

Objectives:

- Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.
- Use and articulate current research and understanding of development and learning theories to select effective learning materials and experiences for all young children.

Content and Topics:

- Developmental Domains-Social, Emotional, Cognitive, Creative, Language and Physical
- Use State Learning Standards and Tools

Visual and Performing Arts – Learning Experience 2: Connecting to Visual and Performing Arts in Our Communities

Course: Child Growth and Development

Student Learning Outcomes:

- 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 family in facilitating children's development.

Content and Topics:

- The role and influence cultural and societal impacts

Course: Child, Family and Community

Student Learning Outcomes:

- Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families.

Objectives:

- Compare and contrast diverse family structures, parenting styles, culture, tradition and values and their impact upon children and youth.

Content and Topics:

- The influence of adults' personal experience and family history on relationships with children and families

Course: Introduction to Curriculum

Student Learning Outcomes:

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.



Course: Introduction to Curriculum – Continued

Objectives:

- Identify key ways in which the environment functions as an essential component of curriculum.
- Apply understanding of children's learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language & literacy; physical/motor mastery; creativity and the arts; mathematics and science.
- Evaluate teacher behaviors for best practices reflecting current research and the impact it has on children's learning and development.

Content and Topics:

- Classroom environments that reflect the children, families, cultures and languages of the communities served
- Emergent curriculum, webbed curriculum, themes, project approach
- Art and creative development
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.

Objectives:

- Define developmentally, culturally and linguistically appropriate practice.

Content and Topics:

- Unique roles of a teacher in an early childhood setting

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

Objectives:

- 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.
- Evaluate inclusive classroom environments, materials and approaches that are developmentally, culturally and linguistically appropriate to specific groups of children.

Content and Topics:

- Culturally and developmentally appropriate classrooms: curriculum, environment; human relationships

Course: Practicum-Field Experience

Student Learning Outcomes:

- Critically assess one's own teaching experiences to guide and inform practice.



Course: Practicum-Field Experience – Continued

Objectives:

- Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.
- Use and articulate current research and understanding of development and learning theories to select effective learning materials and experiences for *all* young children.

Content and Topics:

- Developmental Domains-Social, Emotional, Cognitive, Creative, Language and Physical
- Use State Learning Standards and Tools

Visual and Performing Arts – Learning Experience 3: Piecing Together the Visual and Performing Arts Domain Content Puzzle

Course: Child Growth and Development

Student Learning Outcomes:

- 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 ways in which developmental domains are continuous, sequential and interrelated.
- Examine and evaluate the role of play and its relationship to development at various stages.

Content and Topics:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
 - Infant and toddler development
 - Play-years development

Course: Introduction to Curriculum

Student Learning Outcomes:

- Compare and contrast play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development.

Objectives:

- Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.
- Apply understanding of children's learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language & literacy; physical/motor mastery; creativity and the arts; mathematics and science.



Course: Introduction to Curriculum – Continued

Content and Topics:

- Play as the central modality of young children's learning
- The environment as teacher: balance between naturalistic and structured spaces; soft and hard space; traffic patterns; protected and open space; visual/aesthetic messages
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.

Objectives:

- Describe why access to play is important for all children and ways of using a play-based curriculum as a vehicle for developing skills, dispositions, and knowledge

Content and Topics:

- Play as a vehicle for development and learning

Course: Observation and Assessment

Student Learning Outcomes:

- Embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children.

Objectives:

- Demonstrate and apply knowledge of developmental domains when dealing with difference, delays, and disorders.

Content and Topics:

- Identify differences in development and skills among children

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

Objectives:

- Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.

Content and Topics:

- Developmental Domains-Social, Emotional, Cognitive, Creative, Language and Physical
- Use State Learning Standards and Tools



Visual and Performing Arts – Learning Experience 4: Exploring the Content of the Visual and Performing Arts Domain Through Vocabulary

Course: Child Growth and Development

Student Learning Outcomes:

- 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 role of play and its relationship to development at various stages.

Content and Topics:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
 - Infant and toddler development
 - Play-years development

Course: Introduction to Curriculum

Student Learning Outcomes:

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.

Objectives:

- Define, explain and apply constructivist theory in curriculum planning for young children..
- Identify key ways in which the environment functions as an essential component of curriculum.

Content and Topics:

- Play as the central modality of young children's learning
- The environment as teacher: balance between naturalistic and structured spaces; soft and hard space; traffic patterns; protected and open space; visual/aesthetic messages
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.

Objectives:

- Identify and compare effective policies, practices, and environments in early childhood settings.
- Describe adaptations (programmatic, curricular and environmental strategies) needed to support children with diverse abilities and characteristics.



Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

- The meaning of DCLAP - developmentally, culturally, linguistically appropriate practice
- Play as a vehicle for development and learning
- The influence of environment on behavior and learning

Course: Observation and Assessment

Student Learning Outcomes:

- Embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children.

Objectives:

- Demonstrate and apply knowledge of developmental domains when dealing with difference, delays, and disorders.

Content and Topics:

- Identify differences in development and skills among children
- National and State standards for learning and assessment

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Identify health, safety, and environmental risks in children's programs.
- Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.

Objectives:

- Identify and discuss common health and safety issues in early childhood settings.

Content and Topics:

- Common health issues (i.e. obesity, asthma, autism, allergies)

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

Objectives:

- Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.

Content and Topics:

- Developmental Domains-Social, Emotional, Cognitive, Creative, Language and Physical
- Use State Learning Standards and Tools



Visual and Performing Arts – Learning Experience 5: Linking Preschool Learning Foundations and the Prekindergarten Content Standards Related to the Visual and Performing Arts

Course: Child Growth and Development

Student Learning Outcomes:

- Compare and contrast various theoretical frameworks that relate to the study of human development.
- 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:

- Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
- Examine and evaluate the role of teachers and other professionals in facilitating children's development.

Content and Topics:

- Introduction to developmental perspective

Course: Child, Family and Community

Student Learning Outcomes:

- Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families.

Objectives:

- Demonstrate knowledge about the child as developing within a system and influenced by numerous factors of socialization.
- Demonstrate knowledge of legal requirements and ethical responsibilities of professionals working with all children and families.

Content and Topics:

- Challenges and benefits of early childhood practices that support children and families: creating partnerships, sharing knowledge and expertise, two-way communication, sharing power and decision making, acknowledging and respecting diversity, and creating networks of support

Course: Introduction to Curriculum

Student Learning Outcomes:

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.

Objectives:

- Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.



Course: Introduction to Curriculum – Continued

Objectives – Continued:

- Demonstrate through written curriculum plans, familiarity with appropriate materials, equipment and teaching approaches that support optimum learning and development for all young children.
- Using current professional standards observe and document children at play and propose appropriate curriculum and possibilities for expanding children's learning in a variety of curriculum content areas.

Content and Topics:

- Collaboration: all levels of staff; teaching staff and families; across classrooms
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Objectives:

- Describe the characteristics of effective relationships and interactions between early childhood professionals, children, families, and colleagues and examine the importance of collaboration.
- Explain child development as a profession, including ethics and professional organizations.

Content and Topics:

- Unique roles of a teacher in an early childhood setting
- Collaboration and partnerships with families, colleagues, and health care professionals—5 principles of family centered care

Course: Observation and Assessment

Student Learning Outcomes:

- Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.

Objectives:

- Compare and analyze historic and currently recognized current state and widely used assessment tools and processes.
- Demonstrate and apply knowledge of developmental domains when dealing with difference, delays, and disorders.

Content and Topics:

- Identify differences in development and skills among children

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.



Course: Health, Safety and Nutrition – Continued

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.

Content and Topics:

- Planning for children's health, safety, and nutrition education
- Physical fitness

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- 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.

Content and Topics:

- The teacher as model: self knowledge; recognition and respect for differences; responsive behaviors; acknowledgement and struggle with bias; change agent for and with children, families and colleagues

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
- Critically assess one's own teaching experiences to guide and inform practice.

Objectives:

- Critically assess personal experiences to inform and guide future teaching and collaborative practices.
- Demonstrate professional behavior and preparation for the field of early childhood education.
- Demonstrate a professional level of competence in written and verbal expression.

Content and Topics:

- Professional and ethical conduct
- Use State Learning Standards and Tools
- Career Ladder



Visual and Performing Arts – Learning Experience 6: Using the Research Base for Understanding Children’s Development in the Visual and Performing Arts

Course: Child Growth and Development

Student Learning Outcomes:

- 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 and explain how bias can influence the research process.
- 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 family in facilitating children’s development.

Content and Topics:

- Investigative research methods: interviews, surveys, observation; documentation, analysis, presentation of findings. Including questions of ethics, bias, and validity of research

Course: Child, Family and Community

Student Learning Outcomes:

- Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities.

Objectives:

- Compare and contrast diverse family structures, parenting styles, culture, tradition and values and their impact upon children and youth.
- Identify early childhood practices that support all children and families.

Content and Topics:

- Contemporary issues and their effect on children and families

Course: Introduction to Curriculum

Student Learning Outcomes:

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children’s development and acquisition of knowledge and skills.

Objectives:

- Explain verbally and in writing, the sequence of play as central to development and learning for young children.

Content and Topics:

- Role of teacher as informed, caring, thoughtful decision maker



Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Objectives:

- Identify and compare effective policies, practices, and environments in early childhood settings.
- Compare and contrast theoretical perspectives.

Content and Topics:

- Current and historic models, influences and approaches in the field of early childhood

Course: Observation and Assessment

Student Learning Outcomes:

- Critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings.

Objectives:

- Compare and analyze position statements of key groups including NABE and NAEYC regarding assessment and documentation.

Content and Topics:

- National and State standards for learning and assessment

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.

Objectives:

- Research current health issues related to children and families.

Content and Topics:

- Promote good health with families, teachers and children involved in culturally linguistically and developmentally appropriate ways
- Physical fitness

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

Objectives:

- Explore the unique and overlapping issues in racism, sexism, classism, heterosexism, ableism, and ethnocentrism as they relate to children and to early childhood settings.



Course: Teaching in a Diverse Society – Continued

Content and Topics:

- Identification of stereotypes and biased messages in the media and in the classroom and exploration of educational approaches that teach children how to challenge such messages and develop alternative behaviors

Course: Practicum-Field Experience

Student Learning Outcomes:

- Evaluate the effectiveness of early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.

Objectives:

- Use and articulate current research and understanding of development and learning theories to select effective learning materials and experiences for *all* young children.
- Demonstrate a professional level of competence in written and verbal expression.

Content and Topics:

- Use State Learning Standards and Tools

Visual and Performing Arts – Learning Experience 7: Identifying Family and Cultural Components in the Visual and Performing Arts

Course: Child Growth and Development

Student Learning Outcomes:

- 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 and evaluate the role of family in facilitating children's development.
- Identify and describe risk factors that impact families and child at each major developmental stage.

Content and Topics:

- Introduction to developmental perspective

Course: Child, Family and Community

Student Learning Outcomes:

- Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning.

Objectives:

- Identify early childhood practices that support all children and families.
- Define and examine a variety of contemporary issues that influence family functioning and develop appropriate strategies to assist families experiencing stress.



Course: Child, Family and Community – Continued

Objectives – Continued:

- Demonstrate ability to implement a variety of appropriate and effective communication strategies for working with diverse and special needs populations.

Content and Topics:

- Appropriate and effective communication strategies for working with diverse and special needs populations

Course: Introduction to Curriculum

Student Learning Outcomes:

- Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support *all* children.

Objectives:

- Demonstrate and explain in curriculum plans the progression from simple to complex and concrete to abstract and explain how these concepts are essential for all children's learning.
- Identify various ways of engaging with children's families in curriculum planning and documenting of children's involvement and learning.

Content and Topics:

- Collaboration: all levels of staff; teaching staff and families; across classrooms
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.

Objectives:

- Describe the characteristics of effective relationships and interactions between early childhood professionals, children, families, and colleagues and examine the importance of collaboration.
- Develop strategies to maintain communication and access with English language learning families and children.

Content and Topics:

- Collaboration and partnerships with families, colleagues, and health care professionals—5 principles of family centered care

Course: Observation and Assessment

Student Learning Outcomes:

- Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.



Course: Observation and Assessment – Continued

Objectives:

- Articulate the value of involving families and other professionals in the observation and assessment process for all children.

Content and Topics:

- The value of collaboration with families and other professionals

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- 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.

Content and Topics:

- Physical fitness

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- 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.

Content and Topics:

- Teachers and families: teacher responsibility to assess power dynamics; and commitment to co-creation of anti-bias approaches

Course: Practicum-Field Experience

Student Learning Outcomes:

- Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.

Objectives:

- Critically assess personal experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Use State Learning Standards and Tools



Visual and Performing Arts – Learning Experience 8: Exploring the Influence of Community and Family on Children’s Participation in the Visual and Performing Arts

Course: Child Growth and Development

Student Learning Outcomes:

- 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 family in facilitating children’s development.

Content and Topics:

- The role and influence cultural and societal impacts

Course: Child, Family and Community

Student Learning Outcomes:

- Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families.

Objectives:

- Compare and contrast diverse family structures, parenting styles, culture, tradition and values and their impact upon children and youth.

Content and Topics:

- The influence of adults’ personal experience and family history on relationships with children and families

Course: Introduction to Curriculum

Student Learning Outcomes:

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children’s development and acquisition of knowledge and skills.

Objectives:

- Identify key ways in which the environment functions as an essential component of curriculum.
- Apply understanding of children’s learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language & literacy; physical/motor mastery; creativity and the arts; mathematics and science.
- Evaluate teacher behaviors for best practices reflecting current research and the impact it has on children’s learning and development.



Course: Introduction to Curriculum – Continued

Content and Topics:

- Classroom environments that reflect the children, families, cultures and languages of the communities served
- Emergent curriculum, webbed curriculum, themes, project approach
- Art and creative development
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.

Objectives:

- Define developmentally, culturally and linguistically appropriate practice.

Content and Topics:

- Unique roles of a teacher in an early childhood setting

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

Objectives:

- 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.
- Evaluate inclusive classroom environments, materials and approaches that are developmentally, culturally and linguistically appropriate to specific groups of children.

Content and Topics:

- Culturally and developmentally appropriate classrooms: curriculum, environment; human relationships

Course: Practicum-Field Experience

Student Learning Outcomes:

- Critically assess one's own teaching experiences to guide and inform practice.

Objectives:

- Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.
- Use and articulate current research and understanding of development and learning theories to select effective learning materials and experiences for *all* young children.



Course: Practicum-Field Experience – Continued

Content and Topics:

- Developmental Domains-Social, Emotional, Cognitive, Creative, Language and Physical
- Use State Learning Standards and Tools

Visual and Performing Arts – Learning Experience 9: Exploring Examples of the Visual and Performing Arts in the Early Care and Education Setting

Course: Child Growth and Development

Student Learning Outcomes:

- 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:

- Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers.
- Examine and evaluate the role of play and its relationship to development at various stages.

Content and Topics:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
 - Infant and toddler development
 - Play-years development
- The role and influence cultural and societal impacts

Course: Introduction to Curriculum

Student Learning Outcomes:

- Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support *all* children.

Objectives:

- Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.
- Apply understanding of children's learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language & literacy; physical/motor mastery; creativity and the arts; mathematics and science.
- Using current professional standards observe and document children at play and propose appropriate curriculum and possibilities for expanding children's learning in a variety of curriculum content areas.



Course: Introduction to Curriculum – Continued

Content and Topics:

- Play as the central modality of young children's learning
- Individual learning styles and modalities
- Observation and documentation as related to curriculum development
- Selecting activities, materials and equipment, meeting goals
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.

Objectives:

- Demonstrate awareness of developmental ages and stages.
- Describe the relationship of observation, planning, implementation, and assessment in effective programming.

Content and Topics:

- Play as a vehicle for development and learning
- The interrelationship of planning, observation, and assessment

Course: Observation and Assessment

Student Learning Outcomes:

- Critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings.
- Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development.

Objectives:

- Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs.
- Demonstrate and apply knowledge of developmental domains when dealing with difference, delays, and disorders.
- Demonstrate knowledge of the role that observation and assessment play in intervention.

Content and Topics:

- National and State standards for learning and assessment
- Observation and assessment as a tool to create appropriate environments
- Portfolio collection (e.g., photos, art, writing), which makes visible children's development and learning

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- 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.

**Course: Health, Safety and Nutrition – Continued****Objectives:**

- Demonstrate effective strategies for evaluating health and safety policies and procedures.
- Write appropriate early childhood curriculum on the topics of health, safety, and nutrition appropriate for families and all children.

Content and Topics:

- N/A

Course: Practicum-Field Experience**Student Learning Outcomes:**

- Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.

Objectives:

- Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.

Content and Topics:

- Authentic assessment and documentation for all children
- Use State Learning Standards and Tools

**Visual and Performing Arts – Learning Experience 10:
Connecting English-language Development to the Visual and
Performing Arts in the Early Care and Education Setting****Course: Child Growth and Development****Student Learning Outcomes:**

- Analyze how cultural, economic, political, historical contexts affect children's development.

Objectives:

- Investigate and explain the process of bilingual development in children at various stages.

Content and Topics:

- Bilingual development and theories of language learning and bilingualism

Course: Introduction to Curriculum**Student Learning Outcomes:**

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.



Course: Introduction to Curriculum – Continued

Objectives:

- Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.
- Design curriculum plans and activities to include support of home language as well as development of English as a second language.

Content and Topics:

- Impacts of language and culture on children's play and learning
- Assessing all curriculum for access and appropriate inclusion approaches
- Innovative approaches

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.

Objectives:

- Define developmentally, culturally and linguistically appropriate practice.
- Describe adaptations (programmatic, curricular and environmental strategies) needed to support children with diverse abilities and characteristics.
- Develop strategies to maintain communication and access with English language learning families and children

Content and Topics:

- The meaning of DCLAP - developmentally, culturally, linguistically appropriate practice

Course: Observation and Assessment

Student Learning Outcomes:

- Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics.

Objectives:

- Consider the effect of social context, child's state of health and well-being, primary language, ability and environment on assessment processes.

Content and Topics:

- National and State standards for learning and assessment

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.



Course: Teaching in a Diverse Society – Continued

Objectives:

- Plan classroom environments, materials and approaches to effectively promote pride in one's own identity and delight and respect for social diversity.
- Evaluate inclusive classroom environments, materials and approaches that are developmentally, culturally and linguistically appropriate to specific groups of children.

Content and Topics:

- Culturally and developmentally appropriate classrooms: curriculum, environment; human relationships

Course: Practicum-Field Experience

Student Learning Outcomes:

- Evaluate the effectiveness of early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.
- Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.

Objectives:

- Plan, present and evaluate a variety of developmentally, culturally and linguistically appropriate, play-based curriculum and activities.

Content and Topics:

- Application of developmentally, culturally, linguistically appropriate practices
- Positive interactions with children and adults in primary language(s)

Visual and Performing Arts – Learning Experience 11: Exploring the Relationships of the Foundations in the Visual and Performing Arts Domain to Foundations in Other Domains

Course: Child Growth and Development

Student Learning Outcomes:

- Differentiate characteristics of typical and atypical development at various stages.

Objectives:

- Examine ways in which developmental domains are continuous, sequential and interrelated.
- Examine and evaluate the role of play and its relationship to development at various stages

Content and Topics:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
 - Infant and toddler development
 - Play-years development
- The role and influence cultural and societal impacts



Course: Introduction to Curriculum

Student Learning Outcomes:

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.
- Compare and contrast play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development.

Objectives:

- Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.
- Apply understanding of children's learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language & literacy; physical/motor mastery; creativity and the arts; mathematics and science.

Content and Topics:

- Emergent curriculum, webbed curriculum, themes, project approach
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.

Objectives:

- Demonstrate awareness of developmental ages and stages.
- Describe the relationship of observation, planning, implementation, and assessment in effective programming.

Content and Topics:

- The interrelationship of planning, observation, and assessment

Course: Observation and Assessment

Student Learning Outcomes:

- Embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children.

Objectives:

- Demonstrate and apply knowledge of developmental domains to interpretations of observations.

Content and Topics:

- Appropriate procedures of child observation

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.



Course: Practicum-Field Experience – Continued

Objectives:

- Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.

Content and Topics:

- Integration across curriculum and in collaboration w/team
- Use State Learning Standards and Tools

Visual and Performing Arts – Learning Experience 12: Exploring Across Domains as Visual and Performing Artists

Course: Child Growth and Development

Student Learning Outcomes:

- Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.
- 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 ways in which developmental domains are continuous, sequential and interrelated.

Content and Topics:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
 - Infant and toddler development
 - Play-years development

Course: Introduction to Curriculum

Student Learning Outcomes:

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.

Objectives:

- Define, explain and apply constructivist theory in curriculum planning for young children.
- Identify key ways in which the environment functions as an essential component of curriculum.

Content and Topics:

- Play as the central modality of young children's learning
- The environment as teacher: balance between naturalistic and structured spaces; soft and hard space; traffic patterns; protected and open space; visual/aesthetic messages
- State standards, desired results, foundations, frameworks



Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
- Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.

Objectives:

- Describe adaptations (programmatic, curricular and environmental strategies) needed to support children with diverse abilities and characteristics.
- Describe why access to play is important for all children and ways of using a play based curriculum as a vehicle for developing skills, dispositions, and knowledge

Content and Topics:

- The meaning of DCLAP - developmentally, culturally, linguistically appropriate practice
- Play as a vehicle for development and learning
- The influence of environment on behavior and learning

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

Objectives:

- Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.

Content and Topics:

- Developmental Domains-Social, Emotional, Cognitive, Creative, Language and Physical
- Use State Learning Standards and Tools

Physical Development Domain

Physical Development – Learning Experience 1: Connecting to the Foundations in the Physical Development Domain by Experiencing Them

Course: Child Growth and Development

Student Learning Outcomes:

- Differentiate characteristics of typical and atypical development at various stages.

Objectives:

- Examine ways in which developmental domains are continuous, sequential and interrelated.
- Examine and evaluate the role of play and its relationship to development at various stages.

Content and Topics:

- Observations applying theory and developmental norms to various ages

Course: Introduction to Curriculum

Student Learning Outcomes:

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.

Objectives:

- Define how curriculum plans can be modified for inclusion of children with special needs.
- Identify various ways of engaging with children's families in curriculum planning and documenting of children's involvement and learning.

Content and Topics:

- Individual learning styles and modalities
- State standards, desired results, foundations, frameworks
- Formal assessment tools

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.

Objectives:

- Demonstrate awareness of developmental ages and stages.

Content and Topics:

- Applying developmentally-appropriate practices to normative and atypical development
- Attention to unique needs of children ages of 0 to 3, preschool aged and in after school care

Course: Observation and Assessment

Student Learning Outcomes:

- Critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings.
- Embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children.

Objectives:

- Use observation tools to identify patterns, trends and anomalies in individuals and groups of children (e.g., DRDP-R, Ages and Stages).
- Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs.
- Demonstrate and apply knowledge of developmental domains to interpretations of observations.
- Demonstrate and apply knowledge of developmental domains when dealing with difference, delays, and disorders.

Content and Topics:

- Identify differences in development and skills among children
- Various methods of documentation and recordkeeping
- National and State standards for learning and assessment

Course: Practicum-Field Experience

Student Learning Outcomes:

- Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.

Objectives:

- Develop a recordkeeping system to document and track children's progress.

Content and Topics:

- Authentic assessment and documentation for all children
- Developmental Domains-Social, Emotional, Cognitive, Creative, Language and Physical
- Use State Learning Standards and Tools

Physical Development – Learning Experience 2: Connecting to Our Experiences with Physical Activity in Natural Settings

Course: Child Growth and Development

Student Learning Outcomes:

- 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.



Course: Child Growth and Development – Continued

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 play and its relationship to development at various stages.

Content and Topics:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
 - Infant and toddler development
 - Play-years development

Course: Child, Family and Community

Student Learning Outcomes:

- 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.
- Develop advocacy strategies to affect public attitudes and policy.

Content and Topics:

- Advocacy strategies to influence public policy on behalf of children and families

Course: Introduction to Curriculum

Student Learning Outcomes:

- Compare and contrast play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development.

Objectives:

- Identify key ways in which the environment functions as an essential component of curriculum.
- Identify various ways of engaging with children's families in curriculum planning and documenting of children's involvement and learning.

Content and Topics:

- Play as the central modality of young children's learning
- Individual learning styles and modalities
- The environment as teacher: balance between naturalistic and structured spaces; soft and hard space; traffic patterns; protected and open space; visual/aesthetic messages

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.



Course: Principles and Practices of Teaching Young Children – Continued

Objectives:

- List different program types, delivery systems, and licensing and regulation structures in early childhood settings.

Content and Topics:

- Addressing the needs of the whole child
- Play as a vehicle for development and learning
- Essentials of program planning

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Identify health, safety, and environmental risks in children's programs.

Objectives:

- Research current health issues related to children and families.
- Review laws and regulations (e.g., Title 22, Title 5, Fire Code) supporting health, safety, and nutrition in children's programs.

Content and Topics:

- Physical fitness

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Evaluate the impact of personal experiences and social identity on teaching effectiveness.

Objectives:

- Evaluate inclusive classroom environments, materials and approaches that are developmentally, culturally and linguistically appropriate to specific groups of children.

Content and Topics:

- Environments and curriculums that reflect children's cultures and experiences and that expose children to the larger communities in which they live

Course: Practicum-Field Experience

Student Learning Outcomes:

- Evaluate the effectiveness of early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.

Objectives:

- Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.

Content and Topics:

- Organization of space, time, materials and children's groupings
- Use State Learning Standards and Tools

Physical Development – Learning Experience 3: Piecing Together the Physical Development Domain Content Puzzle

Course: Child Growth and Development

Student Learning Outcomes:

- 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 ways in which developmental domains are continuous, sequential and interrelated.
- Examine and evaluate the role of play and its relationship to development at various stages.

Content and Topics:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
 - Infant and toddler development
 - Play-years development

Course: Introduction to Curriculum

Student Learning Outcomes:

- Compare and contrast play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development.

Objectives:

- Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.
- Apply understanding of children's learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language & literacy; physical/motor mastery; creativity and the arts; mathematics and science.

Content and Topics:

- Play as the central modality of young children's learning
- The environment as teacher: balance between naturalistic and structured spaces; soft and hard space; traffic patterns; protected and open space; visual/aesthetic messages
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.

Objectives:

- Describe why access to play is important for all children and ways of using a play-based curriculum as a vehicle for developing skills, dispositions, and knowledge



Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

- Play as a vehicle for development and learning

Course: Observation and Assessment

Student Learning Outcomes:

- Embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children.

Objectives:

- Demonstrate and apply knowledge of developmental domains when dealing with difference, delays, and disorders.

Content and Topics:

- Identify differences in development and skills among children
- National and State standards for learning and assessment

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

Objectives:

- Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.

Content and Topics:

- Developmental Domains-Social, Emotional, Cognitive, Creative, Language and Physical
- Use State Learning Standards and Tools

Physical Development – Learning Experience 4: Demonstrating the Content of the Physical Development Domain

Course: Child Growth and Development

Student Learning Outcomes:

- 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 ways in which developmental domains are continuous, sequential and interrelated.
- Examine and evaluate the role of play and its relationship to development at various stages.

Course: Child Growth and Development – Continued**Content and Topics:**

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
 - Infant and toddler development
 - Play-years development

Course: Introduction to Curriculum**Student Learning Outcomes:**

- Compare and contrast play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development.

Objectives:

- Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.
- Apply understanding of children's learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language & literacy; physical/motor mastery; creativity and the arts; mathematics and science.

Content and Topics:

- Play as the central modality of young children's learning
- The environment as teacher: balance between naturalistic and structured spaces; soft and hard space; traffic patterns; protected and open space; visual/aesthetic messages
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children**Student Learning Outcomes:**

- Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.

Objectives:

- Describe why access to play is important for all children and ways of using a play-based curriculum as a vehicle for developing skills, dispositions, and knowledge

Content and Topics:

- Play as a vehicle for development and learning

Course: Observation and Assessment**Student Learning Outcomes:**

- Embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children.

Objectives:

- Demonstrate and apply knowledge of developmental domains when dealing with difference, delays, and disorders.

Course: Observation and Assessment – Continued**Content and Topics:**

- Identify differences in development and skills among children
- National and State standards for learning and assessment

Course: Practicum-Field Experience**Student Learning Outcomes:**

- Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

Objectives:

- Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.

Content and Topics:

- Developmental Domains-Social, Emotional, Cognitive, Creative, Language and Physical
- Use State Learning Standards and Tools

**Physical Development – Learning Experience 5:
Exploring the Content of the Physical Development Domain Through
Vocabulary**

Course: Child Growth and Development**Student Learning Outcomes:**

- 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 role of play and its relationship to development at various stages.

Content and Topics:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
 - Infant and toddler development
 - Play-years development

Course: Introduction to Curriculum**Student Learning Outcomes:**

- Compare and contrast play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development.

Objectives:

- Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.

Course: Introduction to Curriculum – Continued**Objectives – Continued:**

- Apply understanding of children's learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language & literacy; physical/motor mastery; creativity and the arts; mathematics and science.

Content and Topics:

- Play as the central modality of young children's learning
- The environment as teacher: balance between naturalistic and structured spaces; soft and hard space; traffic patterns; protected and open space; visual/aesthetic messages
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children**Student Learning Outcomes:**

- Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.

Objectives:

- Describe why access to play is important for all children and ways of using a play-based curriculum as a vehicle for developing skills, dispositions, and knowledge.

Content and Topics:

- Play as a vehicle for development and learning

Course: Observation and Assessment**Student Learning Outcomes:**

- Embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children.

Objectives:

- Demonstrate and apply knowledge of developmental domains when dealing with difference, delays, and disorders.

Content and Topics:

- Identify differences in development and skills among children
- National and State standards for learning and assessment

Course: Health, Safety and Nutrition**Student Learning Outcomes:**

- Identify health, safety, and environmental risks in children's programs.
- Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.

Objectives:

- Identify and discuss common health and safety issues in early childhood settings.

Content and Topics:

- Common health issues (i.e. obesity, asthma, autism, allergies)

Course: Practicum-Field Experience**Student Learning Outcomes:**

- Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

Objectives:

- Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.

Content and Topics:

- Developmental Domains-Social, Emotional, Cognitive, Creative, Language and Physical
- Use State Learning Standards and Tools

**Physical Development – Learning Experience 6:
Exploring the Research and Rationale for the Physical Development
Domain**

Course: Child Growth and Development**Student Learning Outcomes:**

- 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 and explain how bias can influence the research process.
- 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 family in facilitating children's development.
- Examine and evaluate the role of teachers and other professionals in facilitating children's development.

Content and Topics:

- Investigative research methods: interviews, surveys, observation; documentation, analysis, presentation of findings. Including questions of ethics, bias, and validity of research

Course: Child, Family and Community**Student Learning Outcomes:**

- Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities.

Objectives:

- Compare and contrast diverse family structures, parenting styles, culture, tradition and values and their impact upon children and youth.
- Identify early childhood practices that support all children and families.



Course: Child, Family and Community – Continued

Content and Topics:

- Contemporary issues and their effect on children and families

Course: Introduction to Curriculum

Student Learning Outcomes:

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.

Objectives:

- Explain verbally and in writing, the sequence of play as central to development and learning for young children.

Content and Topics:

- Role of teacher as informed, caring, thoughtful decision maker

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Objectives:

- Identify and compare effective policies, practices, and environments in early childhood settings.
- Compare and contrast theoretical perspectives.

Content and Topics:

- Current and historic models, influences and approaches in the field of early childhood

Course: Observation and Assessment

Student Learning Outcomes:

- Critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings.

Objectives:

- Compare and analyze position statements of key groups including NABE and NAEYC regarding assessment and documentation.

Content and Topics:

- National and State standards for learning and assessment

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.



Course: Health, Safety and Nutrition – Continued

Objectives:

- Research current health issues related to children and families.

Content and Topics:

- Promote good health with families, teachers and children involved in culturally linguistically and developmentally appropriate ways
- Physical fitness

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

Objectives:

- Explore the unique and overlapping issues in racism, sexism, classism, heterosexism, ableism, and ethnocentrism as they relate to children and to early childhood settings.

Content and Topics:

- Identification of stereotypes and biased messages in the media and in the classroom and exploration of educational approaches that teach children how to challenge such messages and develop alternative behaviors

Course: Practicum-Field Experience

Student Learning Outcomes:

- Evaluate the effectiveness of early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.

Objectives:

- Use and articulate current research and understanding of development and learning theories to select effective learning materials and experiences for *all* young children.
- Demonstrate a professional level of competence in written and verbal expression.

Content and Topics:

- Use State Learning Standards and Tools

Physical Development – Learning Experience 7: Linking Preschool Learning Foundations and the Kindergarten Content Standards Related to Physical Development

Course: Child Growth and Development

Student Learning Outcomes:

- Compare and contrast various theoretical frameworks that relate to the study of human development.



Course: Child Growth and Development – Continued

Student Learning Outcomes – Continued:

- 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:

- Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
- Examine and evaluate the role of teachers and other professionals in facilitating children's development.

Content and Topics:

- Introduction to developmental perspective

Course: Child, Family and Community

Student Learning Outcomes:

- Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families.

Objectives:

- Demonstrate knowledge about the child as developing within a system and influenced by numerous factors of socialization.
- Demonstrate knowledge of legal requirements and ethical responsibilities of professionals working with all children and families.

Content and Topics:

- Challenges and benefits of early childhood practices that support children and families: creating partnerships, sharing knowledge and expertise, two-way communication, sharing power and decision making, acknowledging and respecting diversity, and creating networks of support

Course: Introduction to Curriculum

Student Learning Outcomes:

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.

Objectives:

- Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.
- Demonstrate through written curriculum plans, familiarity with appropriate materials, equipment and teaching approaches that support optimum learning and development for all young children.
- Using current professional standards observe and document children at play and propose appropriate curriculum and possibilities for expanding children's learning in a variety of curriculum content areas.

Course: Introduction to Curriculum – Continued**Content and Topics:**

- Collaboration: all levels of staff; teaching staff and families; across classrooms
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children**Student Learning Outcomes:**

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Objectives:

- Describe the characteristics of effective relationships and interactions between an early childhood professionals, children, families, and colleagues and examine the importance of collaboration.
- Explain child development as a profession, including ethics and professional organizations.

Content and Topics:

- Unique roles of a teacher in an early childhood setting
- Collaboration and partnerships with families, colleagues, and health care professionals—5 principles of family centered care

Course: Observation and Assessment**Student Learning Outcomes:**

- Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.

Objectives:

- Compare and analyze historic and currently recognized current state and widely-used assessment tools and processes.
- Demonstrate and apply knowledge of developmental domains when dealing with difference, delays, and disorders.

Content and Topics:

- Identify differences in development and skills among children
- National and State standards for learning and assessment

Course: Health, Safety and Nutrition**Student Learning Outcomes:**

- 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 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.

Course: Health, Safety and Nutrition – Continued

Content and Topics:

- Planning for children's health, safety, and nutrition education
- Physical fitness

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- 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.

Content and Topics:

- The teacher as model: self knowledge; recognition and respect for differences; responsive behaviors; acknowledgement and struggle with bias; change agent for and with children, families and colleagues

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
- Critically assess one's own teaching experiences to guide and inform practice.

Objectives:

- Critically assess personal experiences to inform and guide future teaching and collaborative practices.
- Demonstrate professional behavior and preparation for the field of early childhood education.
- Demonstrate a professional level of competence in written and verbal expression.

Content and Topics:

- Professional and ethical conduct
- Use State Learning Standards and Tools
- Career Ladder

**Physical Development – Learning Experience 8:
Exploring the Impact of Family and Community on Children's Physical
Development**

Course: Child Growth and Development

Student Learning Outcomes:

- Analyze how cultural, economic, political, historical contexts affect children's development.



Course: Child Growth and Development – Continued

Objectives:

- Examine and evaluate the role of family in facilitating children's development.
- Examine and evaluate the role of teachers and other professionals in facilitating children's development.
- Identify and describe risk factors that impact families and child at each major developmental stage.

Content and Topics:

- The role and influence of family and caregivers
- The role and influence cultural and societal impacts

Course: Child, Family and Community

Student Learning Outcomes:

- 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:

- Explain and interpret the impact of socioeconomic factors on children and families, particularly in the area of work, childcare, single parent families, health poverty.
- Identify stereotypes and assumptions that affect attitudes and actions within the family, the culture and the professional community.
- Identify early childhood practices that support all children and families.
- Explore one's own family history and examine how it affects relationships with children and families.

Content and Topics:

- The role of family: values, traditions, modes of interaction, rules, conventions, responsibilities, change, transitions, and family dynamics
- Socioeconomic factors that impact children and families: work, childcare, single parent families, poverty, incarceration, health, etc.

Course: Introduction to Curriculum

Student Learning Outcomes:

- Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support *all* children.

Objectives:

- Identify various ways of engaging with children's families in curriculum planning and documenting of children's involvement and learning.

Content and Topics:

- Collaboration: all levels of staff; teaching staff and families; across classrooms



Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.

Objectives:

- Describe the characteristics of effective relationships and interactions between early childhood professionals, children, families, and colleagues and examine the importance of collaboration.

Content and Topics:

- Collaboration and partnerships with families, colleagues, and health care professionals—5 principles of family centered care

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.

Objectives:

- Identify environmental health and safety risks for children ages 0-5.

Content and Topics:

- Promote good health with families, teachers and children involved in culturally linguistically and developmentally appropriate ways
- Physical fitness

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- 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.

Content and Topics:

- The nature of systemic and internalized oppression and privilege and the subsequent impacts on children's identity development and learning

Course: Practicum-Field Experience

Student Learning Outcomes:

- Evaluate the effectiveness of early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.

Objectives:

- Critically assess personal experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Use State Learning Standards and Tools

Physical Development – Learning Experience 9: Communicating Understanding of the Physical Development Domain in the Contexts of Family and Culture

Course: Child Growth and Development

Student Learning Outcomes:

- 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 and evaluate the role of family in facilitating children's development.
- Identify and describe risk factors that impact families and child at each major developmental stage.

Content and Topics:

- Introduction to developmental perspective

Course: Child, Family and Community

Student Learning Outcomes:

- Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning.

Objectives:

- Identify early childhood practices that support all children and families.
- Define and examine a variety of contemporary issues that influence family functioning and develop appropriate strategies to assist families experiencing stress.
- Demonstrate ability to implement a variety of appropriate and effective communication strategies for working with diverse and special needs populations.

Content and Topics:

- Appropriate and effective communication strategies for working with diverse and special needs populations

Course: Introduction to Curriculum

Student Learning Outcomes:

- Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support *all* children.

Objectives:

- Demonstrate and explain in curriculum plans the progression from simple to complex and concrete to abstract and explain how these concepts are essential for all children's learning.
- Identify various ways of engaging with children's families in curriculum planning and documenting of children's involvement and learning.

Content and Topics:

- Collaboration: all levels of staff; teaching staff and families; across classrooms
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.

Objectives:

- Describe the characteristics of effective relationships and interactions between early childhood professionals, children, families, and colleagues and examine the importance of collaboration.
- Develop strategies to maintain communication and access with English language learning families and children.

Content and Topics:

- Collaboration and partnerships with families, colleagues, and health care professionals—5 principles of family centered care

Course: Observation and Assessment

Student Learning Outcomes:

- Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.

Objectives:

- Articulate the value of involving families and other professionals in the observation and assessment process for all children.

Content and Topics:

- The value of collaboration with families and other professionals
- National and State standards for learning and assessment

Course: Health, Safety and Nutrition**Student Learning Outcomes:**

- 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.

Content and Topics:

- Physical fitness

Course: Teaching in a Diverse Society**Student Learning Outcomes:**

- 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.

Content and Topics:

- Teachers and families: teacher responsibility to assess power dynamics; and commitment to co-creation of anti-bias approaches

Course: Practicum-Field Experience**Student Learning Outcomes:**

- Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.

Objectives:

- Critically assess personal experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Use State Learning Standards and Tools

**Physical Development – Learning Experience 10:
Exploring Examples of the Physical Development Domain****Course: Child Growth and Development****Student Learning Outcomes:**

- Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.



Course: Child Growth and Development – Continued

Objectives:

- Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers.
- Examine and evaluate the role of play and its relationship to development at various stages.

Content and Topics:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
 - Infant and toddler development
 - Play-years development

Course: Introduction to Curriculum

Student Learning Outcomes:

- Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support *all* children.

Objectives:

- Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.
- Apply understanding of children's learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language & literacy; physical/motor mastery; creativity and the arts; mathematics and science.
- Using current professional standards observe and document children at play and propose appropriate curriculum and possibilities for expanding children's learning in a variety of curriculum content areas.

Content and Topics:

- Play as the central modality of young children's learning
- Individual learning styles and modalities
- Observation and documentation as related to curriculum development
- Selecting activities, materials and equipment, meeting goals
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.

Objectives:

- Demonstrate awareness of developmental ages and stages.
- Describe the relationship of observation, planning, implementation, and assessment in effective programming.

Content and Topics:

- Play as a vehicle for development and learning
- The interrelationship of planning, observation, and assessment

Course: Observation and Assessment

Student Learning Outcomes:

- Critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings.
- Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development.

Objectives:

- Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs.
- Demonstrate and apply knowledge of developmental domains when dealing with difference, delays, and disorders.
- Demonstrate knowledge of the role that observation and assessment play in intervention.

Content and Topics:

- National and State standards for learning and assessment
- Observation and assessment as a tool to create appropriate environments
- Portfolio collection (e.g., photos, art, writing), which makes visible children's development and learning

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- 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 policies and procedures.
- Write appropriate early childhood curriculum on the topics of health, safety, and nutrition appropriate for families and all children.

Content and Topics:

- N/A

Course: Practicum-Field Experience

Student Learning Outcomes:

- Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.

Objectives:

- Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.



Course: Practicum-Field Experience – Continued

Content and Topics:

- Authentic assessment and documentation for all children
- Use State Learning Standards and Tools

Physical Development – Learning Experience 11: Physical Development in the Early Care and Education Setting: Exploring Images

Course: Child Growth and Development

Student Learning Outcomes:

- Differentiate characteristics of typical and atypical development at various stages.

Objectives:

- Examine ways in which developmental domains are continuous, sequential and interrelated.
- Examine and evaluate the role of play and its relationship to development at various stages.

Content and Topics:

- Observations applying theory and developmental norms to various ages

Course: Introduction to Curriculum

Student Learning Outcomes:

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.

Objectives:

- Define how curriculum plans can be modified for inclusion of children with special needs.
- Identify various ways of engaging with children's families in curriculum planning and documenting of children's involvement and learning.

Content and Topics:

- Individual learning styles and modalities
- State standards, desired results, foundations, frameworks
- Formal assessment tools

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.

Objectives:

- Demonstrate awareness of developmental ages and stages.

Content and Topics:

- Applying developmentally-appropriate practices to normative and atypical development
- Attention to unique needs of children ages of 0 to 3, preschool aged and in after school care

Course: Observation and Assessment

Student Learning Outcomes:

- Critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings.
- Embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children.

Objectives:

- Use observation tools to identify patterns, trends and anomalies in individuals and groups of children (e.g., DRDP-R, Ages and Stages).
- Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs.
- Demonstrate and apply knowledge of developmental domains to interpretations of observations.
- Demonstrate and apply knowledge of developmental domains when dealing with difference, delays, and disorders.

Content and Topics:

- Identify differences in development and skills among children
- Various methods of documentation and recordkeeping
- Appropriate procedures of child observation
- National and State standards for learning and assessment

Course: Practicum-Field Experience

Student Learning Outcomes:

- Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.

Objectives:

- Develop a recordkeeping system to document and track children's progress.

Content and Topics:

- Authentic assessment and documentation for all children
- Developmental Domains-Social, Emotional, Cognitive, Creative, Language and Physical
- Use State Learning Standards and Tools

Physical Development – Learning Experience 12: Exploring the Relationships of the Foundations in the Physical Development Domain to Foundations in Other Domains

Course: Child Growth and Development

Student Learning Outcomes:

- Differentiate characteristics of typical and atypical development at various stages.

Course: Child Growth and Development – Continued**Objectives:**

- Examine ways in which developmental domains are continuous, sequential and interrelated.
- Examine and evaluate the role of play and its relationship to development at various stages.

Content and Topics:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
 - Infant and toddler development
 - Play-years development
- The role and influence of family and caregivers
- The role and influence of cultural and cultural impacts

Course: Introduction to Curriculum**Student Learning Outcomes:**

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.
- Compare and contrast play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development.

Objectives:

- Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.
- Apply understanding of children's learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language & literacy; physical/motor mastery; creativity and the arts; mathematics and science.

Content and Topics:

- Emergent curriculum, webbed curriculum, themes, project approach
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children**Student Learning Outcomes:**

- Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.

Objectives:

- Demonstrate awareness of developmental ages and stages.
- Describe the relationship of observation, planning, implementation, and assessment in effective programming.

Content and Topics:

- The interrelationship of planning, observation, and assessment

Course: Observation and Assessment

Student Learning Outcomes:

- Embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children.

Objectives:

- Demonstrate and apply knowledge of developmental domains to interpretations of observations.

Content and Topics:

- Appropriate procedures of child observation.
- National and State standards for learning and assessment

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

Objectives:

- Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.

Content and Topics:

- Integration across curriculum and in collaboration w/team
- Use State Learning Standards and Tools

Physical Development – Learning Experience 13: Exploring English-language Development in the Physical Development Foundations: Critical Vocabulary

Course: Child Growth and Development

Student Learning Outcomes:

- Analyze how cultural, economic, political, historical contexts affect children's development.

Objectives:

- Investigate and explain the process of bilingual development in children at various stages.

Content and Topics:

- Bilingual development and theories of language learning and bilingualism

Course: Introduction to Curriculum

Student Learning Outcomes:

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.

Course: Introduction to Curriculum – Continued**Objectives:**

- Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.
- Design curriculum plans and activities to include support of home language as well as development of English as a second language.

Content and Topics:

- Impacts of language and culture on children's play and learning
- Assessing all curriculum for access and appropriate inclusion approaches
- Innovative approaches

Course: Principles and Practices of Teaching Young Children**Student Learning Outcomes:**

- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.

Objectives:

- Define developmentally, culturally and linguistically appropriate practice.
- Describe adaptations (programmatic, curricular and environmental strategies) needed to support children with diverse abilities and characteristics.
- Develop strategies to maintain communication and access with English language learning families and children.

Content and Topics:

- The meaning of DCLAP - developmentally, culturally, linguistically appropriate practice

Course: Observation and Assessment**Student Learning Outcomes:**

- Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics.

Objectives:

- Consider the effect of social context, child's state of health and well-being, primary language, ability and environment on assessment processes.

Content and Topics:

- Identify differences in development and skills among children
- National and State standards for learning and assessment

Course: Teaching in a Diverse Society**Student Learning Outcomes:**

- Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

**Course: Teaching in a Diverse Society – Continued****Objectives:**

- Plan classroom environments, materials and approaches to effectively promote pride in one's own identity and delight and respect for social diversity.
- Evaluate inclusive classroom environments, materials and approaches that are developmentally, culturally and linguistically appropriate to specific groups of children.

Content and Topics:

- Culturally and developmentally appropriate classrooms: curriculum, environment; human relationships

Course: Practicum-Field Experience**Student Learning Outcomes:**

- Evaluate the effectiveness of early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.
- Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.

Objectives:

- Plan, present and evaluate a variety of developmentally, culturally and linguistically appropriate, play-based curriculum and activities.

Content and Topics:

- Application of developmentally, culturally, linguistically appropriate practices
- Positive interactions with children and adults in primary language(s)

Health Domain

Health – Learning Experience 1: Connecting to Our Own Health Habits

Course: Child Growth and Development

Student Learning Outcomes:

- 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.
- Identify and describe risk factors that impact families and child at each major developmental stage.

Content and Topics:

- The role and influence of family and caregivers and social structures.

Course: Child, Family and Community

Student Learning Outcomes:

- Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities.
- 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:

- Demonstrate knowledge about the child as developing within a system and influenced by numerous factors of socialization.
- Compare and contrast diverse family structures, parenting styles, culture, tradition and values and their impact upon children and youth.
- Demonstrate the ability to identify and analyze risk factors and/or problems and recommend appropriate community resources.

Content and Topics:

- Teachers' and caregivers' influences on children and families.

Course: Introduction to Curriculum

Student Learning Outcomes:

- Evaluate the teachers' role in providing best and promising practices in early childhood programs.

Course: Introduction to Curriculum – Continued**Objectives:**

- Evaluate teacher behaviors for best practices reflecting current research and the impact it has on children's learning and development.

Content and Topics:

- Unique roles and responsibilities of a teacher in an early childhood setting.
- Role of the teacher in fostering social attitudes, values and skills
- Teacher reflection and self evaluation as essential to curriculum development
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children**Student Learning Outcomes:**

- Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.

Objectives:

- Describe the characteristics of effective relationships and interactions between an early childhood professionals, children, families, and colleagues and examine the importance of collaboration.

Content and Topics:

- Unique roles of a teacher in an early childhood setting.

Course: Observation and Assessment**Student Learning Outcomes:**

- Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.

Objectives:

- Consider the effect of social context, child's state of health and well-being, primary language, ability and environment on assessment processes.

Content and Topics:

- How social context, health, well being, and the environment effect assessment.

Course: Health, Safety and Nutrition**Student Learning Outcomes:**

- Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.
- 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:

- Identify environmental health and safety risks for children ages 0-5.

Course: Health, Safety and Nutrition – Continued

Content and Topics:

- Promote good health with families, teachers and children involved in culturally linguistically and developmentally appropriate ways
- Responsibilities of teacher as role model of best health, safety and nutrition practices

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Evaluate the impact of personal experiences and social identity on teaching effectiveness.

Objectives:

- Review professional ethics and responsibilities and legal implications of bias, prejudice and/or exclusion.

Content and Topics:

- The teacher as model: self knowledge; recognition and respect for differences; responsive behaviors; acknowledgement and struggle with bias; change agent for and with children, families and colleagues

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

Objectives:

- Model and facilitate appropriate language and social behavior with children and adults including problem solving and conflict resolution strategies.

Content and Topics:

- Positive interactions with children and adults in primary language(s)
- Professional and ethical conduct
- Use State Learning Standards and Tools

**Health – Learning Experience 2:
Mind Mapping the Health Domain to Discover Out Connections to the
Health Foundations****Course: Child Growth and Development**

Student Learning Outcomes:

- Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.

Course: Child Growth and Development – Continued**Objectives:**

- Investigate and explain sources of developmental change and reasons for disturbances in the developmental process.
- Identify and describe risk factors that impact families and child at each major developmental stage.

Content and Topics:

- The role and influence of family and caregivers

Course: Child, Family and Community**Student Learning Outcomes:**

- Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families.
- Critically assess community support services and agencies that are available to community and families.

Objectives:

- 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 the ability to identify and analyze risk factors and/or problems and recommend appropriate community resources.

Content and Topics:

- Identify community agencies, referral systems, procedures and availability of specialized services and support for families and children
- Socioeconomic factors that impact children and families: work, childcare, single parent families, poverty, incarceration, health, etc.

Course: Introduction to Curriculum**Student Learning Outcomes:**

- Evaluate the teachers' role in providing best and promising practices in early childhood programs.

Objectives:

- Discuss the role of curriculum in supporting socialization, self-regulation and self-help skills for all children.

Content and Topics:

- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children**Student Learning Outcomes:**

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.



Course: Principles and Practices of Teaching Young Children – Continued

Objectives:

- Demonstrate awareness of developmental ages and stages.

Content and Topics:

- Addressing the needs of the whole child

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Identify health, safety, and environmental risks in children's programs.
- 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.

Content and Topics:

- Conditions affecting children's health
- Common health issues (i.e. obesity, asthma, autism, allergies)

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Evaluate the impact of personal experiences and social identity on teaching effectiveness.

Objectives:

- Identify teacher's roles and responsibilities in creating a more just world for every child.
- 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.

Content and Topics:

- The teacher as model: self knowledge; recognition and respect for differences; responsive behaviors; acknowledgement and struggle with bias; change agent for and with children, families and colleagues

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

Objectives:

- Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.

Content and Topics:

- Use State Learning Standards and Tools

Health – Learning Experience 3: Piecing Together the Health Domain Content Puzzle

Course: Child Growth and Development

Student Learning Outcomes:

- 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:

- Demonstrate knowledge of current research findings as they apply to child development.

Content and Topics:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
 - Infant and toddler development
 - Play-years development

Course: Introduction to Curriculum

Student Learning Outcomes:

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.

Objectives:

- Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.
- Apply understanding of children's learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language & literacy; physical/motor mastery; creativity and the arts; mathematics and science.
- Discuss the role of curriculum in supporting socialization, self-regulation and self-help skills for all children.

Content and Topics:

- Developmental theory as it applies to curriculum development
- Nutrition and cooking
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

**Course: Principles and Practices of Teaching Young Children – Continued****Objectives:**

- Demonstrate awareness of developmental ages and stages.

Content and Topics:

- Attention to unique needs of children ages of 0 to 3, preschool aged and in after school care

Course: Health, Safety and Nutrition**Student Learning Outcomes:**

- Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.
- Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.

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.
- Recognize a caregiver's role and responsibility to model good health, safety and nutrition habits

Content and Topics:

- Responsibilities of teacher as role model of best health, safety and nutrition practices

Course: Practicum-Field Experience**Student Learning Outcomes:**

- Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

Objectives:

- Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.

Content and Topics:

- Use State Learning Standards and Tools

**Health – Learning Experience 4:
Exploring the Content of the Health Domain Foundations****Course: Child Growth and Development****Student Learning Outcomes:**

- Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.

Course: Child Growth and Development – Continued**Objectives:**

- Demonstrate knowledge of current research findings as they apply to child development.

Content and Topics:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
 - Infant and toddler development
 - Play-years development

Course: Introduction to Curriculum**Student Learning Outcomes:**

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.

Objectives:

- Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.
- Apply understanding of children's learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language & literacy; physical/motor mastery; creativity and the arts; mathematics and science.
- Discuss the role of curriculum in supporting socialization, self-regulation and self-help skills for all children.

Content and Topics:

- Developmental theory as it applies to curriculum development
- Nutrition and cooking
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children**Student Learning Outcomes:**

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Objectives:

- Demonstrate awareness of developmental ages and stages.

Content and Topics:

- Attention to unique needs of children ages of 0 to 3, preschool aged and in after school care

Course: Health, Safety and Nutrition**Student Learning Outcomes:**

- Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.
- Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.

Course: Health, Safety and Nutrition – Continued**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.
- Recognize a caregiver's role and responsibility to model good health, safety and nutrition habits.

Content and Topics:

- Responsibilities of teacher as role model of best health, safety and nutrition practices

Course: Practicum-Field Experience**Student Learning Outcomes:**

- Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

Objectives:

- Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.

Content and Topics:

- Use State Learning Standards and Tools

**Health – Learning Experience 5:
Conversations about Key Content in the Health Domain****Course: Child Growth and Development****Student Learning Outcomes:**

- 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:

- Demonstrate knowledge of current research findings as they apply to child development.

Content and Topics:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
 - Infant and toddler development
 - Play-years development

Course: Child, Family and Community**Student Learning Outcomes:**

- 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.



Course: Child, Family and Community – Continued

Objectives:

- Identify early childhood practices that support all children and families.
- Demonstrate ability to implement a variety of appropriate and effective communication strategies for working with diverse and special needs populations.

Content and Topics:

- Teachers' and caregivers' influences on children and families

Course: Introduction to Curriculum

Student Learning Outcomes:

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.

Objectives:

- Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.
- Apply understanding of children's learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language & literacy; physical/motor mastery; creativity and the arts; mathematics and science.
- Discuss the role of curriculum in supporting socialization, self-regulation and self-help skills for all children.

Content and Topics:

- Developmental theory as it applies to curriculum development
- Nutrition and cooking
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Objectives:

- Demonstrate awareness of developmental ages and stages.

Content and Topics:

- Attention to unique needs of children ages of 0 to 3, preschool aged and in after school care

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.
- Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.

Course: Health, Safety and Nutrition – Continued**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.
- Recognize a caregiver's role and responsibility to model good health, safety and nutrition habits.

Content and Topics:

- Responsibilities of teacher as role model of best health, safety and nutrition practices

Course: Teaching in a Diverse Society**Student Learning Outcomes:**

- 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:

- 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.

Content and Topics:

- Children's books and media to support identity development and anti-bias thinking and represent home language, culture and traditions, stories and songs

Course: Practicum-Field Experience**Student Learning Outcomes:**

- Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

Objectives:

- Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.

Content and Topics:

- Use State Learning Standards and Tools

**Health – Learning Experience 6:
Linking the Research and Rationale for the Health Domain to
Children's Health Issues**

Course: Child Growth and Development**Student Learning Outcomes:**

- Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.



Course: Child Growth and Development – Continued

Objectives:

- Examine and explain how bias can influence the research process.
- 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 family in facilitating children's development.
- Examine and evaluate the role of teachers and other professionals in facilitating children's development.

Content and Topics:

- Investigative research methods: interviews, surveys, observation; documentation, analysis, presentation of findings. Including questions of ethics, bias, and validity of research

Course: Child, Family and Community

Student Learning Outcomes:

- Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities.

Objectives:

- Compare and contrast diverse family structures, parenting styles, culture, tradition and values and their impact upon children and youth.
- Identify early childhood practices that support all children and families.

Content and Topics:

- Contemporary issues and their effect on children and families.

Course: Introduction to Curriculum

Student Learning Outcomes:

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.

Objectives:

- Explain verbally and in writing, the sequence of play as central to development and learning for young children.

Content and Topics:

- Role of teacher as informed, caring, thoughtful decision maker

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Objectives:

- Identify and compare effective policies, practices, and environments in early childhood settings.
- Compare and contrast theoretical perspectives.

**Course: Principles and Practices of Teaching Young Children – Continued****Content and Topics:**

- Current and historic models, influences and approaches in the field of early childhood

Course: Observation and Assessment**Student Learning Outcomes:**

- Critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings.

Objectives:

- Compare and analyze position statements of key groups including NABE and NAEYC regarding assessment and documentation.

Content and Topics:

- National and State standards for learning and assessment

Course: Health, Safety and Nutrition**Student Learning Outcomes:**

- Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.

Objectives:

- Research current health issues related to children and families.

Content and Topics:

- Promote good health with families, teachers and children involved in culturally linguistically and developmentally appropriate ways
- Physical fitness

Course: Teaching in a Diverse Society**Student Learning Outcomes:**

- Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

Objectives:

- Explore the unique and overlapping issues in racism, sexism, classism, heterosexism, ableism, and ethnocentrism as they relate to children and to early childhood settings.

Content and Topics:

- Identification of stereotypes and biased messages in the media and in the classroom and exploration of educational approaches that teach children how to challenge such messages and develop alternative behaviors

Course: Practicum-Field Experience**Student Learning Outcomes:**

- Evaluate the effectiveness of early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.

Objectives:

- Use and articulate current research and understanding of development and learning theories to select effective learning materials and experiences for all young children.
- Demonstrate a professional level of competence in written and verbal expression.

Content and Topics:

- Use State Learning Standards and Tools

**Health – Learning Experience 7:
Linking the Preschool Learning Foundations and Kindergarten
Content Standards Related to Health****Course: Child Growth and Development****Student Learning Outcomes:**

- Compare and contrast various theoretical frameworks that relate to the study of human development.
- 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:

- Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
- Examine and evaluate the role of teachers and other professionals in facilitating children's development.

Content and Topics:

- Introduction to developmental perspective

Course: Child, Family and Community**Student Learning Outcomes:**

- Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families.

Objectives:

- Demonstrate knowledge about the child as developing within a system and influenced by numerous factors of socialization.
- Demonstrate knowledge of legal requirements and ethical responsibilities of professionals working with all children and families.

Course: Child, Family and Community – Continued**Content and Topics:**

- Challenges and benefits of early childhood practices that support children and families: creating partnerships, sharing knowledge and expertise, two-way communication, sharing power and decision making, acknowledging and respecting diversity, and creating networks of support

Course: Introduction to Curriculum**Student Learning Outcomes:**

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.

Objectives:

- Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.
- Demonstrate through written curriculum plans, familiarity with appropriate materials, equipment and teaching approaches that support optimum learning and development for all young children.
- Using current professional standards observe and document children at play and propose appropriate curriculum and possibilities for expanding children's learning in a variety of curriculum content areas.

Content and Topics:

- Collaboration: all levels of staff; teaching staff and families; across classrooms
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children**Student Learning Outcomes:**

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Objectives:

- Describe the characteristics of effective relationships and interactions between early childhood professionals, children, families, and colleagues and examine the importance of collaboration.
- Explain child development as a profession, including ethics and professional organizations.

Content and Topics:

- Unique roles of a teacher in an early childhood setting
- Collaboration and partnerships with families, colleagues, and health care professionals—5 principles of family centered care

Course: Observation and Assessment**Student Learning Outcomes:**

- Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.

Course: Observation and Assessment – Continued**Objectives:**

- Compare and analyze historic and currently recognized current state and widely-used assessment tools and processes.
- Demonstrate and apply knowledge of developmental domains when dealing with difference, delays, and disorders.

Content and Topics:

- Identify differences in development and skills among children

Course: Health, Safety and Nutrition**Student Learning Outcomes:**

- 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 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.

Content and Topics:

- Planning for children's health, safety, and nutrition education
- Physical fitness

Course: Teaching in a Diverse Society**Student Learning Outcomes:**

- 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.

Content and Topics:

- The teacher as model: self knowledge; recognition and respect for differences; responsive behaviors; acknowledgement and struggle with bias; change agent for and with children, families and colleagues

Course: Practicum-Field Experience**Student Learning Outcomes:**

- Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
- Critically assess one's own teaching experiences to guide and inform practice.

Course: Practicum-Field Experience – Continued**Objectives:**

- Critically assess personal experiences to inform and guide future teaching and collaborative practices.
- Demonstrate professional behavior and preparation for the field of early childhood education.
- Demonstrate a professional level of competence in written and verbal expression.

Content and Topics:

- Professional and ethical conduct
- Use State Learning Standards and Tools
- Career Ladder

**Health – Learning Experience 8:
Reviewing the Research and Rationale for the Health Domain****Course: Child Growth and Development****Student Learning Outcomes:**

- Compare and contrast various theoretical frameworks that relate to the study of human development.
- 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:

- Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
- Examine and evaluate the role of teachers and other professionals in facilitating children's development.

Content and Topics:

- Introduction to developmental perspective

Course: Child, Family and Community**Student Learning Outcomes:**

- Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families.

Objectives:

- Demonstrate knowledge about the child as developing within a system and influenced by numerous factors of socialization.
- Demonstrate knowledge of legal requirements and ethical responsibilities of professionals working with all children and families.

Course: Child, Family and Community – Continued**Content and Topics:**

- Challenges and benefits of early childhood practices that support children and families: creating partnerships, sharing knowledge and expertise, two-way communication, sharing power and decision making, acknowledging and respecting diversity, and creating networks of support

Course: Introduction to Curriculum**Student Learning Outcomes:**

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.

Objectives:

- Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.
- Demonstrate through written curriculum plans, familiarity with appropriate materials, equipment and teaching approaches that support optimum learning and development for all young children.
- Using current professional standards observe and document children at play and propose appropriate curriculum and possibilities for expanding children's learning in a variety of curriculum content areas.

Content and Topics:

- Collaboration: all levels of staff; teaching staff and families; across classrooms
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children**Student Learning Outcomes:**

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Objectives:

- Describe the characteristics of effective relationships and interactions between early childhood professionals, children, families, and colleagues and examine the importance of collaboration.
- Explain child development as a profession, including ethics and professional organizations.

Content and Topics:

- Unique roles of a teacher in an early childhood setting
- Collaboration and partnerships with families, colleagues, and health care professionals—5 principles of family centered care

Course: Observation and Assessment**Student Learning Outcomes:**

- Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.

Course: Observation and Assessment – Continued**Objectives:**

- Compare and analyze historic and currently recognized current state and widely-used assessment tools and processes.
- Demonstrate and apply knowledge of developmental domains when dealing with difference, delays, and disorders.

Content and Topics:

- Identify differences in development and skills among children

Course: Health, Safety and Nutrition**Student Learning Outcomes:**

- 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 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.

Content and Topics:

- Planning for children's health, safety, and nutrition education
- Physical fitness

Course: Teaching in a Diverse Society**Student Learning Outcomes:**

- 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.

Content and Topics:

- The teacher as model: self knowledge; recognition and respect for differences; responsive behaviors; acknowledgement and struggle with bias; change agent for and with children, families and colleagues

Course: Practicum-Field Experience**Student Learning Outcomes:**

- Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
- Critically assess one's own teaching experiences to guide and inform practice.

Course: Practicum-Field Experience – Continued**Objectives:**

- Critically assess personal experiences to inform and guide future teaching and collaborative practices.
- Demonstrate professional behavior and preparation for the field of early childhood education.
- Demonstrate a professional level of competence in written and verbal expression.

Content and Topics:

- Professional and ethical conduct
- Use State Learning Standards and Tools
- Career Ladder

**Health – Learning Experience 9:
Exploring the Impact of Families and Culture on Children’s
Development of Health Practices****Course: Child Growth and Development****Student Learning Outcomes:**

- 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 role of family in facilitating children’s development.
- Examine and evaluate the role of teachers and other professionals in facilitating children’s development.
- Identify and describe risk factors that impact families and child at each major developmental stage.

Content and Topics:

- Contemporary social issues that impact children’s development
- The role and influence of family and caregivers
- The role and influence cultural and societal impacts

Course: Child, Family and Community**Student Learning Outcomes:**

- Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families.

Objectives:

- Demonstrate knowledge about the child as developing within a system and influenced by numerous factors of socialization.
- Demonstrate knowledge of legal requirements and ethical responsibilities of professionals working with all children and families.



Course: Child, Family and Community – Continued

Content and Topics:

- Challenges and benefits of early childhood practices that support children and families: creating partnerships, sharing knowledge and expertise, two-way communication, sharing power and decision making, acknowledging and respecting diversity, and creating networks of support

Course: Introduction to Curriculum

Student Learning Outcomes:

- Evaluate the teachers' role in providing best and promising practices in early childhood programs.

Objectives:

- Assess and evaluate curriculum plans for affirmation and respect for cultural, linguistic, ethnic, ability, economic class and gender diversity.
- Evaluate teacher behaviors for best practices reflecting current research and the impact it has on children's learning and development.

Content and Topics:

- Developmentally, linguistically and culturally appropriate curriculum to support the development of the whole
- Role of teacher as informed, caring, thoughtful decision maker

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.

Objectives:

- Define developmentally, culturally and linguistically appropriate practice.
- Identify and compare effective policies, practices, and environments in early childhood settings.
- Identify practices promoting positive classroom management, guidance, communication and problem solving skills.
- Develop strategies to maintain communication and access with English language learning families and children.

Content and Topics:

- Addressing the needs of the whole child
- The meaning of DCLAP - developmentally, culturally, linguistically appropriate practice
- The role of shared reflective practice

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.

Course: Health, Safety and Nutrition – Continued**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.

Content and Topics:

- Planning for children's health, safety, and nutrition education
- Physical fitness

Course: Teaching in a Diverse Society**Student Learning Outcomes:**

- 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.

Content and Topics:

- The teacher as model: self knowledge; recognition and respect for differences; responsive behaviors; acknowledgement and struggle with bias; change agent for and with children, families and colleagues

Course: Practicum-Field Experience**Student Learning Outcomes:**

- Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
- Critically assess one's own teaching experiences to guide and inform practice.

Objectives:

- Critically assess personal experiences to inform and guide future teaching and collaborative practices.
- Demonstrate professional behavior and preparation for the field of early childhood education.
- Demonstrate a professional level of competence in written and verbal expression.

Content and Topics:

- Professional and ethical conduct
- Use State Learning Standards and Tools
- Career Ladder

Health – Learning Experience 10: Identifying Family and Cultural Beliefs and Practices about Health

Course: Child Growth and Development

Student Learning Outcomes:

- Analyze how cultural, economic, political, historical contexts affect children's development.
- Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies.

Objectives:

- Investigate and explain sources of developmental change and reasons for disturbances in the developmental process.
- Demonstrate knowledge of current research findings as they apply to child development.

Content and Topics:

- Investigative research methods: interviews, surveys, observation; documentation, analysis, presentation of findings. Including questions of ethics, bias, and validity of research

Course: Child, Family and Community

Student Learning Outcomes:

- Critically assess community support services and agencies that are available to community and families.

Objectives:

- Demonstrate knowledge about the child as developing within a system and influenced by numerous factors of socialization.
- Demonstrate the ability to identify and analyze risk factors and/or problems and recommend appropriate community resources.

Content and Topics:

- Identify community agencies, referral systems, procedures and availability of specialized services and support for families and children

Course: Introduction to Curriculum

Student Learning Outcomes:

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.

Objectives:

- Demonstrate through written curriculum plans, familiarity with appropriate materials, equipment and teaching approaches that support optimum learning and development for all young children.
- Evaluate teacher behaviors for best practices reflecting current research and the impact it has on children's learning and development.

Course: Introduction to Curriculum – Continued**Content and Topics:**

- Teacher reflection and self evaluation as essential to curriculum development
- Current research
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children**Student Learning Outcomes:**

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Objectives:

- Describe adaptations (programmatic, curricular and environmental strategies) needed to support children with diverse abilities and characteristics.

Content and Topics:

- Collaboration and partnerships with families, colleagues, and health care professionals – 5 principles of family centered care

Course: Health, Safety and Nutrition**Student Learning Outcomes:**

- Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.

Objectives:

- Identify and discuss common health and safety issues in early childhood settings.
- Research current health issues related to children and families.

Content and Topics:

- Conditions affecting children's health

Course: Practicum-Field Experience**Student Learning Outcomes:**

- Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

Objectives:

- Use and articulate current research and understanding of development and learning theories to select effective learning materials and experiences for *all* young children.

Content and Topics:

- Use State Learning Standards and Tools

Health – Learning Experience 11: Exploring Examples of the Health Foundations During Preschool Routines

Course: Child Growth and Development

Student Learning Outcomes:

- 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:

- Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers.
- Examine and evaluate the role of play and its relationship to development at various stages.

Content and Topics:

- Observations applying theory and developmental norms to various ages

Course: Introduction to Curriculum

Student Learning Outcomes:

- Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support *all* children.

Objectives:

- Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.
- Apply understanding of children's learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language & literacy; physical/motor mastery; creativity and the arts; mathematics and science.
- Using current professional standards observe and document children at play and propose appropriate curriculum and possibilities for expanding children's learning in a variety of curriculum content areas.

Content and Topics:

- Play as the central modality of young children's learning
- Individual learning styles and modalities
- Observation and documentation as related to curriculum development
- Selecting activities, materials and equipment, meeting goals
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.



Course: Principles and Practices of Teaching Young Children – Continued

Objectives:

- Demonstrate awareness of developmental ages and stages.
- Describe the relationship of observation, planning, implementation, and assessment in effective programming.

Content and Topics:

- Play as a vehicle for development and learning
- The interrelationship of planning, observation, and assessment

Course: Observation and Assessment

Student Learning Outcomes:

- Critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings.
- Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development.

Objectives:

- Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs.
- Demonstrate and apply knowledge of developmental domains when dealing with difference, delays, and disorders.
- Demonstrate knowledge of the role that observation and assessment play in intervention.

Content and Topics:

- National and State standards for learning and assessment
- Observation and assessment as a tool to create appropriate environments
- Portfolio collection (e.g., photos, art, writing), which makes visible children's development and learning

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- 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 policies and procedures.
- Write appropriate early childhood curriculum on the topics of health, safety, and nutrition appropriate for families and all children.

Content and Topics:

- N/A

Course: Practicum-Field Experience

Student Learning Outcomes:

- Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.

Objectives:

- Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.

Content and Topics:

- Authentic assessment and documentation for all children
- Use State Learning Standards and Tools

Health – Learning Experience 12: Exploring Scripts for the Health Domain in the Early Care and Education Setting

Course: Child Growth and Development

Student Learning Outcomes:

- 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:

- Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers.
- Examine and evaluate the role of teachers and other professionals in facilitating children's development.

Content and Topics:

- The role and influence of family and caregivers
- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
 - Infant and toddler development
 - Play-years development

Course: Introduction to Curriculum

Student Learning Outcomes:

- Evaluate the teachers' role in providing best and promising practices in early childhood programs.

Objectives:

- Discuss the role of curriculum in supporting socialization, self-regulation and self-help skills for all children.
- Evaluate teacher behaviors for best practices reflecting current research and the impact it has on children's learning and development.

Course: Introduction to Curriculum – Continued**Content and Topics:**

- Role of the teacher in fostering social attitudes, values and skills
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children**Student Learning Outcomes:**

- Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.
- Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.

Objectives:

- Compare and contrast principles of positive guidance and identify strategies for different ages.
- Identify practices promoting positive classroom management, guidance, communication and problem solving skills.

Content and Topics:

- Importance of relationships and interactions

Course: Observation and Assessment**Student Learning Outcomes:**

- Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development.

Objectives:

- Use observation tools to identify patterns, trends and anomalies in individuals and groups of children (e.g., DRDP-R, Ages and Stages).
- Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs.

Content and Topics:

- Appropriate procedures of child observation
- Utilize observation and assessment strategies that support appropriate teaching strategies for dual-language learners

Course: Health, Safety and Nutrition**Student Learning Outcomes:**

- 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:

- Recognize a caregiver's role and responsibility to model good health, safety and nutrition habits

Course: Health, Safety and Nutrition – Continued

Content and Topics:

- Responsibilities of teacher as role model of best health, safety and nutrition practices

Course: Practicum-Field Experience

Student Learning Outcomes:

- Evaluate the effectiveness of early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.
- Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.

Objectives:

- Plan, present and evaluate a variety of developmentally, culturally and linguistically appropriate, play-based curriculum and activities.

Content and Topics:

- Application of developmentally, culturally, linguistically appropriate practices
- Positive interactions with children and adults in primary language(s)

Health – Learning Experience 13:**Exploring the Relationships of the Foundations in the Health Domain to Foundations in Other Domains****Course: Child Growth and Development**

Student Learning Outcomes:

- Differentiate characteristics of typical and atypical development at various stages.

Objectives:

- Examine ways in which developmental domains are continuous, sequential and interrelated.
- Examine and evaluate the role of play and its relationship to development at various stages.

Content and Topics:

- The role and influence of family and caregivers
- The role and influence of cultural and societal impacts
- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
 - Infant and toddler development
 - Play-years development

Course: Introduction to Curriculum

Student Learning Outcomes:

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.
- Compare and contrast play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development.

Course: Introduction to Curriculum – Continued**Objectives:**

- Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.
- Apply understanding of children's learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language & literacy; physical/motor mastery; creativity and the arts; mathematics and science.

Content and Topics:

- Emergent curriculum, webbed curriculum, themes, project approach
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children**Student Learning Outcomes:**

- Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.

Objectives:

- Demonstrate awareness of developmental ages and stages.
- Describe the relationship of observation, planning, implementation, and assessment in effective programming.

Content and Topics:

- The interrelationship of planning, observation, and assessment

Course: Observation and Assessment**Student Learning Outcomes:**

- Embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children.

Objectives:

- Demonstrate and apply knowledge of developmental domains to interpretations of observations.

Content and Topics:

- Appropriate procedures of child observation

Course: Health, Safety and Nutrition**Student Learning Outcomes:**

- Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.

Objectives:

- Demonstrate effective strategies for evaluating health and safety policies and procedures.
- Compare and contrast various methods of collaboration with teachers and families to promote health and safety in settings for children ages 0-5.

Course: Health, Safety and Nutrition – Continued

Content and Topics:

- Promote good health with families, teachers and children involved in culturally linguistically and developmentally appropriate ways
- Planning for children's health, safety, and nutrition education

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

Objectives:

- Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.

Content and Topics:

- Integration across curriculum and in collaboration w/team
- Use State Learning Standards and Tools

**Health – Learning Experience 14:
Exploring English-language Development in the Health Foundations:
Critical Vocabulary**

Course: Child Growth and Development

Student Learning Outcomes:

- Analyze how cultural, economic, political, historical contexts affect children's development.

Objectives:

- Investigate and explain the process of bilingual development in children at various stages.

Content and Topics:

- Bilingual development and theories of language learning and bilingualism

Course: Child, Family and Community

Student Learning Outcomes:

- Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning.

Objectives:

- Identify early childhood practices that support all children and families.
- Demonstrate ability to implement a variety of appropriate and effective communication strategies for working with diverse and special needs populations.

Content and Topics:

- The role of family: values, traditions, modes of interaction, rules, conventions, responsibilities, change, transitions, and family dynamics

Course: Child, Family and Community – Continued

Content and Topics – Continued:

- The teacher's role in researching the needs and family contexts of dual language learners, in particular

Course: Introduction to Curriculum

Student Learning Outcomes:

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.

Objectives:

- Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.
- Design curriculum plans and activities to include support of home language as well as development of English as a second language.

Content and Topics:

- Impacts of language and culture on children's play and learning
- Assessing all curriculum for access and appropriate inclusion approaches
- Innovative approaches

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.

Objectives:

- Define developmentally, culturally and linguistically appropriate practice.
- Describe adaptations (programmatic, curricular and environmental strategies) needed to support children with diverse abilities and characteristics.
- Develop strategies to maintain communication and access with English language learning families and children.

Content and Topics:

- The meaning of DCLAP - developmentally, culturally, linguistically appropriate practice

Course: Observation and Assessment

Student Learning Outcomes:

- Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics.

Objectives:

- Consider the effect of social context, child's state of health and well-being, primary language, ability and environment on assessment processes.



Course: Observation and Assessment – Continued

Content and Topics:

- National and State standards for learning and assessment

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- 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:

- Compare and contrast various methods of collaboration with teachers and families to promote health and safety in settings for children ages 0-5.
- Identify and discuss common health and safety issues in early childhood settings.

Content and Topics:

- Promote good health with families, teachers and children involved in culturally linguistically and developmentally appropriate ways

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- 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.
- Evaluate inclusive classroom environments, materials and approaches that are developmentally, culturally and linguistically appropriate to specific groups of children.

Content and Topics:

- Culturally and developmentally appropriate classrooms: curriculum, environment; human relationships

Course: Practicum-Field Experience

Student Learning Outcomes:

- Evaluate the effectiveness of early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.
- Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.

Objectives:

- Plan, present and evaluate a variety of developmentally, culturally and linguistically appropriate, play-based curriculum and activities.

Content and Topics:

- Application of developmentally, culturally, linguistically appropriate practices
- Positive interactions with children and adults in primary language(s)