

## Student Learning Outcomes Index

### Student Learning Outcomes and CAP Lower Division Eight Courses Mapped onto the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*

To support faculty in decisions regarding how and where they can best use the *California Preschool Program Guidelines, Part One and Part Two* in their course work or across their program, the revised 2015 version of the the Student Learning Outcomes (SLOs) developed by the Curriculum Alignment Project (CAP) for the eight core lower division early childhood courses and CAP expansion courses have been mapped onto the key topics for each domain in this instructional guide. Each Key Topic Preview Page provides course suggestions for instructor consideration.

More information about the Curriculum Alignment Project can be found on its Web site: [https://www.childdevelopment.org/cs/cdct/print/htdocs/services\\_cap.htm](https://www.childdevelopment.org/cs/cdct/print/htdocs/services_cap.htm).

This Student Learning Outcomes Index is provided for easy access to the key topics that support the development of these outcomes. To locate page numbers for each key topic listed in the following index, refer to the Instructional Guide Table of Contents.

Additionally, refer to Appendix A for the listing of suggested CAP lower division eight courses and CAP expansion courses for all key topics in this instructional guide with their mapped SLOs, objectives, and examples of course content and topics. Appendix A is first organized by instructional guide units and key topics, then by the CAP courses, SLOs, objectives, and examples of course content and topics.

This is not an exhaustive list, and faculty might find ways to use the key topics to address SLOs by means other than what has been indexed. Working through these selected key topics 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.


#### ***California State University and University of California***

The Curriculum Alignment Project (CAP) course and student learning outcomes (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 key topics in this instructional guide.



## CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Introduction to Curriculum


<b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b>  <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	<b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b>
<b>Course: Introduction to Curriculum</b>	 <b>A Closer Look at the Introduction to the California Preschool Program Guidelines</b>
Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.	<ul style="list-style-type: none"> <li>• A Closer Look at the Introduction to the <i>California Preschool Program Guidelines</i></li> </ul>
Identify the teachers’ role in early childhood programs, including planning, implementing, and evaluating activities and environments.	<ul style="list-style-type: none"> <li>• A Closer Look at the Introduction to the <i>California Preschool Program Guidelines</i></li> </ul>
Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

**Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide’s units and key topics.**



**CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with  
the *Instructional Guide for the California Preschool Program Guidelines,  
Part One and Part Two***


Course: Principles and Practices of Teaching Young Children

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Principles and Practices of Teaching Young Children</b></p>	 <p align="center"><b>A Closer Look at the Introduction to the <i>California Preschool Program Guidelines</i></b></p>
<p>Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.</p>	
<p>Describe the role of early childhood educator, including ethical conduct and professional pathways.</p>	
<p>Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.</p>	<ul style="list-style-type: none"> <li>• A Closer Look at the Introduction to the <i>California Preschool Program Guidelines</i></li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with  
the *Instructional Guide for the California Preschool Program Guidelines,  
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Course: Observation and Assessment

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Observation and Assessment</b></p>	 <p align="center"><b>A Closer Look at the Introduction to the <i>California Preschool Program Guidelines</i></b></p>
<p>Evaluate the characteristics, strengths, limitations, and applications of contemporary observation and assessment tools.</p>	
<p>Complete systematic observations and assessments using a variety of data collection methods to inform environment design, interactions, and curriculum.</p>	<ul style="list-style-type: none"> <li>• A Closer Look at the Introduction to the <i>California Preschool Program Guidelines</i></li> </ul>
<p>Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with  
the *Instructional Guide for the California Preschool Program Guidelines,  
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Course: Health, Safety and Nutrition

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Health, Safety and Nutrition</b></p>	 <p align="center"><b>A Closer Look at the Introduction to the <i>California Preschool Program Guidelines</i></b></p>
<p>Describe strategies used to promote health, safety, and nutrition of children and adults in early childhood settings.</p>	
<p>Evaluate environments for both positive and negative impacts on children’s health and safety.</p>	
<p>Identify regulations, standards, policies, and procedures related to health, safety, and nutrition in early childhood settings.</p>	<ul style="list-style-type: none"> <li>• A Closer Look at the Introduction to the <i>California Preschool Program Guidelines</i></li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two***


Course: Teaching in a Diverse Society

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Teaching in a Diverse Society</b></p>	 <p align="center"><b>A Closer Look at the Introduction to the California Preschool Program Guidelines</b></p>
<p>Examine the impact of various societal influences on the development of children’s social identity.</p>	
<p>Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.</p>	<ul style="list-style-type: none"> <li>• A Closer Look at the Introduction to the <i>California Preschool Program Guidelines</i></li> </ul>
<p>Evaluate the influence of teachers’ experiences on teaching approaches and interactions with children and families.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



## CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two


Course: Practicum-Field Experience

<p style="text-align: center;"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p style="text-align: center;"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p><b>Course: Practicum-Field Experience</b></p>	 <p style="text-align: center;"><b>A Closer Look at the Introduction to the California Preschool Program Guidelines</b></p>
<p>Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.</p>	<ul style="list-style-type: none"> <li>• A Closer Look at the Introduction to the <i>California Preschool Program Guidelines</i></li> </ul>
<p>Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.</p>	<ul style="list-style-type: none"> <li>• A Closer Look at the Introduction to the <i>California Preschool Program Guidelines</i></li> </ul>
<p>Analyze personal teaching experiences to guide and inform practice.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



## Student Learning Outcomes from **CAP Expansion Courses** Indexed with the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*

### **CAP Expansion Course:** Administration I: Programs in Early Childhood Education


Students Learning Outcomes from <b>CAP Expansion Courses</b>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
<i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	
<b>CAP Expansion Course: Administration I: Programs in Early Childhood Education</b>	 <b>A Closer Look at the Introduction to the California Preschool Program Guidelines</b>
Apply administration skills in various types of early care and education programs.	
Demonstrate knowledge of strategic fiscal planning.	
Evaluate components of quality programs, facilities and operations.	<ul style="list-style-type: none"> <li>• A Closer Look at the Introduction to the <i>California Preschool Program Guidelines</i></li> </ul>
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

**Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide’s units and key topics.**



**Student Learning Outcomes from CAP Expansion Courses Indexed with the  
Instructional Guide for the  
California Preschool Program Guidelines, Part One and Part Two**


**CAP Expansion Course:** Administration II: Personnel and Leadership in Early Childhood Education

<p align="center"><b>Students Learning Outcomes from CAP Expansion Courses</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>CAP Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education</b></p>	 <p align="center"><b>A Closer Look at the Introduction to the California Preschool Program Guidelines</b></p>
<p>Demonstrate effective practices for managing and leading staff and administering early care and education programs.</p>	<ul style="list-style-type: none"> <li>• A Closer Look at the Introduction to the <i>California Preschool Program Guidelines</i></li> </ul>
<p>Implement ongoing professional development plans based on evaluation of staff and administrator needs.</p>	
<p>Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



## Student Learning Outcomes from **CAP Expansion Courses** Indexed with the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*


### **CAP Expansion Course:** Introduction to Children with Special Needs

<p style="text-align: center;"><b>Students Learning Outcomes from <b>CAP Expansion Courses</b></b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p style="text-align: center;"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p><b>CAP Expansion Course:</b> <b>Introduction to Children with Special Needs</b></p>	 <p style="text-align: center;"><b>A Closer Look at the Introduction to the California Preschool Program Guidelines</b></p>
<p>Recognize various exceptionalities and conditions of children and identify interventions based on the developmental continuum.</p>	
<p>Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs.</p>	<ul style="list-style-type: none"> <li>• A Closer Look at the Introduction to the <i>California Preschool Program Guidelines</i></li> </ul>
<p>Collaborate with families and community members in supporting inclusion of children with special needs.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**Student Learning Outcomes from CAP Expansion Courses Indexed with the  
Instructional Guide for the  
California Preschool Program Guidelines, Part One and Part Two**


**CAP Expansion Course:** Curriculum and Strategies for Children with Special Needs

<p align="center"><b>Students Learning Outcomes from CAP Expansion Courses</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>CAP Expansion Course: Curriculum and Strategies for Children with Special Needs</b></p>	 <p align="center"><b>A Closer Look at the Introduction to the California Preschool Program Guidelines</b></p>
<p>Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.</p>	<ul style="list-style-type: none"> <li>• A Closer Look at the Introduction to the <i>California Preschool Program Guidelines</i></li> </ul>
<p>Design and implement curriculum strategies based on children’s individualized needs in inclusive and natural environments.</p>	<ul style="list-style-type: none"> <li>• A Closer Look at the Introduction to the <i>California Preschool Program Guidelines</i></li> </ul>
<p>Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



## CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*

Course: Child Growth and Development


Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
<p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p> <p><b>Course: Child Growth and Development</b></p>	 <p><b>Unit 1 – Chapter 1: Current Issues in Early Childhood Education</b></p>
Describe development of children from conception through adolescence in the physical, social, emotional, and cognitive domains.	<ul style="list-style-type: none"> <li>Unit 1, Key Topic 3: Research on Brain Development</li> </ul>
Identify cultural, economic, political, and historical contexts that impact children’s development.	<ul style="list-style-type: none"> <li>Unit 1, Key Topic 4: School Readiness</li> <li>Unit 1, Key Topic 5: California Context</li> </ul>
Apply knowledge of development and major theoretical framework to child observations.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

**Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide’s units and key topics.**



**CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with  
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Course: Child, Family and Community

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Child, Family and Community</b></p>	 <p align="center"><b>Unit 1 – Chapter 1: Current Issues in Early Childhood Education</b></p>
<p>Describe socialization of the child focusing on the interrelationship of family, school, and community.</p>	<ul style="list-style-type: none"> <li>• Unit 1, Getting Ready for the Unit</li> <li>• Unit 1, Key Topic 1: Overview &amp; Rationale</li> </ul>
<p>Identify the educational, political, and socioeconomic impacts on children and families.</p>	<ul style="list-style-type: none"> <li>• Unit 1, Key Topic 4: School Readiness</li> <li>• Unit 1, Key Topic 5: California Context</li> </ul>
<p>Describe strategies that empower families and encourage family involvement in children’s development.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with  
the *Instructional Guide for the California Preschool Program Guidelines,*  
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Course: Introduction to Curriculum

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Introduction to Curriculum</b></p>	 <p align="center"><b>Unit 1 – Chapter 1: Current Issues in Early Childhood Education</b></p>
<p>Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.</p>	<ul style="list-style-type: none"> <li>Unit 1, Key Topic 2: Quality Features of Preschool Programs</li> </ul>
<p>Identify the teachers’ role in early childhood programs, including planning, implementing, and evaluating activities and environments.</p>	
<p>Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



## CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines,* *Part One and Part Two*


Course: Principles and Practices of Teaching Young Children

<p style="text-align: center;"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p style="text-align: center;"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p style="text-align: center;"><b>Course: Principles and Practices of Teaching Young Children</b></p>	 <p style="text-align: center;"><b>Unit 1 – Chapter 1: Current Issues in Early Childhood Education</b></p>
<p>Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.</p>	<ul style="list-style-type: none"> <li>• Unit 1, Getting Ready for the Unit</li> <li>• Unit 1, Key Topic 1: Overview and Rationale</li> <li>• Unit 1, Key Topic 3: Research on Brain Development</li> <li>• Unit 1, Key Topic 4: School Readiness</li> </ul>
<p>Describe the role of early childhood educator, including ethical conduct and professional pathways.</p>	
<p>Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.</p>	<ul style="list-style-type: none"> <li>• Unit 1, Key Topic 2: Quality Features of Preschool Programs</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with  
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Course: Health, Safety and Nutrition

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Health, Safety and Nutrition</b></p>	 <p align="center"><b>Unit 1 – Chapter 1: Current Issues in Early Childhood Education</b></p>
<p>Describe strategies used to promote health, safety, and nutrition of children and adults in early childhood settings.</p>	
<p>Evaluate environments for both positive and negative impacts on children’s health and safety.</p>	<ul style="list-style-type: none"> <li>Unit 1, Key Topic 3: Research on Brain Development</li> </ul>
<p>Identify regulations, standards, policies, and procedures related to health, safety, and nutrition in early childhood settings.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



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Course: Teaching in a Diverse Society

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<p align="center"><b>Course: Teaching in a Diverse Society</b></p>	 <p align="center"><b>Unit 1 – Chapter 1: Current Issues in Early Childhood Education</b></p>
<p>Examine the impact of various societal influences on the development of children’s social identity.</p>	<ul style="list-style-type: none"> <li>Unit 1, Key Topic 5: California Context</li> </ul>
<p>Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.</p>	
<p>Evaluate the influence of teachers’ experiences on teaching approaches and interactions with children and families.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



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Course: Practicum-Field Experience

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Practicum-Field Experience</b></p>	 <p align="center"><b>Unit 1 – Chapter 1: Current Issues in Early Childhood Education</b></p>
<p>Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.</p>	<ul style="list-style-type: none"> <li>Unit 1, Key Topic 4: School Readiness</li> </ul>
<p>Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.</p>	
<p>Analyze personal teaching experiences to guide and inform practice.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**Student Learning Outcomes from CAP Expansion Courses Indexed with the  
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**CAP Expansion Course:** Administration I: Programs in Early Childhood Education


<p align="center"><b>Students Learning Outcomes from CAP Expansion Courses</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>CAP Expansion Course: Administration I: Programs in Early Childhood Education</b></p>	 <p align="center"><b>Unit 1 – Chapter 1: Current Issues in Early Childhood Education</b></p>
<p>Apply administration skills in various types of early care and education programs.</p>	
<p>Demonstrate knowledge of strategic fiscal planning.</p>	
<p>Evaluate components of quality programs, facilities and operations.</p>	<ul style="list-style-type: none"> <li>• Unit 1, Key Topic 2: Quality Features of Preschool Programs</li> <li>• Unit 1, Key Topic 4: School Readiness</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	

**Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide’s units and key topics.**



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**CAP Expansion Course:** Administration II: Personnel and Leadership in Early Childhood Education

<p style="text-align: center;"><b>Students Learning Outcomes from CAP Expansion Courses</b></p> <p style="text-align: center;"><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p style="text-align: center;"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p><b>CAP Expansion Course:</b> <b>Administration II: Personnel and Leadership in Early Childhood Education</b></p>	 <p><b>Unit 1 – Chapter 1: Current Issues in Early Childhood Education</b></p>
<p>Demonstrate effective practices for managing and leading staff and administering early care and education programs.</p>	<ul style="list-style-type: none"> <li>• Unit 1, Getting Ready for the Unit</li> <li>• Unit 1, Key Topic 1: Overview and Rationale</li> <li>• Unit 1, Key Topic 2: Quality Features of Preschool Programs</li> <li>• Unit 1, Key Topic 5: California Context</li> </ul>
<p>Implement ongoing professional development plans based on evaluation of staff and administrator needs.</p>	
<p>Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.</p>	<ul style="list-style-type: none"> <li>• Unit 1, Key Topic 4: School Readiness</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



## Student Learning Outcomes from **CAP Expansion Courses** Indexed with the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*


### **CAP Expansion Course:** Introduction to Children with Special Needs

<p style="text-align: center;"><b>Students Learning Outcomes from CAP Expansion Courses</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p style="text-align: center;"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p><b>CAP Expansion Course:</b> <b>Introduction to Children with Special Needs</b></p>	 <p><b>Unit 1 – Chapter 1: Current Issues in Early Childhood Education</b></p>
<p>Recognize various exceptionalities and conditions of children and identify interventions based on the developmental continuum.</p>	<ul style="list-style-type: none"> <li>• Unit 1, Key Topic 3: Research on Brain Development</li> <li>• Unit 1, Key Topic 5: California Context</li> </ul>
<p>Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs.</p>	
<p>Collaborate with families and community members in supporting inclusion of children with special needs.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



## CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*

Course: Child Growth and Development


<b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b>  <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	<b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b>
<b>Course: Child Growth and Development</b>	 <b>Unit 2 – Chapter 2: The Preschool Child</b>
Describe development of children from conception through adolescence in the physical, social, emotional, and cognitive domains.	<ul style="list-style-type: none"> <li>Unit 2, Getting Ready for the Unit</li> </ul>
Identify cultural, economic, political, and historical contexts that impact children’s development.	
Apply knowledge of development and major theoretical framework to child observations.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

**Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide’s units and key topics.**



**CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with  
the *Instructional Guide for the California Preschool Program Guidelines,*  
Part One and Part Two**


Course: Child, Family and Community

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Child, Family and Community</b></p>	 <p align="center"><b>Unit 2 – Chapter 2: The Preschool Child</b></p>
<p>Describe socialization of the child focusing on the interrelationship of family, school, and community.</p>	<ul style="list-style-type: none"> <li>Unit 2, Key Topic 2: Domains of the Learning Foundations and School Readiness</li> </ul>
<p>Identify the educational, political, and socioeconomic impacts on children and families.</p>	
<p>Describe strategies that empower families and encourage family involvement in children’s development.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



## CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines,* Part One and Part Two


Course: Introduction to Curriculum

<b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b>  <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	<b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b>
<b>Course: Introduction to Curriculum</b>	 <b>Unit 2 – Chapter 2: The Preschool Child</b>
Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.	<ul style="list-style-type: none"> <li>Unit 2, Key Topic 2: Domains of the Learning Foundations and School Readiness</li> </ul>
Identify the teachers’ role in early childhood programs, including planning, implementing, and evaluating activities and environments.	<ul style="list-style-type: none"> <li>Unit 2, Getting Ready for the Unit</li> <li>Unit 2 Key Topic 1: Factors that Influence Learning and Development</li> </ul>
Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



## CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines,* *Part One and Part Two*


Course: Principles and Practices of Teaching Young Children

<p style="text-align: center;"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p style="text-align: center;"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p style="text-align: center;"><b>Course: Principles and Practices of Teaching Young Children</b></p>	<div style="display: flex; align-items: center; justify-content: center;">  <p style="text-align: center;"><b>Unit 2 – Chapter 2: The Preschool Child</b></p> </div>
<p>Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.</p>	
<p>Describe the role of early childhood educator, including ethical conduct and professional pathways.</p>	
<p>Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.</p>	<ul style="list-style-type: none"> <li>• Unit 2 Key Topic 1: Factors that Influence Learning and Development</li> <li>• Unit 2, Key Topic 2: Domains of the Learning Foundations and School Readiness</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with  
the *Instructional Guide for the California Preschool Program Guidelines,*  
Part One and Part Two**


Course: Teaching in a Diverse Society

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Teaching in a Diverse Society</b></p>	 <p align="center"><b>Unit 2 – Chapter 2: The Preschool Child</b></p>
<p>Examine the impact of various societal influences on the development of children’s social identity.</p>	
<p>Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.</p>	
<p>Evaluate the influence of teachers’ experiences on teaching approaches and interactions with children and families.</p>	<ul style="list-style-type: none"> <li>• Unit 2, Getting Ready for the Unit</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with  
the *Instructional Guide for the California Preschool Program Guidelines,*  
Part One and Part Two**


Course: Practicum-Field Experience

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Practicum-Field Experience</b></p>	 <p align="center"><b>Unit 2 – Chapter 2: The Preschool Child</b></p>
<p>Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.</p>	<ul style="list-style-type: none"> <li>• Unit 2 Key Topic 1: Factors that Influence Learning and Development</li> <li>• Unit 2, Key Topic 2: Domains of the Learning Foundations and School Readiness</li> </ul>
<p>Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.</p>	
<p>Analyze personal teaching experiences to guide and inform practice.</p>	<ul style="list-style-type: none"> <li>• Unit 2, Getting Ready for the Unit</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**Student Learning Outcomes from CAP Expansion Courses Indexed with the  
Instructional Guide for the  
California Preschool Program Guidelines, Part One and Part Two**

**CAP Expansion Course:** Administration I: Programs in Early Childhood Education


<p align="center"><b>Students Learning Outcomes from CAP Expansion Courses</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>CAP Expansion Course: Administration I: Programs in Early Childhood Education</b></p>	 <p align="center"><b>Unit 2 – Chapter 2: The Preschool Child</b></p>
<p>Apply administration skills in various types of early care and education programs.</p>	<ul style="list-style-type: none"> <li>Unit 2, Key Topic 1: Factors that Influence Learning and Development</li> </ul>
<p>Demonstrate knowledge of strategic fiscal planning.</p>	
<p>Evaluate components of quality programs, facilities and operations.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	

**Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide’s units and key topics.**



**Student Learning Outcomes from CAP Expansion Courses Indexed with the  
Instructional Guide for the  
California Preschool Program Guidelines, Part One and Part Two**


**CAP Expansion Course:** Administration II: Personnel and Leadership in Early Childhood Education

<p align="center"><b>Students Learning Outcomes from CAP Expansion Courses</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>CAP Expansion Course:</b> <b>Administration II: Personnel and Leadership in Early Childhood Education</b></p>	 <p align="center"><b>Unit 2 – Chapter 2: The Preschool Child</b></p>
<p>Demonstrate effective practices for managing and leading staff and administering early care and education programs.</p>	<ul style="list-style-type: none"> <li>Unit 2, Key Topic 2: Domains of the Learning Foundations and School Readiness</li> </ul>
<p>Implement ongoing professional development plans based on evaluation of staff and administrator needs.</p>	
<p>Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**Student Learning Outcomes from CAP Expansion Courses Indexed with the  
Instructional Guide for the  
California Preschool Program Guidelines, Part One and Part Two**


**CAP Expansion Course:** Curriculum and Strategies for Children with Special Needs

<p style="text-align: center;"><b>Students Learning Outcomes from CAP Expansion Courses</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p style="text-align: center;"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p><b>CAP Expansion Course:</b> <b>Curriculum and Strategies for Children with Special Needs</b></p>	 <p><b>Unit 2 – Chapter 2: The Preschool Child</b></p>
<p>Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.</p>	
<p>Design and implement curriculum strategies based on children’s individualized needs in inclusive and natural environments.</p>	<ul style="list-style-type: none"> <li>• Unit 2, Getting Ready for the Unit</li> <li>• Unit 2, Key Topic 1: Factors that Influence Learning and Development</li> </ul>
<p>Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



## CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*

Course: Child, Family and Community


<b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b>  <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	<b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b>
<b>Course: Child, Family and Community</b>	 <b>Unit 3 – Chapter 3: The Role of the Preschool Teacher</b>
Describe socialization of the child focusing on the interrelationship of family, school, and community.	<ul style="list-style-type: none"> <li>Unit 3, Key Topic 3: Engaging All Families and Supporting All Children</li> </ul>
Identify the educational, political, and socioeconomic impacts on children and families.	
Describe strategies that empower families and encourage family involvement in children’s development.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

**Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide’s units and key topics.**



**CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with  
the *Instructional Guide for the California Preschool Program Guidelines,*  
Part One and Part Two**


Course: Introduction to Curriculum

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Introduction to Curriculum</b></p>	 <p align="center"><b>Unit 3 – Chapter 3: The Role of the Preschool Teacher</b></p>
<p>Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.</p>	
<p>Identify the teachers’ role in early childhood programs, including planning, implementing, and evaluating activities and environments.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Getting Ready for the Unit</li> <li>• Unit 3, Key Topic 1: Overview and Rationale</li> <li>• Unit 3, Key Topic 4: Building Skills for Reflective Teaching</li> </ul>
<p>Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Key Topic 2: A Closer Look at Teachers’ Responsibilities</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with  
the *Instructional Guide for the California Preschool Program Guidelines,*  
Part One and Part Two**


Course: Principles and Practices of Teaching Young Children

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Principles and Practices of Teaching Young Children</b></p>	 <p align="center"><b>Unit 3 – Chapter 3: The Role of the Preschool Teacher</b></p>
<p>Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.</p>	
<p>Describe the role of early childhood educator, including ethical conduct and professional pathways.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Key Topic 1: Overview and Rationale</li> </ul>
<p>Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Getting Ready for the Unit</li> <li>• Unit 3, Key Topic 2: A Closer Look at Teachers’ Responsibilities</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with  
the *Instructional Guide for the California Preschool Program Guidelines,*  
Part One and Part Two**


Course: Teaching in a Diverse Society

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Teaching in a Diverse Society</b></p>	 <p align="center"><b>Unit 3 – Chapter 3: The Role of the Preschool Teacher</b></p>
<p>Examine the impact of various societal influences on the development of children’s social identity.</p>	
<p>Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Key Topic 4: Building Skills for Reflective Teaching</li> </ul>
<p>Evaluate the influence of teachers’ experiences on teaching approaches and interactions with children and families.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Key Topic 2: A Closer Look at Teachers’ Responsibilities</li> <li>• Unit 3, Key Topic 3: Engaging All Families and Supporting All Children</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with  
the *Instructional Guide for the California Preschool Program Guidelines,*  
Part One and Part Two**


Course: Practicum-Field Experience

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Practicum-Field Experience</b></p>	 <p align="center"><b>Unit 3 – Chapter 3: The Role of the Preschool Teacher</b></p>
<p>Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Getting Ready for the Unit</li> <li>• Unit 3, Key Topic 1: Overview and Rationale</li> <li>• Unit 3, Key Topic 3: Engaging All Families and Supporting All Children</li> </ul>
<p>Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.</p>	
<p>Analyze personal teaching experiences to guide and inform practice.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Key Topic 2: A Closer Look at Teachers’ Responsibilities</li> <li>• Unit 3, Key Topic 4: Building Skills for Reflective Teaching</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



## Student Learning Outcomes from **CAP Expansion Courses** Indexed with the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*

### **CAP Expansion Course:** Adult Supervision and Mentoring in Early Care and Education


<p style="text-align: center;"><b>Students Learning Outcomes from <b>CAP Expansion Courses</b></b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p style="text-align: center;"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p><b>CAP Expansion Course:</b> <b>Adult Supervision and Mentoring in Early Care and Education</b></p>	 <p><b>Unit 3 – Chapter 3: The Role of the Preschool Teacher</b></p>
<p>Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners.</p>	
<p>Demonstrate competency in communication and reflective practices when working with diverse adult populations.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Getting Ready for the Unit</li> <li>• Unit 3, Key Topic 1: Overview and Rationale</li> <li>• Unit 3, Key Topic 4: Building Skills for Reflective Teaching</li> </ul>
<p>Use a variety of personnel, program, and environmental assessment tools in inform leadership decisions.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	

**Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide’s units and key topics.**



**Student Learning Outcomes from CAP Expansion Courses Indexed with the  
Instructional Guide for the  
California Preschool Program Guidelines, Part One and Part Two**


**CAP Expansion Course:** Administration II: Personnel and Leadership in Early Childhood Education

<p style="text-align: center;"><b>Students Learning Outcomes from CAP Expansion Courses</b></p> <p style="text-align: center;"><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p style="text-align: center;"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p><b>CAP Expansion Course:</b> <b>Administration II: Personnel and Leadership in Early Childhood Education</b></p>	 <p><b>Unit 3 – Chapter 3: The Role of the Preschool Teacher</b></p>
<p>Demonstrate effective practices for managing and leading staff and administering early care and education programs.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Getting Ready for the Unit</li> <li>• Unit 3, Key Topic 1: Overview and Rationale</li> </ul>
<p>Implement ongoing professional development plans based on evaluation of staff and administrator needs.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Key Topic 4: Building Skills for Reflective Teaching</li> </ul>
<p>Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Key Topic 3: Engaging All Families and Supporting All Children</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**Student Learning Outcomes from CAP Expansion Courses Indexed with the  
Instructional Guide for the  
California Preschool Program Guidelines, Part One and Part Two**


**CAP Expansion Course:** Curriculum and Strategies for Children with Special Needs

<p align="center"><b>Students Learning Outcomes from CAP Expansion Courses</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>CAP Expansion Course: Curriculum and Strategies for Children with Special Needs</b></p>	 <p align="center"><b>Unit 3 – Chapter 3: The Role of the Preschool Teacher</b></p>
<p>Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.</p>	
<p>Design and implement curriculum strategies based on children’s individualized needs in inclusive and natural environments.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Getting Ready for the Unit</li> <li>• Unit 3, Key Topic 2: A Closer Look at Teachers’ Responsibilities</li> </ul>
<p>Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Key Topic 3: Engaging All Families and Supporting All Children</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



## CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*

Course: Introduction to Curriculum


<b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b>  <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	<b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b>
<b>Course: Introduction to Curriculum</b>	 <b>Unit 4 – Chapter 4: The Role of the Administrator</b>
Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.	<ul style="list-style-type: none"> <li>Unit 4, Key Topic 2: Leadership</li> </ul>
Identify the teachers’ role in early childhood programs, including planning, implementing, and evaluating activities and environments.	
Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

**Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide’s units and key topics.**



**CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with  
the *Instructional Guide for the California Preschool Program Guidelines,*  
Part One and Part Two**


Course: Observation and Assessment

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Observation and Assessment</b></p>	 <p align="center"><b>Unit 4 – Chapter 4: The Role of the Administrator</b></p>
<p>Evaluate the characteristics, strengths, limitations, and applications of contemporary observation and assessment tools.</p>	<ul style="list-style-type: none"> <li>Unit 4, Key Topic: Getting Ready</li> </ul>
<p>Complete systematic observations and assessments using a variety of data collection methods to inform environment design, interactions, and curriculum.</p>	
<p>Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



## CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two


Course: Practicum-Field Experience

<p style="text-align: center;"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p style="text-align: center;"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p><b>Course: Practicum-Field Experience</b></p>	 <p style="text-align: center;"><b>Unit 4 – Chapter 4: The Role of the Administrator</b></p>
<p>Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Key Topic 1: Overview and Rationale</li> </ul>
<p>Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Key Topic 2: Leadership</li> <li>• Unit 4, Key Topic 3: Management</li> </ul>
<p>Analyze personal teaching experiences to guide and inform practice.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Key Topic: Getting Ready</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**Student Learning Outcomes from CAP Expansion Courses Indexed with the  
Instructional Guide for the  
California Preschool Program Guidelines, Part One and Part Two**

**CAP Expansion Course:** Adult Supervision and Mentoring in Early Care and Education


<p align="center"><b>Students Learning Outcomes from CAP Expansion Courses</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>CAP Expansion Course: Adult Supervision and Mentoring in Early Care and Education</b></p>	 <p align="center"><b>Unit 4 – Chapter 4: The Role of the Administrator</b></p>
<p>Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Key Topic 2: Leadership</li> </ul>
<p>Demonstrate competency in communication and reflective practices when working with diverse adult populations.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Key Topic 3: Management</li> </ul>
<p>Use a variety of personnel, program, and environmental assessment tools in inform leadership decisions.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Key Topic 3: Management</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	

**Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide’s units and key topics.**



**Student Learning Outcomes from CAP Expansion Courses Indexed with the  
Instructional Guide for the  
California Preschool Program Guidelines, Part One and Part Two**


**CAP Expansion Course:** Administration I: Programs in Early Childhood Education

<p align="center"><b>Students Learning Outcomes from CAP Expansion Courses</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>CAP Expansion Course: Administration I: Programs in Early Childhood Education</b></p>	 <p align="center"><b>Unit 4 – Chapter 4: The Role of the Administrator</b></p>
<p>Apply administration skills in various types of early care and education programs.</p>	
<p>Demonstrate knowledge of strategic fiscal planning.</p>	
<p>Evaluate components of quality programs, facilities and operations.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Getting Ready for the Unit</li> <li>• Unit 4, Key Topic 1: Overview &amp; Rationale</li> <li>• Unit 4, Key Topic 2: Leadership</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**Student Learning Outcomes from CAP Expansion Courses Indexed with the  
Instructional Guide for the  
California Preschool Program Guidelines, Part One and Part Two**


**CAP Expansion Course:** Administration II: Personnel and Leadership in Early Childhood Education

<p style="text-align: center;"><b>Students Learning Outcomes from CAP Expansion Courses</b></p> <p style="text-align: center;"><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p style="text-align: center;"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p><b>CAP Expansion Course:</b> <b>Administration II: Personnel and Leadership in Early Childhood Education</b></p>	 <p><b>Unit 4 – Chapter 4: The Role of the Administrator</b></p>
<p>Demonstrate effective practices for managing and leading staff and administering early care and education programs.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Getting Ready for the Unit</li> <li>• Unit 4, Key Topic 1: Overview &amp; Rationale</li> <li>• Unit 4, Key Topic 2: Leadership</li> <li>• Unit 4, Key Topic 3: Management</li> </ul>
<p>Implement ongoing professional development plans based on evaluation of staff and administrator needs.</p>	
<p>Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Key Topic 2: Leadership</li> <li>• Unit 4, Key Topic 3: Management</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**Student Learning Outcomes from CAP Expansion Courses Indexed with the  
Instructional Guide for the  
California Preschool Program Guidelines, Part One and Part Two**


**CAP Expansion Course:** Curriculum and Strategies for Children with Special Needs

<p align="center"><b>Students Learning Outcomes from CAP Expansion Courses</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>CAP Expansion Course: Curriculum and Strategies for Children with Special Needs</b></p>	 <p align="center"><b>Unit 4 – Chapter 4: The Role of the Administrator</b></p>
<p>Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Key Topic 2: Leadership</li> <li>• Unit 4, Key Topic 3: Management</li> </ul>
<p>Design and implement curriculum strategies based on children’s individualized needs in inclusive and natural environments.</p>	
<p>Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Key Topic 2: Leadership</li> <li>• Unit 4, Key Topic 3: Management</li> <li>•</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



## CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Introduction to Curriculum


<b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b>  <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	<b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b>
<b>Course: Introduction to Curriculum</b>	 <b>Unit 5 – Chapter 5: Use of the California Preschool Curriculum Framework</b>
Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.	<ul style="list-style-type: none"> <li>• Unit 5, Getting Ready for the Unit</li> <li>• Unit 5, Key Topic 1: Using the CA Preschool Curriculum Framework</li> <li>• Unit 5, Key Topic 2: Working with Dual Language Learners</li> </ul>
Identify the teachers’ role in early childhood programs, including planning, implementing, and evaluating activities and environments.	<ul style="list-style-type: none"> <li>• Unit 5, Key Topic 3: Using Universal Design in Integrated Curriculum</li> <li>• Unit 5, Key Topic 4: Exploring the Curriculum Planning Process</li> </ul>
Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

**Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide’s units and key topics.**



## CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines,* *Part One and Part Two*


Course: Principles and Practices of Teaching Young Children

<p style="text-align: center;"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p style="text-align: center;"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p style="text-align: center;"><b>Course: Principles and Practices of Teaching Young Children</b></p>	 <p style="text-align: center;"><b>Unit 5 – Chapter 5: Use of the California Preschool Curriculum Framework</b></p>
<p>Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.</p>	
<p>Describe the role of early childhood educator, including ethical conduct and professional pathways.</p>	
<p>Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.</p>	<ul style="list-style-type: none"> <li>• Unit 5, Getting Ready for the Unit</li> <li>• Unit 5, Key Topic 1: Using the CA Preschool Curriculum Framework</li> <li>• Unit 5, Key Topic 2: Working with Dual Language Learners</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



## CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*


Course: Observation and Assessment

<p style="text-align: center;"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p style="text-align: center;"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p><b>Course: Observation and Assessment</b></p>	 <p><b>Unit 5 – Chapter 5: Use of the California Preschool Curriculum Framework</b></p>
<p>Evaluate the characteristics, strengths, limitations, and applications of contemporary observation and assessment tools.</p>	
<p>Complete systematic observations and assessments using a variety of data collection methods to inform environment design, interactions, and curriculum.</p>	
<p>Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.</p>	<ul style="list-style-type: none"> <li>• Unit 5, Key Topic 4: Exploring the Curriculum Planning Process</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with  
the *Instructional Guide for the California Preschool Program Guidelines,*  
Part One and Part Two**


Course: Teaching in a Diverse Society

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Teaching in a Diverse Society</b></p>	 <p align="center"><b>Unit 5 – Chapter 5: Use of the California Preschool Curriculum Framework</b></p>
<p>Examine the impact of various societal influences on the development of children’s social identity.</p>	
<p>Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.</p>	<ul style="list-style-type: none"> <li>• Unit 5, Key Topic 2: Working with Dual Language Learners</li> <li>• Unit 5, Key Topic 3: Using Universal Design in Integrated Curriculum</li> </ul>
<p>Evaluate the influence of teachers’ experiences on teaching approaches and interactions with children and families.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



## CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*


Course: Practicum-Field Experience

<p style="text-align: center;"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p style="text-align: center;"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p><b>Course: Practicum-Field Experience</b></p>	 <p><b>Unit 5 – Chapter 5: Use of the California Preschool Curriculum Framework</b></p>
<p>Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.</p>	<ul style="list-style-type: none"> <li>• Unit 5, Key Topic 2: Working with Dual Language Learners</li> <li>• Unit 5, Key Topic 3: Using Universal Design in Integrated Curriculum</li> </ul>
<p>Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.</p>	<ul style="list-style-type: none"> <li>• Unit 5, Key Topic 4: Exploring the Curriculum Planning Process</li> </ul>
<p>Analyze personal teaching experiences to guide and inform practice.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**Student Learning Outcomes from CAP Expansion Courses Indexed with the  
Instructional Guide for the  
California Preschool Program Guidelines, Part One and Part Two**

**CAP Expansion Course:** Administration I: Programs in Early Childhood Education


<p align="center"><b>Students Learning Outcomes from CAP Expansion Courses</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>CAP Expansion Course: Administration I: Programs in Early Childhood Education</b></p>	 <p align="center"><b>Unit 5 – Chapter 5: Use of the California Preschool Curriculum Framework</b></p>
<p>Apply administration skills in various types of early care and education programs.</p>	
<p>Demonstrate knowledge of strategic fiscal planning.</p>	
<p>Evaluate components of quality programs, facilities and operations.</p>	<ul style="list-style-type: none"> <li>• Unit 5, Key Topic 1: Using the CA Preschool Curriculum Framework</li> <li>• Unit 5, Key Topic 2: Working with Dual Language Learners</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	

**Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide’s units and key topics.**



**Student Learning Outcomes from CAP Expansion Courses Indexed with the  
Instructional Guide for the  
California Preschool Program Guidelines, Part One and Part Two**


**CAP Expansion Course:** Curriculum and Strategies for Children with Special Needs

<p style="text-align: center;"><b>Students Learning Outcomes from CAP Expansion Courses</b></p> <p style="text-align: center;"><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p style="text-align: center;"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p><b>CAP Expansion Course: Curriculum and Strategies for Children with Special Needs</b></p>	 <p><b>Unit 5 – Chapter 5: Use of the California Preschool Curriculum Framework</b></p>
<p>Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.</p>	<ul style="list-style-type: none"> <li>• Unit 5, Key Topic 3: Using Universal Design in Integrated Curriculum</li> </ul>
<p>Design and implement curriculum strategies based on children’s individualized needs in inclusive and natural environments.</p>	<ul style="list-style-type: none"> <li>• Unit 5, Key Topic 1: Using the CA Preschool Curriculum Framework</li> <li>• Unit 5, Key Topic 2: Working with Dual Language Learners</li> <li>• Unit 5, Key Topic 4: Exploring the Curriculum Planning Process</li> </ul>
<p>Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



## CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*

Course: Child Growth and Development


<b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b>  <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	<b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b>
<b>Course: Child Growth and Development</b>	 <b>Unit 6 – Chapter 6: Support for Young Dual Language Learners</b>
Describe development of children from conception through adolescence in the physical, social, emotional, and cognitive domains.	
Identify cultural, economic, political, and historical contexts that impact children’s development.	<ul style="list-style-type: none"> <li>Unit 6, Getting Ready for the Unit</li> </ul>
Apply knowledge of development and major theoretical framework to child observations.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

**Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide’s units and key topics.**



## CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines,* *Part One and Part Two*


Course: Child, Family and Community

<p style="text-align: center;"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p style="text-align: center;"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p><b>Course: Child, Family and Community</b></p>	 <p><b>Unit 6 – Chapter 6: Support for Young Dual Language Learners</b></p>
<p>Describe socialization of the child focusing on the interrelationship of family, school, and community.</p>	
<p>Identify the educational, political, and socioeconomic impacts on children and families.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Getting Ready for the Unit</li> <li>• Unit 6, Key Topic 4: Further Considerations</li> </ul>
<p>Describe strategies that empower families and encourage family involvement in children’s development.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



## CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two


Course: Introduction to Curriculum

<p style="text-align: center;"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p style="text-align: center;"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p><b>Course: Introduction to Curriculum</b></p>	 <p><b>Unit 6 – Chapter 6: Support for Young Dual Language Learners</b></p>
<p>Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Key Topic 3: Program Approaches and Teaching Practices</li> </ul>
<p>Identify the teachers’ role in early childhood programs, including planning, implementing, and evaluating activities and environments.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Getting Ready for the Unit</li> <li>• Unit 6, Key Topic 1: Overview and Rationale</li> <li>• Unit 6, Key Topic 4: Further Considerations</li> </ul>
<p>Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Key Topic 2: Characteristics of Preschool Dual Language Learners</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with  
the *Instructional Guide for the California Preschool Program Guidelines,*  
Part One and Part Two**


Course: Principles and Practices of Teaching Young Children

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Principles and Practices of Teaching Young Children</b></p>	 <p align="center"><b>Unit 6 – Chapter 6: Support for Young Dual Language Learners</b></p>
<p>Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.</p>	
<p>Describe the role of early childhood educator, including ethical conduct and professional pathways.</p>	
<p>Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Getting Ready for the Unit</li> <li>• Unit 6, Key Topic 3: Program Approaches and Teaching Practices</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with  
the *Instructional Guide for the California Preschool Program Guidelines,*  
Part One and Part Two**


Course: Teaching in a Diverse Society

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Teaching in a Diverse Society</b></p>	 <p align="center"><b>Unit 6 – Chapter 6: Support for Young Dual Language Learners</b></p>
<p>Examine the impact of various societal influences on the development of children’s social identity.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Getting Ready for the Unit</li> </ul>
<p>Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Getting Ready for the Unit</li> <li>• Unit 6, Key Topic 1: Overview and Rationale</li> <li>• Unit 6, Key Topic 3: Program Approaches and Teaching Practices</li> </ul>
<p>Evaluate the influence of teachers’ experiences on teaching approaches and interactions with children and families.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Key Topic 4: Further Considerations</li> <li>• Unit 6, Key Topic 2: Characteristics of Preschool Dual Language Learners</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



## CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*


Course: Practicum-Field Experience

<p style="text-align: center;"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p style="text-align: center;"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p><b>Course: Practicum-Field Experience</b></p>	 <p><b>Unit 6 – Chapter 6: Support for Young Dual Language Learners</b></p>
<p>Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Getting Ready for the Unit</li> <li>• Unit 6, Key Topic 1: Overview and Rationale</li> <li>• Unit 6, Key Topic 4: Further Considerations</li> </ul>
<p>Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Key Topic 4: Further Considerations</li> </ul>
<p>Analyze personal teaching experiences to guide and inform practice.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Key Topic 3: Program Approaches and Teaching Practices</li> <li>• Unit 6, Key Topic 2: Characteristics of Preschool Dual Language Learners</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**Student Learning Outcomes from CAP Expansion Courses Indexed with the  
Instructional Guide for the  
California Preschool Program Guidelines, Part One and Part Two**

**CAP Expansion Course:** Administration I: Programs in Early Childhood Education


<p align="center"><b>Students Learning Outcomes from CAP Expansion Courses</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>CAP Expansion Course: Administration I: Programs in Early Childhood Education</b></p>	 <p align="center"><b>Unit 6 – Chapter 6: Support for Young Dual Language Learners</b></p>
<p>Apply administration skills in various types of early care and education programs.</p>	
<p>Demonstrate knowledge of strategic fiscal planning.</p>	
<p>Evaluate components of quality programs, facilities and operations.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Getting Ready for the Unit</li> <li>• Unit 6, Key Topic 2: Characteristics of Preschool Dual Language Learners</li> <li>• Unit 6, Key Topic 3: Program Approaches and Teaching Practices</li> <li>• Unit 6, Key Topic 4: Further Considerations</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	

**Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide’s units and key topics.**



**Student Learning Outcomes from CAP Expansion Courses Indexed with the  
Instructional Guide for the  
California Preschool Program Guidelines, Part One and Part Two**


**CAP Expansion Course:** Administration II: Personnel and Leadership in Early Childhood Education

<p style="text-align: center;"><b>Students Learning Outcomes from CAP Expansion Courses</b></p> <p style="text-align: center;"><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p style="text-align: center;"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p><b>CAP Expansion Course:</b> <b>Administration II: Personnel and Leadership in Early Childhood Education</b></p>	 <p><b>Unit 6 – Chapter 6: Support for Young Dual Language Learners</b></p>
<p>Demonstrate effective practices for managing and leading staff and administering early care and education programs.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Getting Ready for the Unit</li> <li>• Unit 6, Key Topic 1: Overview and Rationale</li> <li>• Unit 6, Key Topic 2: Characteristics of Preschool Dual Language Learners</li> </ul>
<p>Implement ongoing professional development plans based on evaluation of staff and administrator needs.</p>	
<p>Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**Student Learning Outcomes from CAP Expansion Courses Indexed with the  
Instructional Guide for the  
California Preschool Program Guidelines, Part One and Part Two**


**CAP Expansion Course:** Introduction to Children with Special Needs

<p style="text-align: center;"><b>Students Learning Outcomes from CAP Expansion Courses</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p style="text-align: center;"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p><b>CAP Expansion Course: Introduction to Children with Special Needs</b></p>	 <p><b>Unit 6 – Chapter 6: Support for Young Dual Language Learners</b></p>
<p>Recognize various exceptionalities and conditions of children and identify interventions based on the developmental continuum.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Key Topic 1: Overview and Rationale</li> <li>• Unit 6, Key Topic 2: Characteristics of Preschool Dual Language Learners</li> </ul>
<p>Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Key Topic 4: Further Considerations</li> </ul>
<p>Collaborate with families and community members in supporting inclusion of children with special needs.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



## Student Learning Outcomes from **CAP Expansion Courses** Indexed with the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*


### **CAP Expansion Course:** Curriculum and Strategies for Children with Special Needs

<p style="text-align: center;"><b>Students Learning Outcomes from CAP Expansion Courses</b></p> <p style="text-align: center;"><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p style="text-align: center;"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p><b>CAP Expansion Course:</b> <b>Curriculum and Strategies for Children with Special Needs</b></p>	 <p><b>Unit 6 – Chapter 6:</b> <b>Support for Young Dual Language Learners</b></p>
<p>Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.</p>	
<p>Design and implement curriculum strategies based on children’s individualized needs in inclusive and natural environments.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Key Topic 2: Characteristics of Preschool Dual Language Learners</li> </ul>
<p>Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Key Topic 4: Further Considerations</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with  
the *Instructional Guide for the California Preschool Program Guidelines,*  
Part One and Part Two**

Course: Child, Family and Community


<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Child, Family and Community</b></p>	 <p align="center"><b>Unit 7 – Chapter 7: Using Technology and Interactive Media with Preschool-Age Children</b></p>
<p>Describe socialization of the child focusing on the interrelationship of family, school, and community.</p>	
<p>Identify the educational, political, and socioeconomic impacts on children and families.</p>	
<p>Describe strategies that empower families and encourage family involvement in children’s development.</p>	<ul style="list-style-type: none"> <li>• Unit 7, Key Topic 2: Children and Electronic Media</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	

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**CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with  
the *Instructional Guide for the California Preschool Program Guidelines,*  
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Course: Introduction to Curriculum

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Introduction to Curriculum</b></p>	 <p align="center"><b>Unit 7 – Chapter 7: Using Technology and Interactive Media with Preschool-Age Children</b></p>
<p>Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.</p>	<ul style="list-style-type: none"> <li>• Unit 7, Getting Ready for the Unit</li> <li>• Unit 7, Key Topic 2: Children and Electronic Media</li> <li>• Unit 7, Key Topic 3: Integrating Technology and Interactive Media</li> </ul>
<p>Identify the teachers’ role in early childhood programs, including planning, implementing, and evaluating activities and environments.</p>	<ul style="list-style-type: none"> <li>• Unit 7, Key Topic 1: Overview and Rationale</li> </ul>
<p>Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with  
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Course: Principles and Practices of Teaching Young Children

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Principles and Practices of Teaching Young Children</b></p>	 <p align="center"><b>Unit 7 – Chapter 7: Using Technology and Interactive Media with Preschool-Age Children</b></p>
<p>Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.</p>	<ul style="list-style-type: none"> <li>• Unit 7, Key Topic 1: Overview and Rationale</li> <li>• Unit 7, Key Topic 3: Integrating Technology and Interactive Media</li> </ul>
<p>Describe the role of early childhood educator, including ethical conduct and professional pathways.</p>	
<p>Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.</p>	<ul style="list-style-type: none"> <li>• Unit 7, Getting Ready for the Unit</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



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Course: Practicum-Field Experience

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<p align="center"><b>Course: Practicum-Field Experience</b></p>	 <p align="center"><b>Unit 7 – Chapter 7: Using Technology and Interactive Media with Preschool-Age Children</b></p>
<p>Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.</p>	<ul style="list-style-type: none"> <li>• Unit 7, Getting Ready for the Unit</li> <li>• Unit 7, Key Topic 1: Overview and Rationale</li> </ul>
<p>Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.</p>	
<p>Analyze personal teaching experiences to guide and inform practice.</p>	<ul style="list-style-type: none"> <li>• Unit 7, Key Topic 2: Children and Electronic Media</li> <li>• Unit 7, Key Topic 3: Integrating Technology and Interactive Media</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**Student Learning Outcomes from CAP Expansion Courses Indexed with the  
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**CAP Expansion Course:** Adult Supervision and Mentoring in Early Care and Education


<p align="center"><b>Students Learning Outcomes from CAP Expansion Courses</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>CAP Expansion Course: Adult Supervision and Mentoring in Early Care and Education</b></p>	 <p align="center"><b>Unit 7 – Chapter 7: Using Technology and Interactive Media with Preschool-Age Children</b></p>
<p>Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners.</p>	
<p>Demonstrate competency in communication and reflective practices when working with diverse adult populations.</p>	
<p>Use a variety of personnel, program, and environmental assessment tools in inform leadership decisions.</p>	<ul style="list-style-type: none"> <li>Unit 7, Key Topic 3: Integrating Technology and Interactive Media</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	

**Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide’s units and key topics.**



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**CAP Expansion Course:** Administration I: Programs in Early Childhood Education

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<p align="center"><b>CAP Expansion Course: Administration I: Programs in Early Childhood Education</b></p>	 <p align="center"><b>Unit 7 – Chapter 7: Using Technology and Interactive Media with Preschool-Age Children</b></p>
<p>Apply administration skills in various types of early care and education programs.</p>	
<p>Demonstrate knowledge of strategic fiscal planning.</p>	
<p>Evaluate components of quality programs, facilities and operations.</p>	<ul style="list-style-type: none"> <li>• Unit 7, Getting Ready for the Unit</li> <li>• Unit 7, Key Topic 1: Overview and Rationale</li> <li>• Unit 7, Key Topic 3: Integrating Technology and Interactive Media</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



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**CAP Expansion Course:** Administration II: Personnel and Leadership in Early Childhood Education

<p align="center"><b>Students Learning Outcomes from CAP Expansion Courses</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>CAP Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education</b></p>	 <p align="center"><b>Unit 7 – Chapter 7: Using Technology and Interactive Media with Preschool-Age Children</b></p>
<p>Demonstrate effective practices for managing and leading staff and administering early care and education programs.</p>	
<p>Implement ongoing professional development plans based on evaluation of staff and administrator needs.</p>	
<p>Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.</p>	<ul style="list-style-type: none"> <li>• Unit 7, Key Topic 2: Children and Electronic Media</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



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**CAP Expansion Course:** Curriculum and Strategies for Children with Special Needs

<p align="center"><b>Students Learning Outcomes from CAP Expansion Courses</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>CAP Expansion Course: Curriculum and Strategies for Children with Special Needs</b></p>	 <p align="center"><b>Unit 7 – Chapter 7: Using Technology and Interactive Media with Preschool-Age Children</b></p>
<p>Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.</p>	
<p>Design and implement curriculum strategies based on children’s individualized needs in inclusive and natural environments.</p>	<ul style="list-style-type: none"> <li>• Unit 7, Getting Ready for the Unit</li> <li>• Unit 7, Key Topic 1: Overview and Rationale</li> <li>• Unit 7, Key Topic 3: Integrating Technology and Interactive Media</li> </ul>
<p>Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.</p>	<ul style="list-style-type: none"> <li>• Unit 7, Key Topic 2: Children and Electronic Media</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	