| **Indicators** | **Where is the Indicator Found? What is the Level of Emphasis?** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Basic Syllabus Components** | | | **Course Content**  (e.g., class calendar, videos, case studies, guest speakers, discussion, role plays) | **Assignments** | | **Notes** |
| **Course Description** | **Outcomes/**  **Objectives** | **Texts, readings, resources** | **Knowledge Acquisition**  (e.g., research) | **Knowledge Application** (e.g., projects, practice-based assignments) |
| 1. Emphasis on engaging, building respectful partnerships, and communicating effectively with families |  |  |  |  |  |  |  |
| 1. Emphasis on language and literacy development |  |  |  |  |  |  |  |
| 1. Emphasis on social-emotional development |  |  |  |  |  |  |  |
| 1. Emphasis on supporting cognitive/STEM development |  |  |  |  |  |  |  |
| 1. Emphasis on supporting young children with disabilities |  |  |  |  |  |  |  |
| 1. Emphasis on supporting young children who are DLLs |  |  |  |  |  |  |  |
| 1. Emphasis on supporting young children who are racially, ethnically, and culturally diverse |  |  |  |  |  |  |  |
| 1. Emphasis on building resilience for children who have experienced trauma |  |  |  |  |  |  |  |
| 1. Emphasis on professionalism (e.g., use of evidence-based practices, advocacy, code of ethics, etc.) |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

Adapted from Thorp & Sanchez, 2007; Maude, 2009; Catlett, 2011; SCRIPT-NC, 2019.