

Child Development Assessment Plan Rev. 6/15/2018

Child Development	14-15	15-16	16-17	17-18	18-19	19-20
CHDVB13C - Child Growth and Development: The Infant and Toddler Years						
• Upon completion the student will be able to: Identify the principles and key concepts of guidance and discipline when working with infants and toddlers in group care.		X				
• Upon completion the student will be able to: Examine principles and key concepts of supporting the individual needs of infants and toddlers in group care.		X				
• Upon completion the student will be able to: Explain how to form responsive relationships through examining principles and key concepts of temperament traits and types in group care.		X				
• Upon completion the student will be able to: Assess principles and key concepts of social-emotional milestones, responsive caregiving, and continuity of care in group care.		X				
• Upon completion the student will be able to: Demonstrate knowledge of the principles and key concepts for appropriate infant and toddler environments.		X				
• Upon completion the student will be able to: Demonstrate an understanding of the principles and key concepts of respectful group care.		X				
• Upon completion the student will be able to: Demonstrate the importance of infant and toddler routines in their learning and development.		X				

CHDVB20 - Principles and Practices						
• Upon completion the student will be able to: Student Learning Outcome#1 Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards Objectives: Identify the historical roots of early childhood education. List different program types, delivery systems, and licensing and regulation structures in early childhood settings. Demonstrate awareness of developmental ages and stages. Explain child development as a profession, including ethics and professional organizations				X	X	
• Upon completion the student will be able to: Student Learning Outcome#2 Identify the underlying theoretical perspective in forming a professional philosophy. Objectives: Compare and contrast theoretical perspectives. Develop a professional philosophy.				X	X	
• Upon completion the student will be able to: Student Learning Outcome#3 Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families. Objectives: Define developmentally, culturally and linguistically appropriate practice. Describe adaptations (programmatic, curricular and environmental strategies) needed to support children with diverse abilities and characteristics. Identify and compare effective policies, practices, and environments in early childhood settings				X	X	
• Upon completion the student will be able to: Student Learning Outcome#4 Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children. Objectives: Describe why access to play is important for all children and ways of using a playbased curriculum as a vehicle for developing skills, dispositions, and knowledge.				X	X	
• Upon completion the student will be able to: Student Learning Outcome#5 Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community. Objectives: Describe the characteristics of effective relationships and interactions between an early childhood professionals, children, families, and colleagues and examine the importance of collaboration. Compare and contrast principles of positive guidance strategies. Develop strategies to maintain communication and access with English language learning families and children. Demonstrate skills to maintain positive team relations				X	X	
• Upon completion the student will be able to: Student Learning Outcome#6 Analyze the relationship between observation, planning, implementation, and assessment in developing effective teaching strategies and positive learning and development. Objectives: Describe the relationship of observation, planning, implementation, and assessment in effective programming. Identify practices promoting positive classroom management, guidance, communication and problem solving skills				X	X	

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CHDVB21 - Child Growth and Development: Birth Through Adolescence						
• Upon completion the student will be able to: Student Learning Outcome #1 Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies. Objectives: Examine ways in which developmental domains are continuous, sequential and inter-related. Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers.						X
• Upon completion the student will be able to: Student Learning Outcome #2 Analyze how cultural, economic, political, historical contexts affect children's development. Objectives: Examine and evaluate the role of family in facilitating children's development. Investigate and explain the process of bilingual development in children at various stages.						X
• Upon completion the student will be able to: Student Learning Outcome #3 Compare and contrast various theoretical frameworks that relate to the study of human development. Objectives: Demonstrate knowledge of current research findings as they apply to child development. Examine and explain how bias can influence the research process.						X
• Upon completion the student will be able to: Student Learning Outcome #4 Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies. Objective: Examine and discuss major theories of child development. Investigate and explain sources of developmental change and reasons for disturbances in the developmental process.						X
• Upon completion the student will be able to: Student Learning Outcome #5 Differentiate characteristics of typical and atypical development at various stages. Objectives: Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages. Identify and describe risk factors that impact families and child at each major developmental stage						X
• Upon completion the student will be able to: Student Learning Outcome #6 Analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development. Objectives: Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment. Examine and evaluate the role of teachers and other professionals in facilitating children's development. Examine and evaluate the role of play and its relationship to development at various stages. Describe and explain biological and environmental factors influencing the development of identity and self-esteem in children of all ages.						X
• Upon completion the student will be able to: Student Learning Outcome #7 Identify the challenges the newborn through adolescence in today's society.						X

CHDVB22 - Observation and Assessment-Birth Through Adolescence						
• Upon completion the student will be able to: Student Learning Outcome #1 Critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings. Objectives: Demonstrate knowledge of the legal and ethical responsibilities, including confidentiality related to assessment in early childhood settings. Compare and analyze position statements of key groups including NABE and NAEYC regarding assessment and documentation. Consider the effect of social context, child's state of health and well-being, primary language, ability and environment on assessment processes.				X		X
• Upon completion the student will be able to: Student Learning Outcome #2 Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics. Objectives: Identify and apply basic quantitative and qualitative observation and recording techniques. Demonstrate knowledge of the role that observation and assessment play in intervention. Identify and evaluate logistical challenges, biases and preconceptions about assessing children.				X		X
• Upon completion the student will be able to: Student Learning Outcome #3 Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development. Objectives: Use observation tools to identify patterns, trends and anomalies in individuals and groups of children (e.g., DRDP-R, Ages and States). Use observation tools to identify quality in play-based environment, curriculum, and care routines (e.g., ECERS-R, ELLCO). Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs. Compare and analyze historic and currently recognized current state and widely used assessment tools and processes.				X		X
• Upon completion the student will be able to: Student Learning Outcome #4 Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies. Sample Objectives: G. Articulate the value of involving families and other professionals in the observation and assessment process for all children.				X		X
• Upon completion the student will be able to: Student Learning Outcome #5 Embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children. Objectives: Demonstrate and apply knowledge of developmental domains to interpretations of observations. Demonstrate and apply knowledge of developmental domains when dealing with difference, delays, and disorders. Demonstrate knowledge of the role that observation and assessment play in intervention.				X		X

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CHDVB32 - Teaching in a Diverse Society

• Upon completion the student will be able to: Student Learning Outcome #1 Critique theories and review the multiple impacts on young children's social identity. Objectives: Understand the nature and processes of systemic and internalized privilege and oppression and their impacts on children's identity development and learning. Explore the unique and overlapping issues in racism, sexism, classism, heterosexism, ableism, and ethnocentrism as they relate to children and to early childhood settings. Review professional ethics and responsibilities and legal implications of bias, prejudice and/or exclusion				X		
• Upon completion the student will be able to: Student Learning Outcome #2 Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences. Objectives: Explore and define issues of cultural identity including factors such as language, ethnicity, religion, immigration, and economic class in relationship to children, families, and early childhood settings. Describe a variety of strategies for creating partnerships with parents through building mutual, collaborative relationships, and to challenge bias and injustice in the lives of their children. Explore and define issues of student variability				X		
• Upon completion the student will be able to: Student Learning Outcome #3 Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development. Objectives: Plan classroom environments, materials and approaches to effectively promote pride in one's own identity and delight and respect for social diversity. Demonstrate strategies for helping children negotiate and resolve conflicts caused by cultural, class and gender differences, with a focus on using anti-bias approaches in the classroom. Evaluate inclusive classroom environments, materials and approaches that are developmentally, culturally and linguistically appropriate to specific groups of children				X		
• Upon completion the student will be able to: Student Learning Outcome #4 Evaluate the impact of personal experiences and social identity on teaching effectiveness. Objectives: Identify and assess the overt and covert ways in which stereotypes and prejudice are learned. Define and assess the impacts of factors such as language, ethnicity, religion, immigration, and economic class in the personal history of the student and the subsequent impact on teaching young children and families. Identify teacher's roles and responsibilities in creating a more just world for every child.				X		

CHDVB33 - Survey of Special Education

• Upon completion the student will be able to: Assemble a Brochure for an Inclusive Preschool for the community from local resources.			X			
• Upon completion the student will be able to: Identify different disabilities			X			
• Upon completion the student will be able to: Evaluate and formulate opinions about young children's books for disabilities			X			
• Upon completion the student will be able to: Examine an individual with a disability			X			
• Upon completion the student will be able to: Compose a philosophy regarding children with special needs and Inclusion.			X			

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CHDVB36 - Developmentally Appropriate Curriculum

<p>• Upon completion the student will be able to: Student Learning Outcome #1 Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills. Objectives: Explain verbally and in writing, the sequence of play as central to development and learning for young children. Define, explain and apply constructivist theory in curriculum planning for young children. Apply understanding of children's learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language & literacy; physical/motor mastery; creativity and the arts; mathematics and science.</p>		X				
<p>• Upon completion the student will be able to: Student Learning Outcome #2 Evaluate the teachers' role in providing best and promising practices in early childhood programs. Objectives: Evaluate the role of the teacher in supporting development Identify key ways in which the environment functions as an essential component of curriculum. Assess and evaluate curriculum plans for affirmation and respect for cultural, linguistic, ethnic, ability, economic class and gender diversity. Define how curriculum plans can be modified for inclusion of children with special needs. Demonstrate through several specific lesson plans the value and sequence of a child's ability to construct and represent her/his world through symbols. Evaluate teacher behaviors for best practices reflecting current research and the impact it has on children's learning and development.</p>		X				
<p>• Upon completion the student will be able to: Student Learning Outcome #3 Compare and contrast play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development. Objectives: Demonstrate through written curriculum plans, familiarity with appropriate materials, equipment, and teaching approaches that support optimum learning and development for all young children. Demonstrate and explain in curriculum plans the progression from "simple to complex" and "concrete to abstract" and explain how these concepts are essential for all children's learning. Identify the key roles of the teacher in the cycle of observation, assessment, planning, set-up, instruction, and elaboration of curriculum. Identify various ways of engaging with children's families in curriculum planning and documenting of children's involvement and learning.</p>		X				
<p>• Upon completion the student will be able to: Student Learning Outcome #4 Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive, and anti-bias principles in collaboration with families to support all children. Objectives: Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children. Design curriculum plans and activities to include support of home language as well as development of English as a second language. Using current professional standards observe and document children at play and propose appropriate curriculum and possibilities for expanding children's learning in a variety of curriculum content areas. Discuss the role of curriculum in supporting socialization, self-regulation and self-help skills.</p>		X				

CHDVB40 - Creative Art, Movement, and Music Activities for Young Children

<p>• Upon completion the student will be able to: The student demonstrate understanding of the importance of the development of creativity in children and <u>demonstrate his/her knowledge by performances.</u></p>		X				
<p>• Upon completion the student will be able to: The student will examine the development of creativity in art, movement, and music activities.</p>		X				
<p>• Upon completion the student will be able to: The student will select art, movement, and music activities appropriate for children birth to six years.</p>		X				
<p>• Upon completion the student will be able to: The student will be able to compose a curriculum card file of developmentally appropriate (play based) art, movement, and music activities for children birth to six years, which includes materials, needed, procedures/methods to follow, feelings experienced, and <u>benefits or objectives to be gained.</u></p>		X				
<p>• Upon completion the student will be able to: The student will assemble a portfolio collection of activities, which includes the ability to plan and execute <u>art, movement, and music activities, which are developmentally appropriate (play based).</u></p>		X				
<p>• Upon completion the student will be able to: The student will explain how to communicate to parents the value of creativity and the importance of art, <u>movement, and music activities in children's development (the value of play).</u></p>		X				
<p>• Upon completion the student will be able to: The student will produce displays of children's activities through documentation panels, photographs, <u>videos, and submits to the instructor.</u></p>		X				
<p>• Upon completion the student will be able to: The student will compose a visual or verbal presentation to inform parents via poster or short newsletter <u>article of benefits of activities (theory).</u></p>		X				

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CHDVB41 - Supervised Field Experience in Early Childhood Education

<ul style="list-style-type: none"> Upon completion the student will be able to: Student Learning Outcome #1 Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive, and challenging learning environments for all children. Objectives: Assume teaching and non teaching responsibilities and demonstrate developmentally appropriate practices in an early childhood classroom and develop persona of a professional educator. Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning. Demonstrate professional behavior and preparation for the field of early childhood education. 	X					X
<ul style="list-style-type: none"> Upon completion the student will be able to: Student Learning Outcome #2 Evaluate the effectiveness of an early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children. Objectives: Use and articulate current research and understanding of development and learning theories to select effective learning materials and experiences for all young children. Demonstrate a professional level of competence in written and verbal expression. Apply principles of effective advocacy in assignments or projects. 	X					X
<ul style="list-style-type: none"> Upon completion the student will be able to: Student Learning Outcome #3 Design, implement, and evaluate curriculum activities that are based on observation and assessment of young children. Objectives: Plan, present and evaluate a variety of developmentally, culturally and linguistically appropriate, play-based curriculum. Develop a recordkeeping system to document and track children's progress. 	X					X
<ul style="list-style-type: none"> Upon completion the student will be able to: Student Learning Outcome #4 Apply a variety of effective approaches, strategies, and techniques supporting positive relationships with children and adults. Objectives: Analyze classroom space in terms of its effect on the behavior and interactions of children and teachers. Model and facilitate appropriate language and social behavior with children and adults including problem solving and conflict resolution strategies. 	X					X
<ul style="list-style-type: none"> Upon completion the student will be able to: Student Learning Outcome #5 Critically assess one's own teaching experiences to guide and inform practice. Objectives: Critically assess personal experiences to inform and guide future teaching and collaborative practices 	X					X

CHDVB42 - Child, Family and Community

<ul style="list-style-type: none"> Upon completion the student will be able to: Student Learning Outcomes #1 Analyze theories of socialization that address the interrelationship of child, family and community. Objectives: Demonstrate knowledge about the child as developing within a system and influenced by numerous factors of socialization. Discuss theories about the role of family, school and community in the process of socialization. 		X				
<ul style="list-style-type: none"> Upon completion the student will be able to: Student Learning Outcomes #2 Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families. Objectives: Examine the role of childcare and schooling in the process of socialization. Investigate and explain the effects of age, gender, diverse abilities, language and culture, racial identity and ethnicity, socio-economic status, institutions, the media, and public policy on children and families. Identify stereotypes and assumptions that affect attitudes and actions within the family, the culture and the professional community. Explain and describe the foundation of socialization in developmental context. 		X				
<ul style="list-style-type: none"> Upon completion the student will be able to: Student Learning Outcomes #3 Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities. Objectives: Examine the impact of change and transitions upon children and family dynamics. Explain and interpret the impact of socioeconomic factors on children and families, particularly in the area of work, childcare, single parent families, health poverty. Demonstrate ability to implement a variety of appropriate and effective communication strategies for working with diverse and special needs populations. 		X				
<ul style="list-style-type: none"> Upon completion the student will be able to: Student Learning Outcomes #4 Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning. Objectives: Examine the role of family in the process of socialization. Define and examine a variety of contemporary issues that influence family functioning and develop appropriate strategies to assist families experiencing stress. Identify early childhood practices that support all children and families. 		X				
<ul style="list-style-type: none"> Upon completion the student will be able to: Student Learning Outcomes #5 Critically assess community support services and agencies that are available to community and families. Objectives: Demonstrate the ability to identify and analyze risk factors and/or problems and recommend appropriate community resources. Demonstrate knowledge of legal requirements and ethical responsibilities of professionals working with all children and families. Investigate advocacy strategies to influence public policy on behalf of children and families. 		X				
<ul style="list-style-type: none"> Upon completion the student will be able to: Student Learning Outcomes #6 Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families. Objectives: Compare and contrast diverse family structures, parenting styles, culture, tradition and values and their impact upon children and youth. Develop advocacy strategies to affect public attitudes and policy. Explore one's own family history and examine how it affects one's relationships with children and families. 		X				

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CHDVB45A - Administration of Programs for Young Children: Business Procedures						
• Upon completion the student will be able to: Compare and contrast a variety of educational philosophies. Understand the purpose of a clearly defined philosophy.					X	
• Upon completion the student will be able to: Define the duties of a child development program administrator.					X	
• Upon completion the student will be able to: Identify basic business procedures and practices for the efficient administration of programs for young children while operating within budget constraints.					X	
• Upon completion the student will be able to: Demonstrate an understanding of state requirements for indoor and outdoor environments / floor plans.					X	
• Upon completion the student will be able to: Recognize developmentally appropriate curriculum for preschool children. Demonstrate how to formulate, implement and evaluate objectives and how to plan a daily schedule.					X	
• Upon completion the student will be able to: Distinguish what constitutes a quality child development program and describe methods of advocating for such centers with parents and the community.					X	
CHDVB45B - Administration of Programs for Young Children: Personnel Management Procedures						
• Upon completion the student will be able to: Compare and contrast various leadership styles and theories				X		
• Upon completion the student will be able to: Explain how ethical leadership behavior of administrators and supervisors influence others				X		
• Upon completion the student will be able to: Identify the need for clearly defined personnel policies, job descriptions, terms of employment, staff orientation and staff handbooks				X		
• Upon completion the student will be able to: List legal requirements pertaining to staffing, and laws related to hiring and termination.				X		
• Upon completion the student will be able to: Recognize the importance of professionalism, including advocating for children and families with governmental bodies and elected representatives				X		
• Upon completion the student will be able to: Identify techniques to improve communication with staff, parents and the community				X		
• Upon completion the student will be able to: Compare and contrast various forms of business record management and budget/accounting procedures and legal responsibility for recordkeeping and reports				X		
CHDVB49 - Child Health, Safety, and Nutrition						
• Upon completion the student will be able to: Student Learning Outcome #1 Assess strategies to maximize the mental and physical health of children and adults in programs for all young children in accordance with culturally, linguistic and developmentally sound practice. Objectives: Demonstrate effective strategies for evaluating health and safety policies and procedures. Research current health issues related to children and families.			X			
• Upon completion the student will be able to: Student Learning Outcome #2 Identify health, safety, and environmental risks in children's programs. Objectives: Identify environmental health and safety risks for children ages 0-5. Identify symptoms of common communicable diseases and other health conditions that effect children young children.			X			
• Upon completion the student will be able to: Student Learning Outcome #3 Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition. Objectives: Differentiate the nutritional needs of various ages of children and plan economical and nutritional meals and snacks based on the individual needs of children.			X			
• Upon completion the student will be able to: Student Learning Outcome #4 Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families. Objectives: Compare and contrast various health assessment tools and policies. Identify and discuss common health and safety issues in early childhood settings. Identify characteristics of abuse and neglect and demonstrate knowledge of mandated child abuse reporting procedures. Review laws and regulations (e.g., Title 22, Title 5, Fire Code) supporting health, safety, and nutrition in children's programs			X			
• Upon completion the student will be able to: Student Learning Outcome #5 Distinguish aspects of quality in programs for young children as related to health and safety, acknowledging the value of collaboration with families and the community. Objectives: Compare and contrast various methods of collaboration with teachers and families to promote health and safety in settings for children ages 0-5. Write appropriate early childhood curriculum on the topics of health, safety, and nutrition appropriate for families and all children. Recognize a caregiver's role and responsibility to model good health, safety and nutrition habits			X			

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CHDVB52 - Care of Infants and Toddlers with Disabilities						
• Upon completion the student will be able to: The student will analyze typical growth in infants and toddlers.				X		
• Upon completion the student will be able to: The student will explain sanitary and safe conditions for infants and toddlers.				X		
• Upon completion the student will be able to: The student will apply a variety of conditions in infant and toddlers disability.				X		
• Upon completion the student will be able to: The student will identify special care needs, procedures and methods for infants and toddlers with special needs.				X		
• Upon completion the student will be able to: The student will describe an understanding of family dynamics which occur when having a disabled or chronically ill child.				X		
• Upon completion the student will be able to: The student will locate community services available to families and providers of children with special needs.				X		
CHDVB53A - Early Childhood Education Adult Supervision						
• Upon completion the student will be able to: The student will examine appropriate models of guidance and evaluation for adults who work with young children.				X		
• Upon completion the student will be able to: The student will analyze the developmental stages of adult learning and create a plan for support.				X		
• Upon completion the student will be able to: The student will distinguish positive interactions between child care providers, children, parents, and other staff.				X		
• Upon completion the student will be able to: The student will examine how to maintain a safe and developmentally appropriate learning environment for young children while fostering the professional growth of the childcare provider.				X		
• Upon completion the student will be able to: The student will consider the role of the Early Childhood Mentor Teacher in leadership and advocacy in the field of early childhood education.				X		