

Child Development Assessment Plan Rev. 9/16/2018

Child Development	16-17	17-18	18-19	19-20	20-21	21-22
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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.						P
• 2. Upon successful completion of the course, the student will examine principles and key concepts of supporting the individual needs in the learning and development of infants and toddlers in group care						P
• 3. Upon successful completion of the course, the student will explain how to form responsive relationships appropriate infant and toddler environments.						P
• 4. Upon successful completion of the course, the student will assess principles and key concepts of social-emotional milestones, continuity of care and appropriate toddler environment in respectful group care.						P

CHDVB20 - Principles and Practices

• 1. Upon successful completion of the course compare current and historical early childhood educational practices including delivery systems, program types and philosophies, and theoretical frameworks.			P			
• 2. Upon successful completion of the course assess one's philosophy, skills and professional goals related to a career in early childhood education.			P			
• 3. Upon successful completion of the course identify quality in early childhood settings, curriculum, and teaching strategies.			P			
• 4. Upon successful completion of the course examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.			P			
• 5. Upon successful completion of the course describe a variety of guidance and interaction strategies to support children's development.			P			
• 6. Upon successful completion of the course analyze the relationship between observation, planning, implementation and assessment in developing curriculum and environments.			P			

CHDVB21 - Child Growth and Development: Birth Through Adolescence

• 1. Upon completion of the course the student will be able to: Describe development of children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.				P		
• 2. Upon completion of the course the student will be able to: Identify cultural, economic, political historical contexts that affect children's development				P		
• 3. Upon completion of the course the student will be able to: Identify and compare major theoretical frameworks related to the study of human development.				P		
• 4. Upon completion of the course the student will be able to: Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.				P		
• 5. Upon completion of the course the student will be able to: Differentiate characteristics of typical and atypical development.				P		

CHDVB22 - Observation and Assessment-Birth Through Adolescence

• 1. Upon completion of the course the student will be able to: Identify the purpose, value and use of formal and informal observation and assessment strategies.				P		
• 2. Upon completion of the course the student will be able to: Describe the major characteristics, strengths and limitations of selected assessment tools.				P		
• 3. Upon completion of the course the student will be able to: Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions and curriculum on children's development and behavior.				P		

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CHDVB32 - Teaching in a Diverse Society

<ul style="list-style-type: none"> 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 		C				
<ul style="list-style-type: none"> 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 		C				
<ul style="list-style-type: none"> 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 		C				
<ul style="list-style-type: none"> 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. 		C				

CHDVB33 - Survey of Special Education

<ul style="list-style-type: none"> 1. Upon successful completion of the course, the student will evaluate local community resources for different disabilities. 			P			
<ul style="list-style-type: none"> 2. Upon successful completion of the course, the student will identify and assess individuals with different disabilities in relationship to inclusive preschool environments. 			P			
<ul style="list-style-type: none"> Upon completion the student will be able to: Evaluate and formulate opinions about young children's books for disabilities 			P			
<ul style="list-style-type: none"> Upon completion the student will be able to: Compose a philosophy regarding children with special needs and Inclusion. 			P			

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CHDVB36 - Developmentally Appropriate Curriculum						
<ul style="list-style-type: none"> 1. Upon completion of the course the student will be able to: 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	
<ul style="list-style-type: none"> 2. Upon completion of the course the student will be able to: 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	
<ul style="list-style-type: none"> 3. Upon completion of the course the student will be able to: 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	
<ul style="list-style-type: none"> 4. Upon completion of the course the student will be able to: 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	
CHDVB40 - Creative Art, Movement, and Music Activities for Young Children						
<ul style="list-style-type: none"> Upon completion the student will be able to: The student demonstrate understanding of the importance of the development of creativity in children and demonstrate his/her knowledge by performances. 					P	
<ul style="list-style-type: none"> Upon completion the student will be able to: The student will examine the development of creativity in art, movement, and music activities. 					P	
<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> 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 benefits or objectives to be gained. 					P	
<ul style="list-style-type: none"> 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 art, movement, and music activities, which are developmentally appropriate (play based). 					P	
<ul style="list-style-type: none"> 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, movement, and music activities in children's development (the value of play). 					P	
<ul style="list-style-type: none"> Upon completion the student will be able to: The student will produce displays of children's activities through documentation panels, photographs, videos, and submits to the instructor. 					P	
<ul style="list-style-type: none"> 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 article of benefits of activities (theory). 					P	
CHDVB41 - Supervised Field Experience in Early Childhood Education						
<ul style="list-style-type: none"> 1. Upon successful completion of the course, the student will participate in the design, implementation, and evaluation of curriculum and environments based on understanding of children's development and observation and assessment in early childhood classrooms 			P			
<ul style="list-style-type: none"> 2. Upon successful completion of the course, the student will apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroo 			P			
<ul style="list-style-type: none"> 3. Upon successful completion of the course, the student will critically assess one's own teaching experiences to guide and inform practice. 			P			

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CHDVB42 - Child, Family and Community						
• 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.					P	
• 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.					P	
• 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.					P	
• 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.					P	
• 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.					P	
• 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.					P	
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.			P			
• Upon completion the student will be able to: Define the duties of a child development program administrator.			P			
• 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.			P			
• Upon completion the student will be able to: Demonstrate an understanding of state requirements for indoor and outdoor environments / floor plans.			P			
• 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.			P			
• 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.			P			

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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		C				
• Upon completion the student will be able to: Explain how ethical leadership behavior of administrators and supervisors influence others		C				
• 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		C				
• Upon completion the student will be able to: List legal requirements pertaining to staffing, and laws related to hiring and termination.		C				
• 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		C				
• Upon completion the student will be able to: Identify techniques to improve communication with staff, parents and the community		C				
• 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		C				
CHDVB48WE - Occupational Work Experience Education/Internship						
• 1. Upon successful completion of the course, the student will articulate the specific work experience objectives in early childhood as described by employer and identify the various skills, knowledge and attitudes necessary to the accomplishment of those objectives.			P			
• 2. Upon successful completion of the course, the student will demonstrate the acquisition of the various skills, knowledge and attitudes necessary to the completion of the work experience objectives in early childhood and the ability to effectively meet employer's job expectations.			P			
• 3. Upon successful completion of the course, the student will identify and analyze the application of acquired skills, knowledge and attitudes to career opportunities in Early Childhood			P			
CHDVB49 - Child Health, Safety, and Nutrition						
• 1. Upon successful completion of the course, the student will identify health, safety, and environmental risks in early care and education programs			P			
• 2. Upon successful completion of the course, the student will recall regulations, standards, policies and procedures related to health, safety, and nutrition in early childhood setting			P			
• 3. Upon successful completion of the course, the student will design strategies to maximize the mental and physical health of children and adults in early care and education programs in accordance with culturally, linguistic and developmentally sound practice.			P			
• 4. Upon successful completion of the course, the student will plan nutritious meals and snacks based on the nutritional needs of children at various ages			P			
• 5. Upon successful completion of the course, the student will describe strategies for collaboration with families and the community in support of healthy and safe environments for children			P			
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.		C				
• Upon completion the student will be able to: The student will explain sanitary and safe conditions for infants and toddlers.		C				
• Upon completion the student will be able to: The student will apply a variety of conditions in infant and toddlers disability.		C				
• 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.		C				
• 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.		C				
• Upon completion the student will be able to: The student will locate community services available to families and providers of children with special needs.		C				

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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.		C				
• Upon completion the student will be able to: The student will analyze the developmental stages of adult learning and create a plan for support.		C				
• Upon completion the student will be able to: The student will distinguish positive interactions between child care providers, children, parents, and other staff.		C				
• 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.		C				
• 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.		C				