Child Development Student Learning Outcomes
PLEASE be sure to place these on your syllabi.

CHDV 99
1. Identify the child development department requirements for assignments.
2. Demonstrate application of child development guidelines for assignments.
Assessments: in class assignments and reflection paper

CHDV 100
1. Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.
2. Identify cultural, economic, political, and historical contexts that affect children’s development.
3. Identify and compare major theoretical frameworks related to the study of human development.
4. Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.
5. Differentiate characteristics of typical and atypical development
Assessments: Department developed instruments and observations

CHDV 101
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.
2. 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.
3. Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.
4. Develop one’s teaching philosophy and professional goals.
5. Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.
6. Examine a variety of guidance and interaction strategies to increase children’s social competence and promote a caring classroom community.
Assessment: Course Assignments and journals

CHDV 102
1. Analyze one’s own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with diverse children and families.
2. Critically assess community support services and agencies that are available to families.
3. Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children’s development and learning.
Assessments: Journals, Interviews and Resource Binder

CHDV 103
1. Describe major developmental milestones for infants and toddlers age birth to three in the domains of physical, cognitive, social/emotional, and language development.
2. Demonstrate an understanding of the role of the adult in providing respectful, responsive, reciprocal care and the impact of care practices on infants and toddlers.
3. Examine and understand infant and toddler growth and development in group settings.
Assessments: In class assignments and observations.

CHDV 104
1. Examine a variety of guidance and interaction strategies to increase children’s social competence and promote a developmentally healthy and caring classroom community.
2. Critique early childhood environments and schedules as they relate to children's behaviors.
3. Analyze how developmental needs, stages, and milestones impact children's behavior.
CHDV 105
1. Compare the purpose, value and use of formal and informal observation and assessment strategies.
2. Evaluate the characteristics, strengths and limitations of common assessment tools.
3. 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.
4. Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices.
Assessments: Surveys, written assignments, self-assessments, and exams.

CHDV 105 Lab
1. Demonstrate developmentally appropriate interactions and use of language with children in a preschool setting.
2. 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 in a preschool setting.
3. Evaluate Environments
Assessments: Surveys, written assignments, self-assessments, and exams.

CHDV 106
1. Design and plan developmentally appropriate environments for respectful, responsive, and reciprocal care of infants and toddlers age birth to three.
2. Formulate developmentally appropriate curricular strategies and materials for infants and toddlers to support play, social interaction, and development.
3. Evaluate programs for infants and toddlers based on PITC (The Program for Infant/Toddler Care) principles of care.
Assessments: Observations, written assignments, and lesson plans

CHDV 108
1. Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development, learning and skills.
2. Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.
3. Evaluate the teachers' role in providing best and promising practices in early childhood programs.
Assessments: Written papers, research paper, and observation

CHDV 110
1. Recognize the components of IDEA, ADA, and special education law and how those elements impact care and education of children with disabilities.
2. Demonstrate an understanding of the characteristics, strengths, challenges, identification, and education of children in the disability categories outlined by IDEA.
3. Advocate for change for children and families related to an area of special education or disability.
Assessments: Test questions, surveys and written assignments

CHDV 112
2. Analyze early intervention, special education, and inclusive strategies as observed in classroom settings.
3. Design environmental and curricular modifications to address specific challenges and strengths and to promote and provide inclusive classroom environments for all young children.
Assessments: Written assignments, observations, exam questions.
CHDV 115
1. Analyze theories of socialization that address the interrelationship of child, family and community.
2. Assess the impact of educational, political, and socioeconomic factors on children and families.
3. Describe social issues, changes, and transitions that affect children, families, schools and communities.
4. Describe effective strategies that empower families and encourage family involvement in children’s development.
5. Identify and evaluate community support services and agencies available to families and children.
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.

Assessments: Journals, advocacy projects, service learning and written assignments

CHDV 120
1. Identify health, safety, and environmental risks in children’s programs.
2. Analyze the nutritional needs of young children at various ages (birth to 8) and evaluate the relationship between healthy development and nutrition.
3. Discuss the value of collaboration with families and the community.
4. Evaluate regulations, standards, policies, and procedures related to health, safety, and nutrition in support of young children, teachers, and families.
5. Assess strategies to maximize the mental and physical health of children and adults in accordance with culturally, linguistic, and developmentally sound practice.

Assessments: Lesson plan, observation, exams, written assignments, and self-reflections.

CHDV 125
1. Develop and implement appropriate art activities for young children birth to age 8.
2. Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children’s development, learning, and skills in art and creative activities.
3. Evaluate the teacher’s role in providing best and promising practices in art and creative experiences in early childhood programs.

Assessments: Art activity, lesson plans, portfolio, and written assignments.

CHDV 130
1. Develop and implement appropriate math and science activities for young children birth to age 8.
2. Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children’s development, learning, and skills in math and science activities.
3. Evaluate the teacher’s role in providing best and promising practices in math and science experiences in early childhood programs.

Assessments: Math and science activity, lesson plans, portfolio, and written assignments.

CHDV 135
1. Develop and implement appropriate music and movement activities for young children birth to 8.
2. Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children’s development, learning, and skills in music and movement activities.
3. Evaluate the teacher’s role in providing best and promising practices in music and movement experiences in early childhood programs.

Assessments: Music and movement activity, lesson plans, portfolio, and written assignments.

CHDV 140
1. Develop and implement appropriate literature-based activities for young children birth to age 8.
2. Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children’s development, learning, and skills in language and literature activities.
3. Evaluate the teacher’s role in providing best and promising practices in language and literature experiences in early childhood programs.
4. Describe developmental milestones related to language development in young children birth to age 8.

Assessments: Music and movement activity, lesson plans, portfolio, and written assignments.
CHDV 142
1. Recognize the benefits of using sign for communication in the early childhood setting.
2. Create a plan for incorporating the use of sign with young children in the home or the early childhood environment.
Assessments: Lesson plan and survey.

CHDV 144
1. Demonstrate an understanding of the impacts of media exposure and pop culture saturation on all areas of children's development.
2. Analyze children's television programming (or other media consumption) for depictions of gender, cultural and social stereotypes, violence, and consumerism.
Assessments: Written assignment and survey

CHDV 145
1. Examine the dynamics of home and community violence and its impact on children and families.
2. Recognize signs and symptoms of abuse and neglect and understand appropriate documentation and intervention strategies.
3. Identify local agencies and other community networks that act as resources for abuse and neglect intervention.
Assessments: Journal, Test questions, Agency Page/Resource Project

CHDV 150
1. Recognize state and federal laws and regulations pertaining to early childhood programs.
2. Prepare a budget and establish operating policy and procedure for an early childhood program.
3. Prepare a formative evaluation system for an early childhood program.
4. Develop policies and procedures that articulate the rights of the employee and the rights of the employer.
Assessments: Written assignments, presentations, ECERS assignment, and exam questions.

CHDV 152ABCD
2. Identify areas of need in the classroom environment and describe potential improvements.
Assessments: Written assignments and self-study

CHDV 155
1. Recognize the role and responsibilities of leadership to create a stable environment for staff and families in early childhood programs.
2. Design an effective, complete, and appropriate operational manual for early childhood programs.
3. Create job descriptions for appropriate staff positions in early childhood programs.
4. Effectively and appropriately assess and evaluate staff in early childhood programs.
Assessments: Written assignment, demonstrations, embedded quiz questions, and group project.

CHDV 172
1. Critique theories that analyze prejudice, bias, and discrimination in society and assess the multiple impacts on young children's social identity.
2. Critically assess the components of linguistically and culturally relevant, inclusive, age appropriate, anti-bias approaches in promoting optimum learning and development.
3. Evaluate the impact of personal experiences and social identity on teaching effectiveness.
4. Demonstrate strategies for helping children negotiate and resolve conflicts with a focus on using specific curricular approaches.
5. Analyze the impacts of children's experiences as members of families targeted by social bias, considering the significant role of education in reinforcing or contradicting such experiences.
Assessments: Journals and in-class activities.
CHDV 174
1. Interpret best teaching and care practices as defined within the field of early care and education's program philosophies and ethical standards.
2. Critically assess how educational policies, political policies, and ethical standards directly impact the lives of children and families.

**Assessments:** Journal and written assignments.

CHDV 180
1. Examine current issues that impact the growth and development of school age children.
2. Formulate effective strategies for guidance techniques for working with school age children.
3. Examine school age development as it relates to the individual as well as actions and attitudes in a group setting.

**Assessments:** Child interview and discussion postings and writings.

CHDV 185
1. Evaluate the teacher’s role in providing best and promising practices in early childhood programs.
2. Compare and contrast play-based curriculums that support children’s cognitive, language, creative, physical and social/emotional development.
3. Apply developmentally appropriate principles and teaching strategies to the design and implementation of 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.

**Assessments:** Surveys, written assignments, projects, and lesson plans

CHDV 190
1. Design, implement, and evaluate curriculum activities that are appropriate for school age children in a before and/or after school learning environment.
2. Formulate developmentally appropriate positive guidance strategies for working with school age children in a before and/or after school learning environment.
3. Compare and contrast various before and after school age programs in the community.

**Assessments:** Interview assignment, lesson plan, observation and written assignment.

CHDV 201
1. Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
2. Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.
3. Critically assess one's own teaching experiences to guide and inform practice.

**Assessment:** Lesson plan, self-evaluation, and written assignment.

CHDV 202
1. Apply a variety of effective approaches, strategies and techniques supporting positive relationships with young children in an early childhood setting.
2. Create an environment with developmentally appropriate materials and activities for young children in an early childhood setting.
3. Demonstrate appropriate and effective guidance and teaching strategies in early childhood education.

CHDV 203
1. Apply a variety of effective approaches, strategies and techniques supporting positive relationships with infants, toddlers and adults.
2. Create an environment with developmentally appropriate materials and activities for infants and toddlers.
3. Demonstrate appropriate and effective guidance and teaching strategies in early childhood education.
CHDV 204
1. Apply a variety of effective approaches, strategies and techniques supporting positive relationships with young children in an inclusive setting.
2. Create an environment with developmentally appropriate materials and activities for young children in an inclusive setting.
3. Demonstrate appropriate and effective guidance and teaching strategies in early childhood education.