Human Development Program

ISLOs, PSLOs, CSLOs, Mapping, and Assessment Plan

		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
		F 2013	S 2014	F 2014	S 2015	F 2015	S 2016	F 2016	S 2017	F 2017	S 2018	F 2018	S 2019
	INSTITUTIONAL STUDENT LEARNING OUTCOMES - ISLOs												
ISLO 1	**COMMUNICATION**												
1A	Read												
1B	Listen												
1C	Write												
1D	Dialogue												
ISLO 2	**TECHNOLOGY AND INFORMATION COMPETENCY**												
2A	Demonstrate Technical Literacy												
2B	Apply Technology												
2C	Access Information												
2D	Evaluate and Examine Information												
ISLO 3	**CRITICAL AND CREATIVE THINKING**												
3A	Inquire												
3B	Analyze												
3C	Problem Solve												
3D	Express												
ISLO 4	**CITIZENSHIP**												
4A	Ethics												
4B	Diversity												
4C	Sustainability/Global Awareness												
4D	Personal Responsibility												

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	Human Development Program OUTCOMES - PSLOs	**Related ISLOs**												
PSLO A	Identify and evaluate factors that influence child/human development from various theoretical perspectives and current research findings.	1A, 1B 1C, 1D, 2A, 3A, 3B			C									
PSLO B	Analyze early childhood programs for developmentally appropriate practices and program effectiveness.	1C, 3B			C									
PSLO C	Exhibit professionalism within the field of Early Childhood Education by demonstrating skills relevant to the field that include incorporating meaningful curriculum, content knowledge, culturally and linguistically appropriate learning environments, and observation, documentation, and assessment of young children.	1C, 2A, 3B 3D, 4B			C									
	Early Childhood Education for Transfer AS-T Degree - same as PSLOs.													
	Early Childhood Education Associate Teacher Skills Certificate - same as PSLOs.													
	Child Development Permit-Associate Teacher - same as PSLOs.													
	Early Childhood Education Teacher Certificate of Achievement - same as PSLOs.													
	Child Development Permit-Teacher - same as PSLOs.													
	Early Childhood Education AA or AS Degree - same as PSLOs.													
	Early Childhood Education-Master Teacher AA or AS Degree - same as PSLOs.													
	Child Development Permit-Master Teacher - same as PSLOs.													
	Early Childhood Education-Site Supervisor AA or AS Degree - same as PSLOs.													
	Child Development Permit-Site Supervisor - same as PSLOs.													
	Human Development COURSE OUTCOMES - CSLOs	**Related PSLO**												
	HDEV 1 - Human Development		C- Completed		P- Planned									
CSLO 1	Analyze major developmental milestones for children from conception through the lifespan in the areas of physical, psychosocial, cognitive and language development	A			C				P					
CLSO 2	Distinguish environmental and hereditary influences that affect development throughout the lifespan	A			C				C					
CSLO 3	Identify and compare major theoretical frameworks related to the study of human development	A			C				P					
CSLO 4	Apply developmental theory to practical real world situations	A			C				C					
	HDEV 2 - Principles and Practices of Early Childhood Eduacation													

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CSLO 1	Analyze ECE programs for developmentally appropriate practices and program effectiveness utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families	B			C									
CSLO 2	Develop one's teaching philosophy and professional goals	C			C				C					
CSLO 3	Examine strategies for developing skills, knowledge, dispositions, and strengthening relationships among young children	A, B							C					

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	HDEV 3 - Observation, Documentation and Assessment in ECE													
CSLO 1	Compare the purpose, value and use of formal and informal observation and assessment strategies	C												
CSLO 2	Evaluate the character, strength and limitations of common assesment tools	B			C									
CSLO 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	C			C									
	HDEV 4 - Child, Family and Community													
CSLO 1	Analyze theories of socialization that address the interrelationship of child, family and community	A												
CSLO 2	Assess the impact of educational, political, and socioeconomic factors on children and families	A			C									
CSLO 3	Determine social issues, changes, and transitions that affect children, families, schools, and communties	A			C									
CSLO 4	Evaluate effective strategies that empower families and encourage family involvement in children's development, including available community support services and agencies	A			C									
	HDEV 5 - Introduction to Curriculum													
CSLO 1	Identify developmentally appropriate teaching strategies within a variety of curriculum models and apply them in supervised settings with young children	C												
CSLO 2	Demonstrate an understanding of the many aspects of the teacher's role in early childhood programs	B			C									
CSLO 3	Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments	C												
	HDEV 7 - Health, Safety and Nutrition													
CSLO 1	Assess strategies to maximize the mental and physical health of children and adults in accordance with culturally, linguistic and developmentally sound practice	C												
CSLO 2	Identify health, safety, and environmental risks in children's programs and formulate preventative strategies	C												
CSLO 3	Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition	A												
CSLO 4	Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families	A												
	HDEV 9 - Child and Adolescent Development													
CSLO 1	Compare and contrast major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development	A												
CSLO 2	Analyze cultural, economic, political, historical context that affect children's development	A			C									
CSLO 3	Identify and compare major theoretical frameworks related to the study of human development	A			C									
CSLO 4	Apply developmental theory to child observations, surveys, case studies, and/or interviews using investigative research methodologies	A			C									
	HDEV 10 - Practicum/Field Experience in Early Childhood Education													

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CSLO 1	Integrate understanding of children's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children	C												
CSLO 2	Design, implement and evaluate curriculum activities that are based on observation and assessment of young children	C			C									
CSLO 3	Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults	A, B												
CSLO 4	Assess teaching experiences, knowledge, and skills appropriate to becoming a child care professional	C						C						
	HDEV 11 - Infant and Toddler Development													
CSLO 1	Demonstrate knowledge of biological and environmental factors that influence preconception and prenatal health and development	A												
CSLO 2	Connect observed behaviors of children birth to 36 months to developmental concepts and theories in the physical, cognitive, language, social and emotional domains	A												
CSLO 3	Analyze the multiple contextual influences on infant and toddler development including diverse family practices and environments	A			C									
	HDEV 12 - Infant/Toddler Care and Education													
CSLO 1	Demonstrate understanding of essential policies and practices of quality infant and toddler programs	C								P				
CSLO 2	Apply strategies to promote healthy relationships in the care and education of infants and toddlers	A								P				
CSLO 3	Evaluate infnat and toddler curriculum and environments based on observation, documentation and reflection	B								P				
	HDEV 13 - School Age Children													
CLSO 1	Compare and contrast major developmental milestones for Middle Childhood children in the areas of physical, psychosocial, and cognitive development.													
CSLO 2	Analyze educational and recreational programs for Middle Childhood children including policies, procedures, and design considerations													
CSLO 3	Create developmentally appropriate activities in art, science, mathematics, literacy, music and drama, and physical development for individuals, as well as small and large groups. ADD a 4th one: Evaluate effective practices for adult communication, parent involvement, cooperative school aged classrooms, and interactions with school administrative staff.													
	HDEV 14 - Programs for School Age Children													
CLSO 1	Integrate understanding of children in Middle Childhood's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environment													
CSLO 2	Design, implement and evaluate curriculum activities that are based on observation and assessment of young children													
CSLO 3	Apply a variety of effective approaches, strategies and techniques supporting positive relationships with Middle Childhood aged children and their parents/guardians ADD 4th Assess teaching experiences, knowledge, and skills appropriate to becoming a professional working with school aged children													

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	HDEV 19 - Exceptional Development: Inclusion of Special Needs Children													
CSLO 1	Evaluate program, educational and professional policies, based on special education laws and evidence-based practices	C												
CSLO 2	Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments	C												
CSLO 3	Advocate for effective partnerships with families, interdisciplinary team members, and community resource specialists	A												
	HDEV 21 - Psycology of Marriage and Family (PSYC 110)													
CSLO 1	Differentiate stages in the development of intimacy with an identification of factors which may influence the process	A			C			C						
CSLO 2	Analyze and apply information and theories through critical thinking	A			C									
CSLO 3	Analyze the research and theories surrounding how relationships develop and are maintained	A			C									
	HDEV 22 - The Family													
CSLO 1	Apply sociological theory to the understanding of the family as a social institution.	C												
CSLO 2	Evaluate the impact of social stratification on the experience of family.	C												
CSLO 3	Using the sociological imagination, evaluate definitions of family through history and culture.	C												
	HDEV 23 - Dynamics of Parenthood (INACTIVE)													
CSLO 1														
CSLO 2														
CSLO 3														

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	HDEV 25 - Culture and Diversity in Early Childhood Education													
CSLO 1	Critique the multiple societal impacts on young children's social identity	A												
CSLO 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	A												
CSLO 3	Incorporate strategies and develop appropriate practice within the classroom setting for working with culturally diverse children and their families.	C			C									
CSLO 4	Evaluate the impact of personal experiences and social identity on teaching effectiveness	C												
	HDEV 28 - Independent Study (INACTIVE)													
CSLO 1														
CSLO 2														
CSLO 3														
	HDEV 29 - Storytelling and Puppetry													
CSLO 1	Analyze how carious theoretical perspectives promote the development of young children through puppetry and storytelling experiences	A							P					
CLSO 2	Using developmentally appropriate practices, develop puppetry and storytelling lesson plans that support language and literacy skills for children from infancy to age eight in group settings	A							P					
CSLO 3	Investigate the benefits of puppetry and storytelling experiences to the physical, cognitive, and social and emotional development of young children	C							C					
	HDEV 30 - Creative Process in Children													
CSLO 1	Evaluate the function of creative processes in child development on personal, social, cognitive and aesthetic levels	C												
CSLO 2	Analyze features of children's art to determine developmental stages	A						C						
CLSO 3	Create age-appropriate lesson plans that incorporate teaching strategies for encouraging children's artistic and overall creative development for an art activity presented in class, as well as an art activity presented to children in a classroom setting	A			C									
	HDEV 38 - Adult Supervision: Mentoring in ECE Settings													
CSLO 1	Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners	C												
CSLO 2	Demonstrate competency in communication and reflective practices when working with diverse adult populations	A												
CSLO 3	Use a variety of personnel, program, and environmental assessment tools to inform leadership decisions	C												

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	HDEV 40 - Administration and Supervision of Early Childhood Programs													
CSLO 1	Apply administration skills in various types of early care and education programs	C												
CSLO 2	Demonstrate knowledge of strategic and fiscal planning	C			C									
CSLO 3	Evaluate components of quality programs, facilities and operations	B												
	HDEV 41 - Advanced Administration of ECE Programs													
CSLO 1	Demonstrate effective practices for managing and loading staff and administering early care and education	C												
CSLO 2	Implement ongoing professional development plans based on evaluation of staff and administrator needs	C												
CSLO 3	Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholds	C												
	HDEV 43 - Music and Movement for Young Children													
CSLO 1	Analyze how various theoretical perspectives promote the development of young children through music and movement experiences	A												
CSLO 2	Using developmentally appropriate practices, develop age-appropriate music and movement lesson plans for children from infancy to age eight in group settings	A												
CSLO 3	Investigate the benefits of music of movement experiences to the physical, cognitive, and social and emotional development of young children	C			C									
	HDEV 44 - Introduction to Children's Literature (ENGL 44)													
CSLO 1	Classify literature and analyze its role in child development.	C												
CSLO 2	Analyze children's literature using concepts such as theme, plot, character, style and genre.	A												
CSLO 3	Evaluate literary qualities of children's literature, including picture books, folktales, fiction, non-fiction, and poetry.	A												
CSLO 4	Analyze controversies associated with criticism of children's literature.	B												
CSLO 5	Analyze literature that meets specific needs of children.	B												
	HDEV 46 - Language and Literacy													
CSLO 1	Create early literacy environments according to developmentally appropriate practice.	B												
CSLO 2	Incorporate language and literacy strategies in order to promote children's early literacy skills.	B												
CSLO 3	Implement family and home connections that extend children's literacy development.	C												
	HDEV 47 - Math and Science in Early Childhood Education													
CSLO 1	Develop and implement preschool science/math curriculum that is developmentally appropriate	B												
CSLO 2	Analyze how math and science enhances children's development in terms of skills learned in these areas CSLO 4 Evaluate teachers' facilitation of learning in math and science centers.	B, C												
CSLO 3	Develop the ability to identify, choose, and design appropriate materials for science and math centers	B												
	HDEV 61 - Nutrition Througout the Life Cycle (NUTF 13)													

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CSLO 1	Evaluate the impact of environmental influences on nutrient intake throughout the life cycle.	C, D												
CSLO 2	Distinguish nutrient needs for each stage in the life cycle.	D												
CSLO 3	Assess diets for adequacy as outlined by current Dietary Reference Intakes.	A												
CSLO 4	Assess methods of communication for the nutrition professional in promoting nutrition and health for a given population.	D												
	HDEV 95 - Internship in Human Development and Family													
CSLO 1	Establish on-the-job learning objectives that are related to new or expanded responsibilities or that contribute to current occupational or educational goals													
CSLO 2	Evaluate learning experience in writing or by project related to learning objectives.													
CSLO 3	Through work experience, under the direction of worksite supervisor, perform duties related to learning objectives													
CSLO#	**COURSE NUMBER: COURSE NAME**	**Related PSLO**												