

Child Development Program Assessment Plan

Program Learning Outcomes (PLOs)

Student Learning Outcomes (SLOs)

Learning Opportunities: Class activities, readings, assignments, discussions

Assessment: Course level assessments (CA) for SLOs

Assessment: Key Assessments (KA) for PLOs

Key Assessments and courses:

KA #1: Observing Early Childhood Development and Learning (CD 101)

KA #2: Child Study Project (CD 201)

KA #3: Personal Philosophy of ECE and Professional Development Plan (CD 258)

KA #4: Activity Planning, Implementation, and Reflection (CD 259)

KA #5: Family Practitioner Interview and Collaboration Plan (CD 262)

Data are collected for all 5 Key Assessments every semester and reported formally on an annual basis to the National Association for the Education of Young Children (NAEYC) the Early Childhood Higher Education Accreditation system

Curriculum Map

Course	PLO #1	PLO #2	PLO #3	PLO #4	PLO #5	PLO #6	Assessment
	Create healthy, respectful, supportive, and challenging learning environments for young children	Develop strategies for building family and community relationships	Observe, document, and assess to support young children and families	Practice developmentally effective, early childhood teaching approaches	Design, implement, and evaluate developmentally appropriate curriculum based on content knowledge	Advocate for young children, their families, and the profession	CA KA
107	I	I	I	I	I	I	CA
120	I	I	I	I	I	I	CA
149	I		I	I	I	I	CA
101	M	M	M	M			KA #1
109	E	E	E	E	E		CA
143	E	E	E	E	E	E	CA
201	M	M	M	M		M	KA #2
258	M	M		M	M	M	KA #3
259	M	M		M	M	M	KA #4
262	M	M				M	KA #5

After completing the course, students are expected to demonstrate the standard:

- I = Introductory level (explain, recall)
- E = Emerging level (apply, analyze, compare)
- M = Meeting the standard (evaluate, create)

After completing the program, students are expected to meet the standards across 5 key assessments.

CD 101: Human Growth and Development
5 Field Experience Hours, 3 different age groups

SLOs Upon completion of the course, students will	Learning Opportunities	Assessments	PLO Upon completion of the program, students will
Use observation and interpretation to analyze child behaviors according to developmental milestones across all domains of development	Observation of 3 children in 3 different age groups	KA #1	PLO #3 PLO #1
Based on observation, identify diverse ways families/cultures interact with and nurture children considering the multiple influences on development	Observation of 3 children in 3 different age groups	KA #1	PLO #3 PLO #1
Examine developmental theories and domains of development; considering developmental theory in terms of cultural context	Observation of 3 children in 3 different age groups	KA #1	PLO #3 PLO #1
Examine the unique role of play in development, integrating knowledge of play theory with classroom observation	Discussion Video observations	quiz	PLO #4
Discuss Developmentally Appropriate Practice and other guidelines and standards for the field of Early Childhood Education	Discussion	participation	PLO #4

CD 107: Health, Safety, and Nutrition

5 Field Experience Hours, 2 different settings

SLOs Upon completion of the course, students will	Learning Opportunities	Assessments	PLO Upon completion of the program, students will
Identify cultural beliefs which influence health, safety, and nutrition and examine strategies for working with diverse communities in promoting health, safety, and nutrition across the lifespan	Case studies	Reflection paper	PLO #2
Explain the Mandated Reporter Act and describe the consequences of stress and trauma on children and their families	Mandated Reporter training	quiz	
Use various assessment tools to analyze the physical and social/emotional environment, and the nutritional and safety practices in group care settings	Video Discussion	Environment rating/ checklist	PLO #3
Identify appropriate affective responses that build relationships and positive interactions among children and adults	Video Discussion	Reflection paper, Practice for KA #4	PLO #4
Determine a course of action according to state standards, center policies, and appropriate procedures used in response to childhood accidents, illnesses, and infections	Role play	participation	PLO #6
Identify community, state, and national resources, as well as licensing standards, center policies and practices which support positive health, safety, and nutritional practices. Then, consider discrepancies between standards and daily practices of staff in the areas of health, safety, and nutrition	Standards scavenger hunt	quiz	PLO #6
Using the state and national standards, design developmentally appropriate activities that reflect an understanding of cultural influences on health, safety, and nutrition and that promote resilience and wellness of young children and their families	Examine activity plans	Design activity plans Practice for KA #4	PLO #4 PLO #5

CD 109: Language and Literacy Development

8 Field Experience hours, 4 different age groups and 2 different settings

SLOs Upon completion of the course, students will	Learning Opportunities	Assessments	PLO Upon completion of the program, students will
Use content knowledge to design developmentally appropriate language and literacy activities for young children that demonstrate sensitivity to cultural, linguistic, and ability diversity	Examine activities	Activity plan Practice for KA #4	PLO #4 PLO #5
Use observation and interpretation to analyze children's language and literacy development while considering theory as well as the multiple influences on language development such as class, race, and ethnicity	Videos in class Observations in ECE settings	Observation report, practice for KA #1	PLO #3
Identify children with special language and literacy needs and plan strategies of accommodation to assure that all children have access to classroom activities and learning goals	Panel discussion, video review	quiz	PLO #1
Design strategies for working with children who are English Language Learners, recognizing that all children have diverse ways of expression	Group activity, guest speaker	participation	PLO #1
Demonstrate skill in selecting, reading, and evaluating high-quality, multicultural, developmentally appropriate children's books as well as evaluating the quality of a literacy-rich environment for young children	Analyze a variety of children's books	Book Selection Rationale	PLO #4
Recognize oral, graphic, and reading traditions of diverse cultures and plan activities reflecting a variety of approaches	Analyze a variety of children's books, songs, fingerplays	Analysis	PLO #1

CD 120: Introduction to Early Childhood Education

5 Field Experience Hours, 2 different settings and age groups

SLOs Upon completion of the course, students will	Learning Opportunities	Assessments	PLO Upon completion of the program, students will
Compare various early childhood programs, settings, funding options, and career opportunities in both the public and private sectors	Field trips Discussion Video of settings	Program comparison paper	PLO #6
Examine contemporary and historical approaches to curriculum and practices and identify appropriate roles and skills utilized by early childhood professionals	Role play	Interview 2 philosophers paper	PLO #5
Explain one's "goodness of fit" in the career of early childhood education and articulate educational aspirations and career goals	Discussion, reflection	Goodness of fit paper, Practice for KA #3	PLO #6
Apply cross-cultural understanding and communication skills recognizing the impact of culture on child development	Discussion	quiz	PLO #1
Examine state standards, NAEYC Standards, the Code of Ethical Conduct and other important guidelines in the field of Early Childhood Education	Review standards and code of ethics	quiz	PLO #6
List one's personal values and beliefs about early childhood care and education in comparison to the values identified within the field of Early Childhood Education	Discussion and reflection	Philosophy paper, Practice for KA #3	PLO #6
Justify the importance of involving families and communities in their children's development and learning	Debate	participation	PLO #2

CD 143: Science and Math for Young Children

5 Field Experience Hours, 2 different settings

SLOs Upon completion of the course, students will	Learning Opportunities	Assessments	PLO Upon completion of the program, students will
Use observation and interpretation to identify developing scientific and mathematical thinking evident in children's play and in relationship to developmental theory	Practice observations	Observation paper	PLO #3
Identify developmentally appropriate instructional materials and strategies that support scientific and mathematical development in small and large groups	Analysis of curriculum, videos, field trips	DAP analysis	PLO #4
Plan experiences using the scientific processes of observation, inquiry, investigation, and analysis, that demonstrate sensitivity to cultural, linguistic, and ability diversity	Videos, in-class science activities	Practice for KA #4	PLO #5
Plan experiences that promote children's construction of number	Videos, in-class numeracy activities	Practice for KA #4	PLO #5
Determine children's interest and readiness in order to design activities that include the naturally occurring experiences in science and math	Videos, interviews	quiz	PLO #4 PLO #1
Incorporate appropriate children's literature into science and math activities	Book readings in class	Read aloud	PLO #5
Reflect on one's own experience and possible bias regarding the content areas of science and math	Analysis of books and reflection	Reflection paper	PLO #6

CD 149: Creative Activities for Young Children
8 Field Experience hours, 2 different age groups

SLOs Upon completion of the course, students will	Learning Opportunities	Assessments	PLO Upon completion of the program, students will
Design developmentally appropriate creative arts activities for young children that demonstrate sensitivity to cultural, linguistic, and ability diversity	Explore examples, work together in class to design an activity	Practice for KA #4	PLO #4 PLO #5
Identify the stages of development in young children's approach to the creative arts including all domains of development	Discussion	quiz	PLO #1
Compare process-oriented creative arts experiences, to product-oriented projects	LAB experiences	LAB reports	PLO #4 PLO #5
Examine content knowledge in the creative arts	LAB experiences	LAB reports	PLO #5
Investigate the characteristics of an environment that fosters playful exploration and experimentation in the creative arts	Video comparisons, discussion	Discussion Board	PLO #5
Experience creative arts as a means of ongoing professional and personal development	Videos, discussion	Discussion Board	PLO #6
Explain the value of the creative arts in early care and education programs	Field trip, webinar, panel	Reflection paper	PLO #6

CD 201:

15 Field Experience Hours

SLOs Upon completion of the course, students will	Learning Opportunities	Assessments	PLO Upon completion of the program, students will
Explain the goals, benefits, and uses of assessment in Early Childhood Education	Discussion and reflection	KA #2	PLO #3
Articulate the rules of confidentiality, and uphold the NAEYC Code of Ethical Conduct and other professional guidelines	Review of guidelines and ethics	KA #2	PLO #6
Utilize developmentally appropriate observation, documentation, and assessment tools that reflect the individual needs of children	Practice observations with video	KA #2	PLO #1 PLO #3
Use observation and interpretation to assess and document child development in all domains, and create an individualized development plan based on evidence	Field Experiences: Child Study	KA #2	PLO #3
Analyze guidance strategies considering how they influence relationships between early childhood professionals, young children, and their families and what role bias plays in these interactions	Field Experiences: Child Study	KA #2	PLO #3
Recommend environmental modifications to support small and large groups of young children	Field Experiences: Child Study	quiz	PLO #3
Design developmentally appropriate activities that support positive social interaction among children and adults, and that demonstrate sensitivity to cultural, linguistic, and ability diversity	Examine activity plans specific for social and emotional domain	Activity plan, practice for KA #4	PLO #1 PLO #4
Design strategies for developing assessment partnerships with families and with professional colleagues	Field Experiences: Child Study	KA #2	PLO #3
Reflect on observation, documentation, and assessment data in terms of implications for one's own professional growth	Field Experiences: Child Study	KA #2	PLO #3

CD 258: Principles and Practices in Preschool Education

30 Field Experience Hours in 2 different settings

SLOs Upon completion of the course, students will	Learning Opportunities	Assessments	PLO Upon completion of the program, students will
Compare developmental theories within a cultural context	Examine theories discussion	quiz	PLO #1
Maintain rules of confidentiality, and uphold the NAEYC Code of Ethical Conduct and other professional guidelines	Code of Ethics discussion	KA #3	PLO #6
Articulate the importance of play in child development and early childhood education to a variety of audiences including professionals in the field, families, and the community	Video Examples Work samples	KA #3	PLO #4
Refine one's personal philosophy that reflects evolving beliefs about working with young children	Review philosophy from CD 120	KA #3	PLO #6
Compare contemporary and historical approaches to curriculum and early childhood practices	Discussion, debate	quiz	PLO #5
Reflect, in a variety of ways, on their own experiences as learners	Class writing exercise	Class reflections	PLO #4
Plan an integrated curriculum for preschool, across content areas that demonstrates sensitivity to cultural, linguistic, and ability diversity	Examine curricula from a variety of settings for all age groups, Group planning	Curriculum plan	PLO #5
Create a daily classroom schedule, and develop an early childhood classroom design that meets the needs of young children	Examine schedules from a variety of settings and for all age groups, Group planning	Written schedule	PLO #1
Participate in professional development opportunities, including community involvement, advocacy, and service learning	Webinar, field trip, interviews, activist action	Advocacy statement	PLO #6
Engage in continuous, collaborative learning activities, with classmates and other professional colleagues, to inform one's own practice	Debate current topic in the field	Discussion Board	PLO #4
Use a reflective and critical approach to examining current trends in the field and one's own developing practice	Reflections	Reflection quiz	PLO #6

CD 259: Practicum

250 Field Experience Hours, 2 different age groups and 2 different settings

SLOs Upon completion of the course, students will	Learning Opportunities	Assessments	PLO Upon completion of the program, students will
Use a broad repertoire of developmentally appropriate teaching/learning approaches during the required Practicum hours in a supervised early childhood setting	Videos, Discussion examples	KA #4	PLO #4
Appraise the early childhood setting using approved checklists considering Anti-Bias criteria and other professional guidelines	Discussion	participation	PLO #6
Describe the role of ethical conduct as it relates to practicum experiences and professional decision-making	Orientation to student teaching	Orientation quiz	PLO #6
Design, implement, and evaluate meaningful, challenging curricula for each child that: <ul style="list-style-type: none"> • is integrated across content areas; • promotes creativity, language & physical development, cognitive competence, and supports social and emotional development and well-being; • enhances the current learning opportunities available for the children in the practicum classroom; • reflects parent-teacher partnership models; • reflects individual differences; and • demonstrates sensitivity to cultural, linguistic, and ability diversity. 	Examine teaching standards, analyze plans, discuss	KA #4	PLO #1 PLO #4 PLO #5
Practice responsible assessment, through documentation and collecting work samples, to promote positive outcomes for each child, including the use of assistive technology for children with disabilities	Review assessment practices, discussion, Explore assessment tools	KA #4	PLO #3
Demonstrate reflective approaches to one's student teaching experiences considering that positive relationships and supportive interactions are the foundation of all work with young children	Review videos, visit each other	KA #4	PLO #4
Re-evaluate one's personal philosophy of early childhood education and its implementation with young children	Review philosophy	Teaching journal	PLO #6

Document one's strengths and challenges as a developing professional		Teaching journal	
Engage in informed advocacy for children and the profession considering the early childhood professional's role in building partnerships within the community	Review examples of advocacy	Advocacy action	PLO #6
Analyze daily practicum experiences and interactions with children, parents, and colleagues & identify one's strengths and challenges as a teacher of young children	Seminar	Teaching journal	PLO #4
Assemble a portfolio of coursework, aligned with the NAEYC Standards for Professional Preparation, which represents strength and professional growth	Discussion	Teaching journal,	PLO #4 PLO #5 PLO #6
Write reflective and critical narratives to explain the connection between portfolio artifacts and the NAEYC standards for professional preparation	Writing workshop	Teaching journal	PLO #4

CD 262: Child, Family, and Community

5 Field Experience Hours

SLOs Upon completion of the course, students will	Learning Opportunities	Assessments	PLO Upon completion of the program, students will
Reflect on issues of separation, loss and acceptance or rejection in terms of the home, school, and community connection	Video discussion	KA #5	PLO #1
Identify and critique community resources that offer support and referral services to children and families within specific communities	Compare resources in 3 different Chicago neighborhoods	Resource file	PLO #2
Identify family systems and parent partnership models in early childhood settings	Family systems activity/discussion	quiz	PLO #2
Evaluate current policies, institutions, and practices that influence families	Examine policies from various ECE settings	KA #5	PLO #2
Review and discuss anti-bias and multicultural literature and construct classroom applications based on this perspective	Workshop	quiz	PLO #6
Examine the role of race, gender, class, ethnicity, and special needs in early care and educational settings	Discussion	KA #5 participation	PLO #6
Describe cultural differences, considering parents' rightful desire to transmit their own cultural heritage to their children, and analyze the influence of one's own values and possible biases in providing services to children and families	Interviews, panel discussion	KA #5	