

Austin Community College Institutional Effectiveness Planning
Program Student Learning Outcomes 2009

WORKFORCE EXAMPLE									
		Department:	Child Development						
		Department Chair:	Gale Spear						
		Degree Type:	Workforce						
		Degree Name:	Associate of Applied Science						
<p>The PURPOSE of the Associate Applied Science Degree in Child Development is to prepare knowledgeable and competent professionals who work directly with young children and their families in a variety of roles in early care and education settings. ...to help students achieve their highest understanding of child development theory and implementation of developmentally appropriate practice.</p> <p>The Child Development faculty expect students completing the Associate of Applied Science Degree in Child Development program to be able to demonstrate the learning outcomes listed below.</p>									
List discipline courses (by number) required for degree			CDEC 1303+	CDEC 1354+	CDEC 1359+	CDEC 1311+	CDEC 1318+	CDEC 1413+	CDEC 1419+
<p>▼ The <u>Child Development</u> Faculty expect students completing this program to be able to... (mark PROGRAM SLOs in the first column)</p>									
SCANS Competencies									
	1	Resources	✓	✓		✓	✓	✓	✓
	2	Interpersonal	✓	✓		✓	✓	✓	✓
	3	Information	✓	✓		✓	✓	✓	✓
	4	Systems	✓	✓		✓		✓	✓
	5	Technology				✓			
	6	Basic Skills	✓	✓		✓	✓	✓	✓
	7	Thinking Skills	✓	✓		✓	✓	✓	✓
	8	Personal qualities	✓	✓		✓	✓	✓	✓
General Education Outcomes									
	1	Analyze and interpret a variety of printed materials -- books, articles, and documents. (Reading)							
	2	Produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. (Writing)							
	3	Communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience above the 12th grade level (Speaking)							
	4	Analyze and interpret various forms of spoken communication. (Listening)							
	5	Apply both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. (Critical Thinking)							

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6	Understand our technological society, use computer based technology in communication, solving problems, acquiring information (Computer Literacy)							
Social and Behavioral Sciences Exemplary Educational Objectives--Not Applicable to this degree plan.								
Course-specific content knowledge/skills from course master syllabi for discipline courses listed in degree plan.								
	1. Examine literature on parenting styles and effective parenting techniques.	✓						
	a. Define different parenting styles.	✓						
	b. Describe family structures and interaction patterns and how they influence growth and development.	✓						
	c. Explain developmental stages of parenting and the effect on growth and development of children and parents.	✓						
	d. Describe changes in parenting and family life over time.	✓						
	2. Analyze ways in which factors in the home and community (e.g. .parent	✓						
	a. Analyze current issues as they relate to families and parenting.	✓						
	b. Explain the importance of being sensitive to differences in family structures as well as social and cultural backgrounds as they relate to child rearing practices.	✓						
	c. Describe needs and challenges of families caring for children with special needs.	✓						
	d. Advocate on behalf of early childhood issues relating to families and communities.	✓						
	3. Discuss diverse cultures and lifestyles.	✓						
	a. Understands diverse personal and social characteristics (e.g. those related to ethnicity gender, language background, exceptionality) and the significance of diversity for teaching, learning, and assessment.	✓						
	b. Describe ways to enhance awareness and appreciation of languages and cultures.	✓						
	c. Develop activities to enhance understanding of diverse cultures and lifestyles.	✓						
	4. Understand the importance of family involvement in education and	✓						
	a. Apply knowledge of appropriate ways (including electronic communication) toward and communicate effectively with families in various situations.	✓						
	b. Observe and/or participate in activities that engage families, parents, guardians, and other legal caregivers in various aspects of the education program.	✓						

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	c. Simulate conducting effective conferences with parents, guardians, and other legal caregivers.	✓						
	d. Explain the importance of respecting parents' choices and goals for their children.	✓						
	e. Describe how to involve parents in planning for their individual children.	✓						
	f. Simulate interacting appropriately with all families, including those that have diverse characteristics, backgrounds and needs.	✓						
	g. Simulate communicating effectively with families on a regular basis (e.g. to share information about individual progress) and respond to their concerns.	✓						
	h. Discuss legislation and public policies affecting children and families, including children with special needs.	✓						
	i. Demonstrate an ability to work effectively as a member of a professional team.	✓						
	5. Recognize signs of abuse and neglect and describe ways to work effectively	✓						
	a. Examine statistics on abuse and neglect.	✓						
	b. List types of abuse and neglect and behaviors which might be indicators of such abuse/neglect.	✓						
	c. Explain state statutes regarding responsibilities in reporting suspected abuse and neglect.	✓						
	d. List steps in reporting suspected abuse and neglect.	✓						
	e. Identify strategies that deter abusive behaviors.	✓						
	f. Describe caregivers' role in helping abused and neglected children.	✓						
	6. Explain the importance of maintaining codes of ethical conduct when working with families and community professionals.	✓						
	1. Examine literature on parenting styles and effective parenting techniques.		✓					
	a. Define different parenting styles.		✓					
	b. Describe family structures and interaction patterns and how they influence growth and development.		✓					
	c. Explain developmental stages of parenting and the effect on growth and development of children and parents.		✓					
	d. Describe changes in parenting and family life over time.		✓					
	2. Analyze ways in which factors in the home and community (e.g. .parent		✓					
	a. Analyze current issues as they relate to families and parenting.		✓					

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	b. Explain the importance of being sensitive to differences in family structures as well as social and cultural backgrounds as they relate to child rearing practices.		✓					
	c. Describe needs and challenges of families caring for children with special needs.		✓					
	d. Advocate on behalf of early childhood issues relating to families and communities.		✓					
	3. Discuss diverse cultures and lifestyles.		✓					
	a. Understands diverse personal and social characteristics (e.g. those related to ethnicity gender, language background, exceptionality) and the significance of diversity for teaching, learning, and assessment.		✓					
	b. Describe ways to enhance awareness and appreciation of languages and cultures.		✓					
	c. Develop activities to enhance understanding of diverse cultures and lifestyles.		✓					
	4. Understand the importance of family involvement in education and		✓					
	a. Apply knowledge of appropriate ways (including electronic communication) toward and communicate effectively with families in various situations.		✓					
	b. Observe and/or participate in activities that engage families, parents, guardians, and other legal caregivers in various aspects of the education program.		✓					
	c. Simulate conducting effective conferences with parents, guardians, and other legal caregivers.		✓					
	d. Explain the importance of respecting parents' choices and goals for their children.		✓					
	e. Describe how to involve parents in planning for their individual children.		✓					
	f. Simulate interacting appropriately with all families, including those that have diverse characteristics, backgrounds and needs.		✓					

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	g. Simulate communicating effectively with families on a regular basis (e.g. to share information about individual progress) and respond to their concerns.		✓					
	h. Discuss legislation and public policies affecting children and families, including children with special needs.		✓					
	i. Demonstrate an ability to work effectively as a member of a professional team.		✓					
	5. Recognize signs of abuse and neglect and describe ways to work		✓					
	a. Examine statistics on abuse and neglect.		✓					
	b. List types of abuse and neglect and behaviors which might be indicators of such abuse/neglect.		✓					
	c. Explain state statutes regarding responsibilities in reporting suspected abuse and neglect.		✓					
	d. List steps in reporting suspected abuse and neglect.		✓					
	e. Identify strategies that deter abusive behaviors.		✓					
	f. Describe caregivers' role in helping abused and neglected children.		✓					
	6. Explain the importance of maintaining codes of ethical conduct		✓					
	1. Summarize principles of growth and development.			✓				
	a. Explain the principles of growth and development.			✓				
	b. Understand how development in any one domain impacts development in other domains.			✓				
	c. Analyze how specific factors (e.g., those related to prior experiences, classroom grouping practices, stress, family life, nutritional and physical status, etc.) may affect individuals in one or more developmental domains.			✓				
	d. Recognize factors affecting the physical growth & health of students (ex. nutrition, sleep, prenatal exposure to drugs, abuse) and knows that students' physical growth and health impact their development in other domains.			✓				
	e. Describe how brain research impacts current knowledge of growth and development.			✓				

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	f. Analyze ways in which factors in the home and community (e.g. Parent expectations, availability of community resources, community problems) impact student learning.			✓				
	g. Understand the lifelong impact of multiple influences and experiences on individual development and on society.			✓				
	2. Know the typical stages of cognitive, social, physical and emotional			✓				
	a. Explain the process of development from conception through birth.			✓				
	b. Describe physical, fine and gross motor and perceptual development from conception through adolescence.			✓				
	c. Explain cognitive development from conception through adolescence and demonstrates knowledge of developmental changes in children's thinking (i.e., from primarily concrete thinking to the ability to reason and think logically to understand cause and effect, and to organize information systematically.).			✓				
	d. Describe social and emotional development (including self-concept and self-esteem) from birth through adolescence. And recognize factors affecting the social and emotional development of students (lack of affection and attention, limited opportunity for verbal interactions, changes in family structure) and knows that students' social and emotional development impacts their development in other domains.			✓				
	e. Describe receptive and expressive language development from birth through adolescence.			✓				
	f. Outline literacy development from birth through adolescence.			✓				
	g. Recognize signs of developmental delays or impairments in students			✓				
	3. Discuss theories of development.			✓				

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	a. Explain the purpose of child development study and research.			✓				
	b. Analyze theoretical approaches, research and theorists.			✓				
	c. Describe the interaction of biological and environmental influences on growth and development.			✓				
	d. Describe practical applications of theories.			✓				
	e. Understand the role of learning theory in the instructional process and uses instructional strategies and appropriate technologies to facilitate student learning (i.e. Connecting new information and ideas to prior knowledge, making learning meaningful and relevant to students)			✓				
	4. Discuss the impact of developmental processes on educational			✓				
	a. Recognize the wide range of individual developmental differences that characterizes students and the implications of this developmental variation for instructional planning.			✓				
	b. Analyze how developmental characteristics of students impact learning and performance			✓				
	c. Accept and respects students with diverse backgrounds and needs			✓				
	d. Discuss how brain development research impacts classroom practice.			✓				
	e. Understand that young children think concretely and rely primarily on motor and sensory input and direct experience for development of skills and knowledge			✓				
	5. Know the stages of play development (i.e. from solitary to			✓				
	6. Demonstrate skills in practical application of developmental			✓				
	1. Summarize causes, incidence and characteristics of exceptionalities				✓			
	a. Define areas of exceptionality and special education.				✓			
	b. Identify exceptionality as to genetic and/or environmental causes.				✓			
	c. Discuss prevalence and/or incidence of different categories of				✓			

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	exceptionalities.				✓			
	d. Describe possible signs or characteristics of each area of exceptionality.				✓			
	2. Discuss current terminology and practices for intervention				✓			
	a. Explain how children develop an awareness of similarities and differences.				✓			
	b. Describe learning experiences that promote children's appreciation and respect for all individuals and groups.				✓			
	c. Describe available screening and assessment instruments.				✓			
	d. Discuss classification and labeling of children with special needs.				✓			
	e. Identify individuals and their roles in developing and implementing educational and family service plans.				✓			
	f. Discuss integration of goals from Individualized Education Programs (IEPs), Individualized Transition Plans (ITPs) and Individualized Family Service Plans (TFSPs) into daily activities and routines.				✓			
	3. Identify appropriate community resources and referrals for				✓			
	a. Identify common needs and challenges facing families caring for children with special needs.				✓			
	b. Gather information on resources available in the community.				✓			
	c. Analyze the cultural implications and their impact on services to children with special needs.				✓			
	d. Discuss referral process.				✓			
	4. Review legislation and legal mandates and their impact on practices				✓			
	a. Discuss history and impact of legislation affecting children with special needs.				✓			
	b. Describe impact of landmark court cases on services for children with special needs.				✓			
	5. Explain the role of advocacy for children with special needs and their families.				✓			

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	a. Identify agencies which advocate for children with special needs and their families.				✓			
	b. Discuss the importance of advocating on behalf of children with special needs and their families.				✓			
	c. Explain how the codes of ethical conduct apply to professional practice.				✓			
	6. Use various types of materials and resources, including current technology, to support learning in all domains for all children.				✓			
	a. Create and /or modify environments, equipment, materials, supplies and experiences to meet individual needs of all children.				✓			
	b. Establish and maintain positive, collaborative relationships with other professionals and families and work effectively as a member of a professional team.				✓			
	1. Discuss contributions of historical and contemporary professionals and theorists to the field of early childhood education.				✓			
	2. Understand strategies for creating an organized and productive developmentally appropriate learning environment.				✓			
	a. Define developmentally appropriate practice and discuss how knowledge of child growth and development impacts developmentally appropriate practices.				✓			
	b. Analyze the effects of classroom routines and procedures on student learning, and knows how to establish and implement routines and procedures to promote an organized and productive learning environment.				✓			
	c. Demonstrates an understanding of how young children function in groups and				✓			
	designs group activities that reflect a realistic understanding of the extent of young children’s ability to collaborate with others.				✓			

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	d. Recognizes the importance of creating a schedule for young children that balances restful and active movement activities and that provides large blocks of time for play, projects and learning centers.				✓			
	e. Knows the stages of play development (from solitary to cooperative) and the important role of play i.e. young children's learning and development).				✓			
	f. Compare a developmentally appropriate classroom with one which is not developmentally appropriate in relation to child-staff ratio, group size and teacher qualifications and training				✓			
	3. Describe and compare types of early childhood programs.				✓			
	4. Enhances professional knowledge and skills by effectively interacting with others members of the educational community and participating in various types of professional activities.				✓			
	a. Explain characteristics and developmental stages of an early childhood professional.				✓			
	b. List characteristics of an early childhood professional.				✓			
	c. Discuss career opportunities for the early childhood professional.				✓			
	d. Understands and uses professional development resources (e.g. Mentors, and other support systems, conferences, online resources, workshops, journals, professional associations, coursework) to enhance knowledge pedagogical skills, and technological expertise.				✓			
	e. Engages in reflection and self-assessment to identify strengths, challenges, and potential problems; improve teaching performance; and achieve professional goals				✓			
	7. Identify current trends and issues in the early childhood profession.				✓			
	8. Participate and observe in 15 hours of field experiences in:				✓			
	1. Describe the basic principles of healthy behavior that influence					✓		

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	a. Describe the relationships between personal health behaviors and individual well-being in young children					✓		
	b. Identify indicators of mental, emotional, social and physical health during childhood.					✓		
	c. Describe how the family influences a child's health					✓		
	d. Describe how physical, social, and emotional environments influence a child's health					✓		
	e. Describe factors in the local community affecting the health of children and families. (7)					✓		
	f. Describe symptoms of common childhood health concerns and diseases, communicability, prevention and reporting requirements as they relate to young children. (1,2,8,10)					✓		
	g. Observe health appraisals of children in early childhood settings including child care and public school. (1,8)					✓		
	h. Work cooperatively with colleagues and parents to meet individual/special health needs of children. (1,3,7,8)					✓		
	2. Describe universal health precautions. (1,2,7,8, 10)					✓		
	a. List circumstances requiring the use of universal health precautions. (7,10)					✓		
	b. Demonstrate appropriate use of universal health precautions in early childhood settings. (1,2,7,8,10)					✓		
	3. Describe legal implications regarding health. (1,4,7,8,10)					✓		
	a. Identify agencies with legal or regulatory authority over children's health issues. (1,4,7)					✓		
	b. Identify city, county, state and federal health regulations which apply to early childhood settings. (1,7,8)					✓		
	c. Identify state and local health guidelines affecting early childhood settings. (1)					✓		

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	4. Analyze environmental and personal hygiene. (1,2,4,5,6,7,8,10)					✓		
	a. Describe hygiene principles. (1,10)					✓		
	b. Practice daily environmental and personal hygiene routines with young children (1,7,8,10)					✓		
	c. Provide young children with opportunities to learn about and apply personal health practices. (1,5,7,10,ExCET 013)					✓		
	d. Practice communicable disease control functions in early childhood settings. (1, 7,8,10)					✓		
	5. Analyze principles of nutrition. (1,2,5,6,7,8,10)					✓		
	a. Describe the role of carbohydrates, proteins, fats, water, vitamins, and minerals in children's health. (1)					✓		
	b. Describe the Food Guide Pyramid and its application to children's needs. (1,8)					✓		
	c. Identify criteria for developmentally appropriate feeding practices with children, 0 -12 months; 12 months - 2 years; 3 - 5 years; 6-12 years. (1,7,10)					✓		
	d. Discuss nutritional needs of children including special dietary or cultural considerations. (1,2)					✓		
	e. Describe specific methods that are used for planning nutritious meals and snacks for young children through elementary school. (1)					✓		
	f. Describe how nutritional factors may affect children in one or more developmental domains and the implications for the classroom teacher. (ExCET 020)					✓		
	g. Plan and implement nutrition education activities with children. (1,7,8,10)					✓		
	6. Evaluate nutrition assessment. (1,4,7,8)					✓		
	a. Discuss the relationship between nutrition and children's health and well being (1)					✓		

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	b. Evaluate menu plans in early childhood settings for nutrients, inclusion of cultural foods, use of food guide pyramid and amounts of foods needed for various ages. (1,7)					✓		
	c. Observe and analyze meal/snack times for children ages 0 -12 months; 12 months - 2 years; 3 - 5 years; 6-12 years. (1,4)					✓		
	d. Plan varied, nutritionally balanced diets for young children. (1,4,8)					✓		
	e. Propose modifications for special dietary needs. (8)					✓		
	f. Participate in meal/snack times with children ages 0 -12 months; 12 months - 2 years; 3 - 5 years; 6-10 years. (1,4,7,8)					✓		
	g. Prepare appropriate nutrition information for families. (7,8)					✓		
	h. Share appropriate nutrition information with families of children ages 0 -12 months; 12 months - 2 years; 3 - 5 years; 6-12 years.					✓		
	7. Examine regulatory requirements for nutrition. (1).					✓		
	a. Identify city, county, state and federal nutritional regulations which apply to early childhood settings. (1,7,8)					✓		
	b. Identify state and local nutritional guidelines affecting early childhood settings. (1)					✓		
	c. Compare nutritional guidelines and regulations. (1)					✓		
	8. Describe the importance of physical fitness					✓		
	a. Discuss the relationship of health education and physical activity for young children based on current literature.					✓		
	b. Describe appropriate practices in developing, planning, teaching and assessing physical activities for young children.					✓		

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	c. Prepare appropriate physical activities (movement concepts and motor skills including dance and rhythmic experiences, educational gymnastics, games, fine and gross motor activities as well as individual expression) for young children ages 0 -12 months; 12 months - 2 years; 3 - 5 years; 6-12 years.					✓		
	d. Identify state and local physical education guidelines affecting early childhood settings. (National Standards and TEKS)					✓		
	9. Describe principles of safety as they relate to young children. (8,10)					✓		
	a. List safety principles as they apply to children ages 0 -12 months; 12 months - 2 years; 3 - 5 years; 6-10 years. (10)					✓		
	b. Apply safety principles when working with children. (8,10)					✓		
	10. Evaluate regulations regarding child safety. (1,5,7,8,10)					✓		