

**BEHAVIORAL AND SOCIAL SCIENCES**  
**Institutional (ILO), Program (PLO), and Course (SLO) Alignment**

|   |  |   |  |  |          |          |          |
|---|--|---|--|--|----------|----------|----------|
| Program: <b>Childhood Education / Education</b>   |  | Number of Courses:<br>26  | Date Updated:<br>10.13.15  | Submitted by:<br>Michelle Moen, Susan Baxter,<br>and Janet Young, Ext. 3613  |          |          |          |
| <b>ILOs</b>   | <b>1. Critical Thinking</b><br><i>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.</i>   | <b>2. Communication</b><br><i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i> | <b>3. Community and Personal Development</b><br><i>Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.</i> | <b>4. Information Literacy</b><br><i>Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.</i> |          |          |          |
|   | <b>SLO-PLO-ILO ALIGNMENT NOTES:</b><br><i>Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course.</i><br><i>DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.</i> |   |  |  |          |          |          |
| <b>PLOs</b>   |  |   |  | <b>PLO to ILO Alignment</b><br><i>(Mark with an X)</i>   |          |          |          |
|   |  |   |  | <b>1</b>   | <b>2</b> | <b>3</b> | <b>4</b> |
| <b>PLO #1 Integrated Understanding of Children's Needs</b><br>Students integrate an understanding of the needs, characteristics and multiple influences on the development of children ranging from birth to adolescence as related to high quality care and education. |  |   |  | X  |          |          |          |
| <b>PLO #2 Designing Environments for Children</b><br>Students design, implement and evaluate environments and activities that support positive developmental play and learning outcomes for all children.   |  |   |  | X  |          |          | X        |
| <b>PLO #3 Effective Guidance and Assessment</b><br>Students apply effective observation, assessment, guidance and interaction strategies that support all children's social and emotional development.  |  |   |  | X  |          |          |          |

## CHILDHOOD EDUCATION

| SLOs  | SLO to PLO Alignment<br><i>(Mark with an X)</i> |    |    | COURSE to ILO Alignment<br><i>(Mark with an X)</i> |   |   |   |
|---|---|----|----|--|---|---|---|
|   | P1  | P2 | P3 | 1  | 2 | 3 | 4 |
| <b>CDEV 103 Child Growth and Development: SLO #1 Major Theoretical Frameworks</b><br>Identify and compare major theoretical frameworks, such as Piaget, Vygotsky, Erikson, and Bronfenbrenner, as related to the study of human development.  | X   |    |    | X  |   |   |   |
| <b>CDEV 103 Child Growth and Development: SLO #2 Milestones</b><br>Describe major developmental milestones and typical characteristics for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.                    | X   |    |    |  |   |   |   |
| <b>CDEV 103 Child Growth and Development: SLO #3 Research Methodologies</b><br>Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.   | X   |    |    |  |   |   |   |
| <b>CDEV 104 The Home, The School, The Community: SLO #1 Family Support Services</b><br>Critically assess community support services and agencies that are available to community and families.  | X   | X  | X  | X  |   |   |   |
| <b>CDEV 104 The Home, The School, The Community: SLO #2 Analyzing Values</b><br>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.                               | X   | X  | X  |  |   |   |   |
| <b>CDEV 104 The Home, The School, The Community: SLO #3 Impact of Communities upon Families</b><br>Assess the impact of educational, political, and socioeconomic factors on children and families by identifying effective strategies that empower families in children's development. | X   | X  | X  |  |   |   |   |
| <b>CDEV 106 Infant Toddler Curriculum: SLO #1 Policies and Practices</b><br>Summarize the essential policies and practices of quality infant and toddler programs.  | X   | X  | X  | X  |   |   |   |
| <b>CDEV 106 Infant Toddler Curriculum: SLO #2 Healthy Relationships</b><br>Demonstrate strategies to promote healthy relationships in the care and education of infants and toddlers.   | X   | X  | X  |  |   |   |   |
| <b>CDEV 106 Infant Toddler Curriculum: SLO #3 Curriculum and Environments</b><br>Evaluate infant and toddler curriculum and environments based on observation, documentation, and reflection.   | X   | X  | X  |  |   |   |   |
| <b>CDEV 107 Infant/Toddler Development: SLO #1 Biological and Environmental Factors</b><br>Demonstrate knowledge of biological and environmental factors that influence pre-conception and prenatal health and development.   | X   | X  | X  | X  |   |   |   |
| <b>CDEV 107 Infant/Toddler Development: SLO #2 Connecting Behaviors</b><br>Connect observed behaviors of children birth to 36 months to developmental concepts and theories in the physical, cognitive, language, social, and emotional domains   | X   | X  | X  |  |   |   |   |
| <b>CDEV 107 Infant/Toddler Development: SLO #3 Contextual Influences</b> Analyze the multiple contextual influences on infant/toddler development including diverse family practices and environments.  | X   | X  | X  |  |   |   |   |

| SLOs   | SLO to PLO Alignment<br><i>(Mark with an X)</i> |    |    | COURSE to ILO Alignment<br><i>(Mark with an X)</i> |   |   |   |
|--|---|----|----|--|---|---|---|
|  | P1  | P2 | P3 | 1  | 2 | 3 | 4 |
| <b>CDEV 108 Principles and Practices of Teaching Young Children: SLO #1 Best Practices</b><br>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. | X   | X  | X  |  |   |   |   |
| <b>CDEV 108 Principles and Practices of Teaching Young Children: SLO #2 Value of Play</b><br>Examine the value of play as a vehicle for developing skills knowledge, dispositions, and strengthening relationships among young children.   | X   | X  | X  | X  | X | X |   |
| <b>CDEV 108 Principles and Practices of Teaching Young Children: SLO #3 Personal Philosophy</b><br>Develop one's teaching philosophy and professional goals.   | X   | X  | X  |  |   |   |   |
| <b>CDEV 110 Child Health and Safety: SLO #1 Health Risks</b><br>Identify health, safety, and environmental risks in children's programs.   | X   | X  |    |  |   |   |   |
| <b>CDEV 110 Child Health and Safety: SLO #2 Regulations</b><br>Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.  | X   | X  |    | X  |   |   | X |
| <b>CDEV 110 Child Health and Safety: SLO #3 Nutritional Needs</b><br>Identify the nutritional needs of children at various ages and plan activities that focus on healthy development and nutrition.   | X   | X  |    |  |   |   |   |
| <b>CDEV 112 Teaching Young Children in a Diverse Society: SLO #1 Social Identity</b><br>Critique theories and review the multiple impacts on young children's social identity.   |   | X  | X  |  |   |   |   |
| <b>CDEV 112 Teaching Young Children in a Diverse Society: SLO #2 Anti-bias Approaches</b><br>Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.                                   |   | X  | X  | X  | X | X |   |
| <b>CDEV 112 Teaching Young Children in a Diverse Society: SLO #3 Environments</b><br>Plan classroom environments, materials and approaches to effectively promote pride in children's identities and respect for social diversity.   |   | X  | X  |  |   |   |   |
| <b>CDEV 114 Observing and Assessing Young Children: SLO #1 Assessment Tools</b><br>Utilize the California State Department of Education assessment tool (Desired Results) to evaluate all children's developmental, cultural, and linguistic characteristics.  | X   | X  | X  |  |   |   |   |
| <b>CDEV 114 Observing and Assessing Young Children: SLO #2 Observation Methods</b><br>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.                               | X   | X  | X  | X  |   | X |   |
| <b>CDEV 114 Observing and Assessing Young Children: SLO #3 Interpretation and Implementation of Assessments</b><br>Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices.                                | X   | X  | X  |  |   |   |   |

| SLOs  | SLO to PLO Alignment<br><i>(Mark with an X)</i> |    |    | COURSE to ILO Alignment<br><i>(Mark with an X)</i> |   |   |   |
|---|---|----|----|--|---|---|---|
|   | P1  | P2 | P3 | 1  | 2 | 3 | 4 |
| <b>CDEV 115 Introduction to Curriculum: SLO #1 Positively Influencing Development</b><br>Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.   | X   | X  | X  | X  |   |   |   |
| <b>CDEV 115 Introduction to Curriculum: SLO #2 Anti-bias Curriculum</b><br>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.   | X   | X  | X  |  |   |   |   |
| <b>CDEV 115 Introduction to Curriculum: SLO #3 Active Learning Activities</b><br>Plan, implement, and evaluate active learning activities for children in developmental domains (social, emotional, physical, cognitive, and language) and curriculum areas (math, science, music, movement, creative arts, language and motor skills). | X   | X  | X  |  |   |   |   |
| <b>CDEV 116 Creative Art for Young Children: SLO #1 Supporting Play</b><br>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.   | X   | X  | X  | X  |   |   |   |
| <b>CDEV 116 Creative Art for Young Children: SLO #2 Activity Plans</b><br>Develop an activity plan, for preschool children, that is age-appropriate and includes: required materials, advanced preparation, developmental objectives, detailed procedures, and theme based-related activities.  | X   | X  | X  |  |   |   |   |
| <b>CDEV 116 Creative Art for Young Children: SLO #3 Creativity</b><br>Demonstrate an understanding of the many aspects of the teachers' role in enhancing creativity and the creative process.  | X   | X  | X  |  |   |   |   |
| <b>CDEV 117 Music and Movement for Young Children: SLO #1 Curriculum Cycle</b><br>Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood music and movement activities and environments.  | X   | X  | X  | X  |   |   |   |
| <b>CDEV 117 Music and Movement for Young Children: SLO #2 Activity Plans</b><br>Develop an activity plan, for preschool children, that is age-appropriate and includes: required materials, advanced preparation, developmental objectives, detailed procedures, and theme based-related activities.                                    | X   | X  | X  |  |   |   |   |
| <b>CDEV 117 Music and Movement for Young Children: SLO #3 Role of the Teacher</b><br>Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs as they apply to music and movement.  | X   | X  | X  |  |   |   |   |

| SLOs   | SLO to PLO Alignment<br><i>(Mark with an X)</i> |    |    | COURSE to ILO Alignment<br><i>(Mark with an X)</i> |   |   |   |
|--|---|----|----|--|---|---|---|
|  | P1  | P2 | P3 | 1  | 2 | 3 | 4 |
| <b>CDEV 118 Science and Math for Young Children: SLO #1 Supporting Play</b><br>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.    | X   | X  | X  | X  |   |   |   |
| <b>CDEV 118 Science and Math for Young Children: SLO #2 Activity Plans</b><br>Develop an activity plan, for preschool children, that is age-appropriate and includes: required materials, advanced preparation, developmental objectives, detailed procedures, and theme based-related activities. | X   | X  | X  |  |   |   |   |
| <b>CDEV 118 Science and Math for Young Children: SLO #3 Role of the Teacher</b><br>Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs in regard to math and science.   | X   | X  | X  |  |   |   |   |
| <b>CDEV 119 Language Arts for Young Children: SLO #1 Curriculum Cycle</b><br>Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood language arts activities and environments.   | X   | X  | X  | X  |   |   |   |
| <b>CDEV 119 Language Arts for Young Children: SLO #2 Activity Plans</b><br>Develop an activity plan, for preschool children, that is age-appropriate and includes: required materials, advanced preparation, developmental objectives, detailed procedures, and theme based-related activities.    | X   | X  | X  |  |   |   |   |
| <b>CDEV 119 Language Arts for Young Children: SLO #3 Role of the Teacher</b><br>Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs as they apply to language arts.   | X   | X  | X  |  |   |   |   |
| <b>CDEV 125 Child Development Practicum I: SLO #1 Designing Curriculum</b><br>Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.   | X   | X  | X  | X  | X | X |   |
| <b>CDEV 125 Child Development Practicum I: SLO #2 Self-Assessing Teaching</b><br>Critically assess one's own teaching experiences to guide and inform practice.  | X   | X  | X  |  |   |   |   |
| <b>CDEV 125 Child Development Practicum I: SLO #3 Relationships</b><br>Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.  | X   | X  | X  |  |   |   |   |
| <b>CDEV 126 Child Development Practicum II: SLO #1 Designing Curriculum</b><br>Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.  | X   | X  | X  | X  | X | X |   |
| <b>CDEV 126 Child Development Practicum II: SLO #2 Self-Assessing Teaching</b><br>Critically assess one's own teaching experiences to guide and inform practice.   | X   | X  | X  |  |   |   |   |
| <b>CDEV 126 Child Development Practicum II: SLO #3 Children's Needs</b><br>Integrate understanding of children's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.  | X   | X  | X  |  |   |   |   |

| SLOs  | SLO to PLO Alignment<br><i>(Mark with an X)</i> |    |    | COURSE to ILO Alignment<br><i>(Mark with an X)</i> |   |   |   |
|---|---|----|----|--|---|---|---|
|   | P1  | P2 | P3 | 1  | 2 | 3 | 4 |
| <b>CDEV 129 Introduction to Program Administration: SLO #1 Applying Skills</b><br>Apply administration skills in various types of early care and education program  |   | X  | X  |  |   |   |   |
| <b>CDEV 129 Introduction to Program Administration: SLO #2 Fiscal Planning</b><br>Demonstrate knowledge of strategic and fiscal planning.   |   | X  | X  | X  | X | X | X |
| <b>CDEV 129 Introduction to Program Administration: SLO #3 Evaluating Quality</b><br>Evaluate components of quality programs, facilities, and operations.   |   | X  | X  |  |   |   |   |
| <b>CDEV 130 Principles of Program Administration: SLO #1 Effective Practices</b><br>Demonstrate effective practices for managing and leading staff and administering early care and education programs  |   | X  | X  |  |   |   |   |
| <b>CDEV 130 Principles of Program Administration: SLO #2 Professional Development</b><br>Implement ongoing professional development plans based on evaluation of staff an administrator needs   |   | X  | X  | X  | X | X | X |
| <b>CDEV 130 Principles of Program Administration: SLO #3 Collaboration</b><br>Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.                                       |   | X  | X  |  |   |   |   |
| <b>CDEV 131 Supervising and Mentoring Adults: SLO #1 Individualized Mentoring</b><br>Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners   |   | X  | X  |  |   |   |   |
| <b>CDEV 131 Supervising and Mentoring Adults: SLO #2 Communication</b><br>Demonstrate competency in communication and reflective practices when working with diverse adult populations.   |   | X  | X  | X  | X | X |   |
| <b>CDEV 131 Supervising and Mentoring Adults SLO #3 Informing Leadership and Decisions</b><br>Use a variety of personnel, program, and environmental assessment tools to inform leadership and decisions.   |   | X  | X  |  |   |   |   |
| <b>CDEV 150 Introduction to Children with Special Needs: SLO #1 Exceptionalities and Conditions</b><br>Recognize various exceptionalities and conditions of children and identify interventions based on the developmental continuum.                   | X   | X  | X  |  |   |   |   |
| <b>CDEV 150 Introduction to Children with Special Needs: SLO #2 Role of History and Society</b><br>Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs. | X   | X  | X  | X  |   |   |   |
| <b>CDEV 150 Introduction to Children with Special Needs: SLO #3 Collaboration</b><br>Collaborate with families and community members in supporting inclusion of children with special needs.  | X   | X  | X  |  |   |   |   |

| SLOs  | SLO to PLO Alignment<br><i>(Mark with an X)</i> |    |    | COURSE to ILO Alignment<br><i>(Mark with an X)</i> |   |   |   |
|---|---|----|----|--|---|---|---|
|   | P1  | P2 | P3 | 1  | 2 | 3 | 4 |
| <b>CDEV 152 Curriculum and Strategies for Children with Special Needs SLO #1 Evaluating Programs and Policies</b><br>Evaluate program, educational, and professional policies based on special education laws and evidence-based practices.   | X   | X  | X  | X  |   |   |   |
| <b>CDEV 152 Curriculum and Strategies for Children with Special Needs SLO #2 Curriculum Strategies</b><br>Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.          | X   | X  | X  |  |   |   |   |
| <b>CDEV 152 Curriculum and Strategies for Children with Special Needs SLO #3 Advocacy</b><br>Demonstrate how you would advocate for effective partnerships with families, interdisciplinary team members, and community resource specialists. | X   | X  | X  |  |   |   |   |
| <b>CDEV 169 Special Education Practicum: SLO #1 Understanding Disabilities</b><br>Demonstrate an understanding and sensitivity toward children with special needs and their families as they relate to the special education classroom.       |   | X  | X  | X  | X | X |   |
| <b>CDEV 169 Special Education Practicum: SLO #2 Self-Assessing Teaching</b><br>Critically assess one's own teaching experiences to guide and inform practice in relation to working with children with special needs and their families.      | X   | X  | X  |  |   |   |   |
| <b>CDEV 169 Special Education Practicum: SLO #3 Approaches and Strategies</b><br>Apply a variety of effective approaches, strategies, and techniques that support positive learning experiences for children with special needs.              | X   | X  | X  |  |   |   |   |

## EDUCATION

| <b>Education Course Level SLOs (PLOs not required)</b>   | <b>COURSE to ILO Alignment</b><br><i>(Mark with an X)</i> |   |   |   |
|--|---|---|---|---|
|  | 1   | 2 | 3 | 4 |
| <b>EDUC 101 Introduction to the Field of Education: SLO #1 Careers in Education</b><br>The successful Education 101 student will be introduced to many careers within the field of education, in addition to teaching, and analyze educational requirements, state standards, qualities of effective educators, and the rewards and challenges of a career in education in order to make an informed decision about entering the field of education.                       | X   |   |   |   |
| <b>EDUC 101 Introduction to the Field of Education: SLO #2 CSTPs</b><br>Using the California Standards for the Teaching Profession (CSTPs), the successful Education 101 students will observe and identify qualities of effective teachers and other professionals in the field of education and assess how they are demonstrated.  | X   |   |   |   |
| <b>EDUC 101 Introduction to the Field of Education: SLO #3 Fundamental Issues</b><br>The successful Education 101 student will evaluate theoretical, fundamental and contemporary issues in education, such as: the purpose of public education; the control of curriculum content; assessment and accountability; circumstances that shape American education in twenty-first century public schools; and, specific issues currently being discussed in public education. | X   |   |   |   |
| <b>EDUC 201 Foundations of Education: SLO #1 Career Pathway</b><br>The successful Education 201 student will outline their career pathway in education inclusive of state and educational requirements as well as rewards and challenges.  | X   |   |   |   |
| <b>EDUC 201 Foundations of Education: SLO #2 Synthesizing and Reflecting</b><br>The successful Education 201 student will synthesize their observations of experienced teachers, their development of a philosophy of education and their reflection on contemporary issues of education and will evaluate specific contemporary issues in education such as merit pay for teachers, school reform, inclusion, and changes to school finance.                              | X   | X |   |   |
| <b>EDUC 201 Foundations of Education: SLO #3 CSTP and Common Core Standards</b><br>The successful Education 201 student will identify the demonstration of the California Standards for the Teaching Profession and use of the California Common Core Standards through 45 hours of classroom observations of experienced teachers.  | X   | X | X |   |