

## Student Learning Outcomes Index

### Student Learning Outcomes and CAP Lower Division Eight Courses Mapped onto the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*

To support faculty in decisions regarding how and where they can best use the *California Preschool Program Guidelines, Part One and Part Two* in their course work or across their program, the revised 2015 version of the the Student Learning Outcomes (SLOs) developed by the Curriculum Alignment Project (CAP) for the eight core lower division early childhood courses and CAP expansion courses have been mapped onto the key topics for each domain in this instructional guide. Each Key Topic Preview Page provides course suggestions for instructor consideration.

More information about the Curriculum Alignment Project can be found on its Web site: [https://www.childdevelopment.org/cs/cdctc/print/htdocs/services\\_cap.htm](https://www.childdevelopment.org/cs/cdctc/print/htdocs/services_cap.htm).

This Student Learning Outcomes Index is provided for easy access to the key topics that support the development of these outcomes. To locate page numbers for each key topic listed in the following index, refer to the Instructional Guide Table of Contents.

Additionally, refer to Appendix A for the listing of suggested CAP lower division eight courses and CAP expansion courses for all key topics in this instructional guide with their mapped SLOs, objectives, and examples of course content and topics. Appendix A is first organized by instructional guide units and key topics, then by the CAP courses, SLOs, objectives, and examples of course content and topics.

This is not an exhaustive list, and faculty might find ways to use the key topics to address SLOs by means other than what has been indexed. Working through these selected key topics does not guarantee the achievement of any student learning outcome or objective; it is understood that students achieve student outcomes through repeated engagement with information and experiences that build competence.


#### ***California State University and University of California***

The Curriculum Alignment Project (CAP) course and student learning outcomes (SLO) mapping with this instructional guide is done with the understanding that not all institutions will use these particular SLOs or objectives. This is particularly true for faculty at the California State University (CSU) and University of California (UC) campuses. The SLOs do provide learning outcomes that can be used selectively or with adaptations for courses at the CSU and UC campuses and indicate what can be accomplished by students through using the key topics in this instructional guide.



## CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*

Course: Child Growth and Development


Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
<i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	
<b>Course: Child Growth and Development</b>	 <b>Unit 6 – Chapter 6: Support for Young Dual Language Learners</b>
Describe development of children from conception through adolescence in the physical, social, emotional, and cognitive domains.	
Identify cultural, economic, political, and historical contexts that impact children’s development.	<ul style="list-style-type: none"> <li>• Unit 6, Getting Ready for the Unit</li> </ul>
Apply knowledge of development and major theoretical framework to child observations.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

**Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide’s units and key topics.**



**CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with  
the *Instructional Guide for the California Preschool Program Guidelines,*  
Part One and Part Two**


Course: Child, Family and Community

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Child, Family and Community</b></p>	 <p align="center"><b>Unit 6 – Chapter 6: Support for Young Dual Language Learners</b></p>
<p>Describe socialization of the child focusing on the interrelationship of family, school, and community.</p>	
<p>Identify the educational, political, and socioeconomic impacts on children and families.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Getting Ready for the Unit</li> <li>• Unit 6, Key Topic 4: Further Considerations</li> </ul>
<p>Describe strategies that empower families and encourage family involvement in children’s development.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with  
the *Instructional Guide for the California Preschool Program Guidelines,*  
Part One and Part Two**


Course: Introduction to Curriculum

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Introduction to Curriculum</b></p>	 <p align="center"><b>Unit 6 – Chapter 6: Support for Young Dual Language Learners</b></p>
<p>Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Key Topic 3: Program Approaches and Teaching Practices</li> </ul>
<p>Identify the teachers’ role in early childhood programs, including planning, implementing, and evaluating activities and environments.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Getting Ready for the Unit</li> <li>• Unit 6, Key Topic 1: Overview and Rationale</li> <li>• Unit 6, Key Topic 4: Further Considerations</li> </ul>
<p>Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Key Topic 2: Characteristics of Preschool Dual Language Learners</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with  
the *Instructional Guide for the California Preschool Program Guidelines,*  
Part One and Part Two**


Course: Principles and Practices of Teaching Young Children

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Principles and Practices of Teaching Young Children</b></p>	 <p align="center"><b>Unit 6 – Chapter 6: Support for Young Dual Language Learners</b></p>
<p>Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.</p>	
<p>Describe the role of early childhood educator, including ethical conduct and professional pathways.</p>	
<p>Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Getting Ready for the Unit</li> <li>• Unit 6, Key Topic 3: Program Approaches and Teaching Practices</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two***


Course: Teaching in a Diverse Society

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Teaching in a Diverse Society</b></p>	 <p align="center"><b>Unit 6 – Chapter 6: Support for Young Dual Language Learners</b></p>
<p>Examine the impact of various societal influences on the development of children’s social identity.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Getting Ready for the Unit</li> </ul>
<p>Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Getting Ready for the Unit</li> <li>• Unit 6, Key Topic 1: Overview and Rationale</li> <li>• Unit 6, Key Topic 3: Program Approaches and Teaching Practices</li> </ul>
<p>Evaluate the influence of teachers’ experiences on teaching approaches and interactions with children and families.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Key Topic 4: Further Considerations</li> <li>• Unit 6, Key Topic 2: Characteristics of Preschool Dual Language Learners</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



## CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines,* *Part One and Part Two*


Course: Practicum-Field Experience

<p style="text-align: center;"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p style="text-align: center;"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p><b>Course: Practicum-Field Experience</b></p>	 <p><b>Unit 6 – Chapter 6: Support for Young Dual Language Learners</b></p>
<p>Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Getting Ready for the Unit</li> <li>• Unit 6, Key Topic 1: Overview and Rationale</li> <li>• Unit 6, Key Topic 4: Further Considerations</li> </ul>
<p>Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Key Topic 4: Further Considerations</li> </ul>
<p>Analyze personal teaching experiences to guide and inform practice.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Key Topic 3: Program Approaches and Teaching Practices</li> <li>• Unit 6, Key Topic 2: Characteristics of Preschool Dual Language Learners</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**Student Learning Outcomes from CAP Expansion Courses Indexed with the  
Instructional Guide for the  
California Preschool Program Guidelines, Part One and Part Two**

**CAP Expansion Course:** Administration I: Programs in Early Childhood Education


<p align="center"><b>Students Learning Outcomes from CAP Expansion Courses</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>CAP Expansion Course: Administration I: Programs in Early Childhood Education</b></p>	 <p align="center"><b>Unit 6 – Chapter 6: Support for Young Dual Language Learners</b></p>
<p>Apply administration skills in various types of early care and education programs.</p>	
<p>Demonstrate knowledge of strategic fiscal planning.</p>	
<p>Evaluate components of quality programs, facilities and operations.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Getting Ready for the Unit</li> <li>• Unit 6, Key Topic 2: Characteristics of Preschool Dual Language Learners</li> <li>• Unit 6, Key Topic 3: Program Approaches and Teaching Practices</li> <li>• Unit 6, Key Topic 4: Further Considerations</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	

**Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide’s units and key topics.**



**Student Learning Outcomes from CAP Expansion Courses Indexed with the  
Instructional Guide for the  
California Preschool Program Guidelines, Part One and Part Two**


**CAP Expansion Course:** Administration II: Personnel and Leadership in Early Childhood Education

<p align="center"><b>Students Learning Outcomes from CAP Expansion Courses</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>CAP Expansion Course:</b> <b>Administration II: Personnel and Leadership in Early Childhood Education</b></p>	 <p align="center"><b>Unit 6 – Chapter 6: Support for Young Dual Language Learners</b></p>
<p>Demonstrate effective practices for managing and leading staff and administering early care and education programs.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Getting Ready for the Unit</li> <li>• Unit 6, Key Topic 1: Overview and Rationale</li> <li>• Unit 6, Key Topic 2: Characteristics of Preschool Dual Language Learners</li> </ul>
<p>Implement ongoing professional development plans based on evaluation of staff and administrator needs.</p>	
<p>Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**Student Learning Outcomes from CAP Expansion Courses Indexed with the  
Instructional Guide for the  
California Preschool Program Guidelines, Part One and Part Two**


**CAP Expansion Course:** Introduction to Children with Special Needs

<p align="center"><b>Students Learning Outcomes from CAP Expansion Courses</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>CAP Expansion Course: Introduction to Children with Special Needs</b></p>	 <p align="center"><b>Unit 6 – Chapter 6: Support for Young Dual Language Learners</b></p>
<p>Recognize various exceptionalities and conditions of children and identify interventions based on the developmental continuum.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Key Topic 1: Overview and Rationale</li> <li>• Unit 6, Key Topic 2: Characteristics of Preschool Dual Language Learners</li> </ul>
<p>Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Key Topic 4: Further Considerations</li> </ul>
<p>Collaborate with families and community members in supporting inclusion of children with special needs.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**Student Learning Outcomes from CAP Expansion Courses Indexed with the  
Instructional Guide for the  
California Preschool Program Guidelines, Part One and Part Two**

**CAP Expansion Course:** Curriculum and Strategies for Children with Special Needs

<p style="text-align: center;"><b>Students Learning Outcomes from CAP Expansion Courses</b></p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p style="text-align: center;"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p><b>CAP Expansion Course:</b> <b>Curriculum and Strategies for Children with Special Needs</b></p>	 <p><b>Unit 6 – Chapter 6: Support for Young Dual Language Learners</b></p>
<p>Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.</p>	
<p>Design and implement curriculum strategies based on children’s individualized needs in inclusive and natural environments.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Key Topic 2: Characteristics of Preschool Dual Language Learners</li> </ul>
<p>Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.</p>	<ul style="list-style-type: none"> <li>• Unit 6, Key Topic 4: Further Considerations</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	