

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/cdct/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: Introduction to Curriculum


Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Introduction to Curriculum	 Unit 5 – Chapter 5: Use of the California Preschool Curriculum Framework
Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.	<ul style="list-style-type: none"> • Unit 5, Getting Ready for the Unit • Unit 5, Key Topic 1: Using the CA Preschool Curriculum Framework • Unit 5, Key Topic 2: Working with Dual Language Learners
Identify the teachers’ role in early childhood programs, including planning, implementing, and evaluating activities and environments.	<ul style="list-style-type: none"> • Unit 5, Key Topic 3: Using Universal Design in Integrated Curriculum • Unit 5, Key Topic 4: Exploring the Curriculum Planning Process
Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design.	
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: Principles and Practices of Teaching Young Children

<p align="center">Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</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">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p align="center">Course: Principles and Practices of Teaching Young Children</p>	 <p align="center">Unit 5 – Chapter 5: Use of the California Preschool Curriculum Framework</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"> • Unit 5, Getting Ready for the Unit • Unit 5, Key Topic 1: Using the CA Preschool Curriculum Framework • Unit 5, Key Topic 2: Working with Dual Language Learners
<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: Observation and Assessment

<p style="text-align: center;">Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</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;">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p>Course: Observation and Assessment</p>	 <p>Unit 5 – Chapter 5: Use of the California Preschool Curriculum Framework</p>
<p>Evaluate the characteristics, strengths, limitations, and applications of contemporary observation and assessment tools.</p>	
<p>Complete systematic observations and assessments using a variety of data collection methods to inform environment design, interactions, and curriculum.</p>	
<p>Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.</p>	<ul style="list-style-type: none"> • Unit 5, Key Topic 4: Exploring the Curriculum Planning Process
<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">Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</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">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p align="center">Course: Teaching in a Diverse Society</p>	 <p align="center">Unit 5 – Chapter 5: Use of the California Preschool Curriculum Framework</p>
<p>Examine the impact of various societal influences on the development of children’s social identity.</p>	
<p>Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.</p>	<ul style="list-style-type: none"> • Unit 5, Key Topic 2: Working with Dual Language Learners • Unit 5, Key Topic 3: Using Universal Design in Integrated Curriculum
<p>Evaluate the influence of teachers’ experiences on teaching approaches and interactions with children and families.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



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Course: Practicum-Field Experience

<p style="text-align: center;">Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</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;">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p>Course: Practicum-Field Experience</p>	 <p>Unit 5 – Chapter 5: Use of the California Preschool Curriculum Framework</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"> • Unit 5, Key Topic 2: Working with Dual Language Learners • Unit 5, Key Topic 3: Using Universal Design in Integrated Curriculum
<p>Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.</p>	<ul style="list-style-type: none"> • Unit 5, Key Topic 4: Exploring the Curriculum Planning Process
<p>Analyze personal teaching experiences to guide and inform practice.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**Student Learning Outcomes from CAP Expansion Courses Indexed with the
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CAP Expansion Course: Administration I: Programs in Early Childhood Education


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<p align="center">CAP Expansion Course: Administration I: Programs in Early Childhood Education</p>	 <p align="center">Unit 5 – Chapter 5: Use of the California Preschool Curriculum Framework</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"> • Unit 5, Key Topic 1: Using the CA Preschool Curriculum Framework • Unit 5, Key Topic 2: Working with Dual Language Learners
<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
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CAP Expansion Course: Curriculum and Strategies for Children with Special Needs

<p style="text-align: center;">Students Learning Outcomes from CAP Expansion Courses</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;">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p>CAP Expansion Course: Curriculum and Strategies for Children with Special Needs</p>	 <p>Unit 5 – Chapter 5: Use of the California Preschool Curriculum Framework</p>
<p>Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.</p>	<ul style="list-style-type: none"> • Unit 5, Key Topic 3: Using Universal Design in Integrated Curriculum
<p>Design and implement curriculum strategies based on children’s individualized needs in inclusive and natural environments.</p>	<ul style="list-style-type: none"> • Unit 5, Key Topic 1: Using the CA Preschool Curriculum Framework • Unit 5, Key Topic 2: Working with Dual Language Learners • Unit 5, Key Topic 4: Exploring the Curriculum Planning Process
<p>Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	