

Course Sequence Category	Course	SLOs
Introductory Development Course	CD 2200: Child Development as a Major	Meet various faculty in the Department of Child Development or folks in the community affiliated with varying professional expertise.
		Summarize degrees and programs offered by the Department of Child Development.
		Describe tools available through the Department of Child Development designed to assist in degree success and completion.
		Identify various ways to contact and stay in touch with the Department of Child Development and its various offerings.
		Describe how to obtain academic/career advising and why it is important to do so.
		List department opportunities for students, including faculty research and projects.
		Review various careers/educational paths related to a degree in Child Development and what is needed to pursue these paths.
		Summarize strategies for successfully applying to graduate degree programs.
		Meet your classmates in the CD Department.
		Develop ideas about the course and college with the instructor and your classmates.
Introductory Development Course	CD 2201: Foundational Skills for CD Majors	Identify the elements and purpose of well-structured and coherent paragraphs and papers that effectively convey ideas and arguments.
		Evaluate and analyze information critically to become a critical consumer of information and to recognize bias and inequity within sources of information.
		Apply the rules and guidelines of APA style to create properly formatted citations, references, and in-text citations.
		Identify and differentiate between different types of plagiarism and understand the consequences of academic dishonesty.
		Demonstrate effective communication with professors through appropriate email etiquette, tone, and structure.
		Practice the ability to seek clarification, ask thoughtful questions, and engage in respectful discussions with members of the academic community (e.g., faculty, staff, students).
		Apply various strategies to engage in useful note taking, active reading, and the balancing of competing academic and personal demands.
		Navigate and utilize library resources, academic databases, and other research tools to locate credible sources.
		Access campus support services (e.g., writing center, tutoring) to enhance academic performance.
		Discuss dispositions of a successful college student, set academic goals, and create action plans to continuously improve and succeed.
		Recognize challenges and setbacks as opportunities for growth and demonstrate resilience in the face of academic difficulties.
Introductory Development Course	CD 2205: Diversity in Child Development	Recognize that variability exists in many ways including cultural, ethnic, intellectual, linguistic, racial, social, gender and neurological.
		Summarize the developmental progression of children's racial identity, ethnic identity, gender identity, and sexuality development.
		Evaluate the relationship between one's own experiences and the development of personal bias.
		Explain societal and personal attitudes, beliefs, values, assumptions, and biases about culture, race, ethnicity, language, identity, family structures, gender, ability, social class, and other issues influenced by systemic oppression.
		Examine the impact of various societal influences on the development of children's social identity.
		Examine ways to support and facilitate the development of children's racial, ethnic, gender, and social identity.
		Analyze aspects of children's experiences as members of families targeted by social bias considering the significant role of education in reinforcing and contradicting such experiences.
		Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias, approaches that empower families, children, and teachers.

Course Sequence Category	Course	SLOs
		Effectively communicate with parents, children, educators, and others on topics related to diversity and equity in children's development.
Introductory Development Course	CD 2240: Introduction to Child Development	<p>Identify reasons for studying the development process and describe scientific processes used for developmental study.</p> <p>Describe the perspectives of various developmental theorists, including but not limited to: Piaget, Erikson, Freud, Vygotsky, Bronfenbrenner, Skinner, Watson, Pavlov and Bandura.</p> <p>Describe physical, cognitive, language, and social and emotional developmental norms for children and adolescents, and identify sources of individual differences.</p> <p>Describe the possible influences of family, school, community, and culture on development, including the role of societal systems in the development of underrepresented groups.</p> <p>Apply theoretical material, developmental knowledge, and appropriate practices to one's own life and/or to the lives of others.</p> <p>Develop APA writing skills (i.e., citations, references, general writing skills).</p>
Introductory Methods/Data Course	CD 2210: Introduction to Data Analysis in Child Development	<p>Describe the purpose and uses of statistics in child development and psychology.</p> <p>Conduct and interpret statistical procedures using analytical software.</p> <p>Communicate results from descriptive and inferential analyses.</p> <p>Identify which statistical approach is appropriate for a given dataset.</p> <p>Describe how statistics can inform our knowledge about diversity, equity, and inclusion.</p> <p>Explain how to make real-world decisions that are driven by statistical findings.</p>
Introductory Methods/Data Course	CD 2244: Observations & Methods - Infant & Toddler Development	<p>Define systematic observation and its various uses when working with children.</p> <p>Describe various observational methodologies as a form of systematic data collection.</p> <p>Identify observational methods that align with the observation purpose.</p> <p>Practice a variety of observation methods when observing infants and toddlers, showing respect for and incorporation of diverse cultural contexts, identities, and experiences.</p> <p>Distinguish between objective and subjective observations.</p> <p>Effectively use commonly accepted tools in the field (e.g., DRDP, CLASS, ERS).</p> <p>Apply developmental knowledge to the interpretation of observational data, demonstrating sensitivity to cultural nuances, biases, and ethical considerations.</p> <p>Use objective observational information to discuss children's growth in the context of varying developmental domains.</p> <p>Use objective observational information to discuss children's curriculum and educational environments.</p> <p>Practice communicating information about children's development in a manner that is informed, developmentally appropriate, strengths-based, resiliency driven, and accessible.</p>
Introductory Methods/Data Course	CD 2245: Observations & Methods - Preschool & Early School Age Development	<p>Define systematic observation and its various uses when working with children.</p> <p>Describe various observational methodologies as a form of systematic data collection.</p> <p>Identify observational methods that align with the observation purpose.</p> <p>Practice a variety of observation methods when observing preschoolers and early school-age children, showing respect for and incorporation of diverse cultural contexts, identities, and experiences.</p> <p>Distinguish between objective and subjective observations.</p> <p>Effectively use commonly accepted tools in the field (e.g., DRDP, CLASS, ERS).</p> <p>Apply developmental knowledge to the interpretation of observational data, demonstrating sensitivity to cultural nuances, biases, and ethical considerations.</p> <p>Use objective observational information to discuss children's growth in the context of varying developmental domains.</p> <p>Use objective observational information to discuss children's curriculum and educational environments.</p>

Course Sequence Category	Course	SLOs
		Practice communicating information about children's development in a manner that is informed, developmentally appropriate, strengths-based, resiliency driven, and accessible.
Introductory Methods/Data Course	CD 2246: Observations & Methods Series - School Age Development	Define systematic observation and its various uses when working with children.
		Describe various observational methodologies as a form of systematic data collection.
		Identify observational methods that align with the observation purpose.
		Practice a variety of observation methods when observing school-age children, showing respect for and incorporation of diverse cultural contexts, identities, and experiences.
		Distinguish between objective and subjective observations.
		Apply developmental knowledge to the interpretation of observational data, demonstrating sensitivity to cultural nuances, biases, and ethical considerations.
		Use objective observational information to discuss children's growth in the context of varying developmental domains.
		Use objective observational information to discuss children's curriculum and educational environments.
Introductory Methods/Data Course	CD 2247: Observations & Methods - Adolescent & Emerging Adulthood Development	Define systematic observation and its various uses when working with adolescents and emerging adults.
		Describe various observational methodologies as a form of systematic data collection.
		Identify observational methods that align with the observation purpose.
		Practice a variety of observation methods when observing adolescents and emerging adults, showing respect for and incorporation of diverse cultural contexts, identities, and experiences.
		Distinguish between objective and subjective observations.
		Apply developmental knowledge to the interpretation of observational data, demonstrating sensitivity to cultural nuances, biases, and ethical considerations.
		Use objective observational information to discuss adolescent and emerging adulthood growth in the context of varying developmental domains.
		Use objective observational information to discuss adolescent's curriculum and educational environments.
Introductory Methods/Data Course	CD 3310: Applied Research Methods	Develop an understanding of foundational research principles and qualitative and quantitative methodologies commonly used in the field of child development.
		Critically evaluate research literature related to child development, including identifying research questions, hypotheses, methodologies, and conclusions.
		Design research studies relevant to child development using such skills as formulating research questions, selecting appropriate research designs, and developing data collection instruments.
		Cultivate ethical awareness and sensitivity to ethical considerations in research involving children and adolescents, including issues related to informed consent, confidentiality, and potential risks and benefits.
		Demonstrate an understanding of the importance of diversity, equity, and inclusion in research on child development, including recognizing how factors such as culture, ethnicity, socioeconomic status, and gender identity might influence research outcomes and interpretations.
		Prepare and present research findings in clear, concise, and coherent formats suitable for academic, professional, and/or practical settings.
		Develop APA writing skills (i.e., citations, references, general writing skills).
		Describe theories related to development of children ages prebirth through 2. Explain the cognitive, social, emotional, and physical developmental milestones of children ages prebirth through 2.

Course Sequence Category	Course	SLOs
Specialized Developmental Course	CD 2250: Infant & Toddler Development (pre-birth through two)	Discuss tools used by practitioners to identify developmental milestones and evidenced-based expectations of children in this age group (e.g., Californial Learning Foundations, Common Core Standards).
		Discuss the complex interaction between biological and environmental factors that influence infant and toddler development.
		Identify the research methods used for the purposes of scientific inquiry during infancy and toddlerhood.
		Apply theories and concepts to real world cases.
Specialized Developmental Course	CD 2260: Early Childhood Development (two to eight)	Describe theories related to development of children ages 2 to 8.
		Explain the cognitive, social, emotional, and physical developmental milestones of children ages 2 to 8.
		Discuss tools used by practitioners to identify developmental milestones and evidenced-based expectations of children in this age group (e.g., Californial Learning Foundations, Common Core Standards).
		Discuss the complex interaction between biological and environmental factors that influence early childhood development.
		Identify the research methods used for the purposes of scientific inquiry during early childhood.
Apply theories and concepts to real world cases.		
Specialized Developmental Course	CD 2270: Middle Childhood Development (six to twelve)	Describe theories related to development of children ages 6 to 12.
		Explain the cognitive, social, emotional, and physical developmental milestones of children ages 6 to 12.
		Discuss tools used by practitioners to identify developmental milestones and evidenced-based expectations of children in this age group (e.g., Californial Learning Foundations, Common Core Standards).
		Discuss the complex interaction between biological and environmental factors that influence middle childhood development.
		Identify the research methods used for the purposes of scientific inquiry during middle childhood.
		Apply theories and concepts to real world cases.
Specialized Developmental Course	CD 2275: Adolescent & Emerging Adulthood Development (puberty through 25)	Describe theories related to development in adolescence and emerging adulthood.
		Explain the cognitive, social, emotional, and physical developmental milestones of adolescence and emerging adulthood.
		Discuss the complex interaction between biological and environmental factors that influence development in adolescence and emerging adulthood.
		Identify the research methods used for the purposes of scientific inquiry during adolescence and emerging adulthood.
		Apply theories and concepts to real world cases.
Interactions, Activities/Programs, & Lab Course	CD 2251: Effective Interactions with Infants & Toddlers	Describe developmental capabilities of infants and toddlers who are typically and atypically developing and apply this knowledge to interactions and guidance of young children.
		Describe basic terminology, concepts, theoretical viewpoints, and applications of developmentally appropriate child guidance.
		Define and describe evidence-based practices for building and maintaining positive relationships with infants and toddlers.
		Define, describe, and apply basic evidence-based principles of developmentally appropriate guidance and discipline with infants and toddlers who are typically and atypically developing.
		Evaluate the impact of cultural, familial, and environmental factors on the interactions and experiences of infants and toddlers.
		Demonstrate communication and caregiving approaches that respect diverse backgrounds and promote inclusive practices.

Course Sequence Category	Course	SLOs
		<p>Evaluate the impact of indirect guidance (i.e., environmental factors such as space layout, materials selection, and sensory stimuli) on the engagement, exploration, and self-regulation of infants and toddlers, employing evidence-based approaches to create supportive and enriching learning environments.</p> <p>Develop a professional identity centered on reflective practices.</p>
<p><b>Interactions, Activities/Programs, &amp; Lab Course</b></p>	<p>CD 2252: Infant &amp; Toddler Activities and Programs</p>	<p>Explain how to develop activities within the framework of an intentional, respectful, integrated, emergent curriculum, with specific attention to developmental differences in infancy and toddlerhood.</p> <p>Discuss several evidence-based approaches to planning and curriculum development, with particular emphasis on curricula that are observation-based and developmentally-appropriate (e.g., Reggio Emilia, Montessorri, R.I.E).</p> <p>Identify evidence-based strategies for facilitating children’s development in language and literacy, cognition, social, emotional, creativity, and motor skills through play.</p> <p>Design evidence-based activities that are appropriate for an individual child's developmental level, interests, and cultural background.</p> <p>Create goals and objectives based on children’s current and emerging skills and interests.</p> <p>Demonstrate the importance of daily routines to infant’s and toddler's growth and development.</p> <p>Assess and document infant’s and toddler's growth and learning to determine whether they have achieved outlined goals and objectives.</p> <p>Use evidence to communicate effectively with parents of infants and toddlers, documenting curriculum, developmental achievements, and areas of anticipated growth.</p>
<p><b>Interactions, Activities/Programs, &amp; Lab Course</b></p>	<p>CD 2261: Effective Interactions with Preschoolers &amp; Early School Aged</p>	<p>Describe developmental capabilities of young children who are typically and atypically developing and apply this knowledge to interactions and guidance of young children.</p> <p>Describe basic terminology, concepts, theoretical viewpoints, and applications of developmentally appropriate child guidance.</p> <p>Define and describe evidence-based practices for building and maintaining positive relationships with young children.</p> <p>Define, describe, and apply basic evidence-based principles of developmentally appropriate guidance and discipline with young children who are typically and atypically developing.</p> <p>Evaluate the impact of cultural, familial, and environmental factors on the interactions and experiences of infants and toddlers.</p> <p>Demonstrate communication and caregiving approaches that respect diverse backgrounds and promote inclusive practices.</p> <p>Evaluate the impact of indirect guidance (i.e., environmental factors such as space layout, materials selection, and sensory stimuli) on the engagement, exploration, and self-regulation of young children, employing evidence-based approaches to create supportive and enriching learning environments.</p> <p>Develop a professional identity centered on reflective practices.</p>
<p><b>Interactions, Activities/Programs, &amp; Lab Course</b></p>	<p>CD 2262: Preschool &amp; Early School Age Activities &amp; Programs</p>	<p>Explain how to develop activities within the framework of an intentional, respectful, integrated, emergent curriculum with special attention to developmental differences in early childhood.</p> <p>Discuss several evidence-based approaches to planning and curriculum development, with particular emphasis on curricula that are observation based and emergent (e.g., the Project Approach).</p> <p>Identify evidence-based strategies for facilitating children’s development in language and literacy, cognition, social, emotional, creativity, and motor skills through play.</p> <p>Describe the importance of and evidence-based strategies for facilitating the learning of academic content (e.g., science, numeracy) through play.</p> <p>Design evidence-based activities that are appropriate for an individual child’s developmental level, interests, and cultural background.</p> <p>Create goals and objectives based on children’s current and emerging skills and interests.</p> <p>Assess and document children’s growth and learning to determine whether they have achieved outlined goals and objectives.</p> <p>Use evidence to communicate effectively with parents of young children, documenting curriculum, developmental achievements, and areas of anticipated growth.</p>

Course Sequence Category	Course	SLOs
Interactions, Activities/Programs, & Lab Course	CD 2281: Effective Interactions with Infants & Toddlers Laboratory	Apply basic methods of developmentally appropriate interactions and child guidance.
		Utilize knowledge of typical and atypical development, contextual influences on development, and children's life experiences when engaging in developmentally appropriate interactions and child guidance.
		Use effective, evidence-based communication strategies when interacting with children and their families.
		Employ interaction and guidance strategies that are evidence-based, developmentally-appropriate, strengths-based, resiliency driven, and accessible.
		Use knowledge of effective interaction and guidance strategies to critically observe children's behavior and determine subsequent interactions and guidance practices.
		Reflect upon evidence-based knowledge of appropriate interactions and guidance and modify practices accordingly.
Interactions, Activities/Programs, & Lab Course	CD 2282: Infant and Toddler Activities & Programs Laboratory	Implement activity plans from CD 2252 to achieve identified goals and objectives.
		Revise and adapt activity plans from CD 2252 during real-time implementation, based on children's developmental level, skills, interests, and cultural background.
		Utilize evidence-based strategies for facilitating learning and developmental growth through play in both child- and adult-led activities and in daily routines.
		Communicate effectively with children during planned activities.
		Use reflective practice and acquired developmental knowledge to evaluate curriculum plans, curriculum implementation, and attainment of identified goals and objectives.
		Communicate effectively with staff and families about children's learning and growth.
Interactions, Activities/Programs, & Lab Course	CD 2285: Effective Interaction, Activities, and Programs with School Age & Adolescent Children (not reviewed)	Critically evaluate and apply relevant theories of child and adolescent development to design effective interaction strategies, activities, and programs for school-age and adolescent children.
		Critically assess and apply various components of Positive Youth Development as a framework for working with young people.
		Evaluate equitable strategies and interventions to support the positive development of diverse youth, especially in contexts that bring challenges for young people at this point in development (e.g., ACES, drugs and risk-taking, racism).
		Examine the impact of various societal influences on the development of school-age children and adolescents across social, emotional, cognitive, and physical domains.
		Analyze aspects of children's experiences as members of families targeted by social bias considering the significant role of education in reinforcing and contradicting such experiences
		Identify, evaluate, and apply appropriate language/interaction and guidance combined with educational practices to be implemented with real children in students' lives
Interactions, Activities/Programs, & Lab Course	CD 2286: Interactions Lab - School Age and Adolescence (not reviewed)	Critically evaluate and apply the key developmental theories taught in class to your interactions with school-age and adolescent children
		Examine practices which outline the appropriate language/interaction, guidance strategies and educational practices that are implemented with real children in school and beyond
		Use effective communication strategies when speaking with children and their families regarding teacher-child interactions and child guidance issues
		Employ interaction and guidance strategies appropriate to children of diverse backgrounds and/or children with disabilities
		Critically observe children's behavior in terms of interactions and guidance and discipline issues
		Engage in reflective practice with young children and their families with respect to appropriate interactions and child guidance
Interactions, Activities/Programs, & Lab Course	CD 2287: Activities Lab - School Age and Adolescence (not reviewed)	Critically evaluate and apply the key developmental theories taught in class to your interactions with school-age and adolescent children
		Examine practices which outline the appropriate language/interaction, guidance strategies and educational practices that are implemented with real children in school and beyond
		Learn how to collaboratively build informational resources for/on school-aged and adolescent children using developmental theories, strategies, influences, and interventions
		Utilize strategies for facilitating children's development based on goals and objectives
		Implement/evaluate activities appropriate for an individual child's developmental level, interests, and cultural background



Course Sequence Category	Course	SLOs
		Use reflective practice to evaluate curriculum plans, curriculum implementation, and attainment of goals/objectives
Interactions, Activities/Programs, & Lab Course	CD 2291: Effective Interactions with Preschool and Early School Aged Laboratory	Apply basic methods of developmentally appropriate interactions and child guidance.
		Utilize knowledge of typical and atypical development, contextual influences on development, and children's life experiences when engaging in developmentally appropriate interactions and child guidance.
		Use effective, evidence-based communication strategies when interacting with children and their families.
		Employ interaction and guidance strategies that are evidence-based, developmentally-appropriate, strengths-based, resiliency driven, and accessible.
		Use knowledge of effective interaction and guidance strategies to critically observe children's behavior and determine subsequent interactions and guidance practices.
		Reflect upon evidence-based knowledge of appropriate interactions and guidance and modify practices accordingly.
Interactions, Activities/Programs, & Lab Course	CD 2292: Preschool and Early School Age Activities and Programs Laboratory	Implement activity plans from CD 2262 to achieve identified goals and objectives.
		Revise and adapt activity plans from CD 2262 during real-time implementation, based on children's developmental level, skills, interests, and cultural background.
		Utilize evidence-based strategies for facilitating learning and developmental growth through play in both child- and adult-led activities and in daily routines.
		Communicate effectively with children during planned activities.
		Use reflective practice and acquired developmental knowledge to evaluate curriculum plans, curriculum implementation, and attainment of identified goals and objectives.
Specialty Course	CD 2209: Health, Safety, & Nutrition	Identify regulations, standards, policies, and procedures related to maintaining health, safety, and nutrition in early childhood settings.
		Evaluate environments for both positive and negative impacts on children's health and safety.
		Describe and evaluate evidence-based strategies used to promote health, safety, and nutrition of children and adults in early childhood settings.
		Critically analyze and evaluate current trends, policies, and practices in child health, safety, and nutrition, considering scientific evidence, ethical principles, and social determinants of health.
		Develop culturally responsive, age-appropriate nutrition and feeding plans that support optimal growth, development, and well-being.
		Demonstrate effective communication, collaboration, and advocacy skills in partnering with families, healthcare providers, and community resources to address child health and well-being.
Specialty Course	CD 2215: Child, Family, & Community	Describe the socialization of the child, focusing on the interrelationship of family, school, and community.
		Identify the educational, political, and socioeconomic impacts on children and families.
		Analyze the availability, accessibility, and effectiveness of community resources and support systems (e.g., healthcare, education, social services) in promoting positive outcomes for children and families, identifying strengths, gaps, and disparities within diverse communities.
		Describe culturally responsive communication, collaboration, and decision-making when working with diverse children, families, and communities, recognizing and respecting cultural values, beliefs, and practices to promote mutual understanding and trust.
		Describe evidence-based strategies that empower families and encourage family involvement in children's development.
Specialty Course	CD 3302: History of Childhood	Explain the historical development of childhood perceptions, including shifts in cultural, social, and economic factors influencing the treatment and perception of children over time.
		Analyze scholarly sources to explore evolving attitudes toward children, including the emergence of compulsory education and changing family structures.
		Critically assess scholarly debates surrounding the history of childhood, including theories of childhood development; the role of gender, race, and class in shaping childhood experiences; and the influence of colonialism and globalization on childhood practices.
		Communicate effectively about the history of childhood through assignments and discussions synthesizing complex ideas and using evidence to support arguments.

Course Sequence Category	Course	SLOs
		<p>Develop a broader historical perspective on contemporary issues related to childhood, including debates surrounding children's rights, education policies, child labor, and the impact of technology on childhood experiences, informed by an understanding of historical continuities and discontinuities in the construction of childhood.</p> <p>Apply an understanding of the history of childhood to the analysis of contemporary issues and debates related to children's rights, education, health, social welfare, and well-being.</p>
Specialty Course	CD 3303: Parenting and Family Relations	<p>Identify and explain key theoretical frameworks and concepts related to parenting styles, family systems, attachment science, and social-cultural influences on family dynamics.</p> <p>Analyze and interpret family dynamics and interactions using the principles of family systems theory (e.g., subsystems, boundaries, roles, and feedback loops) to understand the interconnectness and interdependence of family members.</p> <p>Discuss the evolving context of parenting and describe the developmental process of parenting children at different life stages.</p> <p>Examine the diversity of parenting practices, family structures, and cultural norms across diverse populations, including variations in values, beliefs, and traditions related to parenting and family relations.</p> <p>Describe evidence-based outcomes related to diverse family formations, compositions, and dynamics (e.g., single-parent families, blended families, LGBTQIA+ families, cultural variations).</p> <p>Effectively disseminate empirical research findings to parents and families.</p> <p>Apply evidence-based principles and strategies for promoting positive parent-child relationships, communication, discipline, and socialization across developmental stages and family contexts.</p>
Specialty Course	CD 3304: Play and Effective Practice with Children	<p>Describe historical/current perspectives of play.</p> <p>Identify predominant theories of play.</p> <p>Discuss research evidence drawing a link between play and the various developmental domains (cognitive, social-emotional, language, and physical) and academic learning.</p> <p>Explain the developmental progression of play for typically developing children and children with special needs.</p> <p>Discuss evidence-based factors that influence play (e.g., gender, culture, adult interaction)</p> <p>Identify the research methods that guide the scientific inquiry of play.</p> <p>Discuss how observational methods and data can be used to evaluate children's play.</p> <p>Describe how play is used and actualized in various childhood settings (e.g., schools, hospitals, mental health establishments).</p> <p>Apply evidence-based knowledge about the relationship between children's play and development to real-world settings.</p>
Specialty Course	CD 3305: Language Development	<p>Describe the major theories of language development.</p> <p>Explain basic issues in language development through the lens of data-driven, evidence-based research.</p> <p>Identify the research methods used for the purposes of scientific inquiry in studying language development.</p> <p>Identify the language developmental milestones and transitions which occur throughout childhood.</p> <p>Discuss how biological and environmental factors interact to influence children's language development.</p> <p>Describe the influences of school, family, and community on language development.</p> <p>Discuss evidence-based strategies to promote language development that are inclusive of diverse cultural backgrounds, identities, and experiences.</p> <p>Evaluate scholarly research regarding language development through a process of critical inquiry.</p> <p>Apply evidence-based concepts from the course to real-world situations.</p>



Course Sequence Category	Course	SLOs
Specialty Course	CD 3306: Early Childhood Special Education	Demonstrate evidence-based knowledge of the physical, neurobiological, cognitive, social, and emotional characteristics of the core disabilities identified by the Individuals with Disabilities Education Act (IDEA).
		Differentiate among the various areas of exceptionalities: intellectual, sensorial, physical, and behavioral.
		Describe the historical background of special education.
		Identify the interconnectedness between family, school, and other contextual influences on the development of exceptional children.
		Explain and reflect upon evidence-based approaches related to educating exceptional children (e.g., IEP accommodations, curricular modifications, behavior plans) and discuss educational implications of exceptional children at each developmental level.
		Identify and reflect upon the social and personal attitudes, beliefs, values, assumptions, and biases that influence the development and experiences of exceptional children.
		Practice communicating verbally and in writing with parents, professionals, and/or children in a manner that is informed, developmentally appropriate, and is free of jargon.
		Apply evidence-based concepts from the course to real-world situations.
Specialty Course	CD 3324: Developmental Psychobiology	Describe the basic principles of neurodevelopment and neural plasticity.
		Explain brain structures and functions relevant to child and adolescent development.
		Analyze how genetic and environmental factors influence neural development.
		Discuss critical periods and sensitive periods in brain development, including their impact on learning and behavior.
		Explain the role of experience, trauma, and enrichment in shaping brain architecture.
		Describe the biological mechanisms underlying specific developmental milestones in children (e.g., language acquisition, social-emotional development).
		Evaluate neuroscientific research methodologies and their applications in child development studies.
		Discuss neurodiversity and neurodevelopmental disorders in childhood and adolescence. Apply neuroscientific principles to educational practices and interventions for children and adolescents, communicating neuroscientific information in a manner that is informative and accessible to parents and/or professionals working with children.
Specialty Course	CD 3350: Development of Exceptional Children	Demonstrate evidence-based knowledge of the physical, neurobiological, cognitive, social, and emotional characteristics of the core disabilities identified by the Individuals with Disabilities Education Act (IDEA).
		Differentiate among the various areas of exceptionalities: intellectual, sensorial, physical, and behavioral.
		Describe the historical background of special education.
		Identify the interconnectedness between family, school, and other contextual influences on the development of exceptional children.
		Explain and reflect upon evidence-based approaches related to educating exceptional children (e.g., IEP accommodations, curricular modifications, behavior plans) and discuss educational implications of exceptional children at each developmental level.
		Identify and reflect upon the social and personal attitudes, beliefs, values, assumptions, and biases that influence the development and experiences of exceptional children.
		Practice communicating verbally and in writing with parents, professionals, and/or children in a manner that is informed, developmentally appropriate, and is free of jargon.
		Apply evidence-based concepts from the course to real-world situations.
		Describe the major theories of cognitive development.
		Explain basic issues in cognitive development through the lens of data-driven, evidence-based research.
		Identify the research methods used for the purposes of scientific inquiry in studying cognitive development.

Course Sequence Category	Course	SLOs
Specialty Course	CD 3358: Cognitive Development	Identify the cognitive developmental milestones and transitions which occur throughout childhood and adolescence.
		Discuss how biological and environmental factors interact to influence children's cognitive development and behavior.
		Describe the influences of school, family, and community on cognitive development.
		Discuss evidence-based strategies to promote cognitive development that are inclusive of diverse cultural backgrounds, identities, and experiences.
		Evaluate scholarly research regarding cognitive development through a process of critical inquiry.
		Apply evidence-based concepts from the course to real-world situations.
Specialty Course	CD 3384: Social and Emotional Development	Describe the major theories of social and emotional development.
		Explain basic issues in social and emotional development through the lens of data-driven, evidence-based research.
		Identify the research methods used for the purposes of scientific inquiry in studying social and emotional development.
		Identify the social and emotional developmental milestones and transitions which occur throughout childhood and adolescence.
		Discuss how biological and environmental factors interact to influence children's social and emotional development and behavior.
		Describe the influences of school, family, and community on social and emotional development.
		Discuss evidence-based strategies to promote social-emotional development that are inclusive of diverse cultural backgrounds, identities, and experiences.
		Evaluate scholarly research regarding social and emotional development through a process of critical inquiry.
Apply evidence-based concepts from the course to real-world situations.		
Culminating Course	CD 4450: Child Assessment	Demonstrate a comprehensive understanding of the theoretical underpinnings, models, and principles that guide psychoeducational assessment practices.
		Explain research literature highlighting how cognitive, neuropsychological, and social-emotional factors (e.g., working memory, attention, executive function, depression, anxiety) influence academic performance.
		Demonstrate proficiency in administering, scoring, and interpreting a range of standardized assessment instruments commonly used in psychoeducational and neuropsychological evaluations, including intelligence tests, achievement tests, measures of executive function, visual-motor measures, and indicators of socio-emotional adjustment.
		Analyze assessment data collected from various psychological tests to identify strengths, weaknesses, and patterns of behavior relevant to educational and psychological functioning.
		Develop an awareness of how to conduct fair, ethical, and unbiased assessments that consider cultural and linguistic factors.
		Apply core concepts from the course to real-world cases through the development of a written psycho-educational report.
Culminating Course	CD 4498: Advanced Child and Family Development	Integrate knowledge about child and family development to effectively critique and think critically about child development research and claims made about children and families.
		Identify credible child development research and information.
		Contribute to knowledge about children and families through critical analysis of research data, developing positions on issues that are supported by credible research evidence, and synthesizing what is known in child development research.
		Advocate for children and families through critically responding to research data related to children and families, synthesizing key findings, and effectively communicate evidence-based recommendations and implications through written materials (e.g., position papers, literature reviews, advocacy reports, policy briefs, research proposals) aimed at promoting positive social change and addressing systemic barriers to child and family well-being.
		Recognize the iterative nature of the writing process by engaging in stages of drafting, revising, and reviewing written work.

Course Sequence Category	Course	SLOs
		Apply evidence-based concepts from the course to real-world situations.
Culminating Course	CD 5575: Advanced Practicum Experience	Implement child and family interaction strategies and activities that foster quality relationships and experiences.
		Apply developmentally appropriate and evidence-based child development and guidance knowledge and skills learned in previous courses to experiences in a child development-related work setting.
		Research, evaluate, analyze, and present career options in the child development field.
		Discuss and reflect upon use of evidence-based practices (or lack thereof) in a real-world setting.
		Explain and reflect upon how one's biases might influence the implementation of strategies and activities that foster quality relationships and experiences in the child development-related work setting.
		Discuss how to navigate positive and challenging professional systems and interactions that might be encountered in the real-world setting, including how one might communicate evidence-based practices to other professionals.
		Demonstrate how to navigate the professional world through the development of career-advancing skills (e.g., formulation of resumes and cover letters, interviewing, searching for jobs, communication with future employers).
		Practice the ongoing process of self-reflection and professional growth.