

Child Development (CDV) Program Learning Outcome Assessment Map - Modified 06/30/25

OUTCOME	COURSE	ACTIVITY	MEASURE	CRITERIA FOR SUCCESS**	WHO WILL MEASURE	WHEN
PLO 1. Identify and describe normative similarities and differences of intellectual, emotional, social, and physical theories at each developmental stage from prenatal through adolescence. (ILO-1)	CDV4083 (M)	Final Essay - Socialization of Self Paper: Students will complete a personal case study on the effects of socialization; discuss the social and behavioral outcomes of socialization in terms of their own development; explain personal attitudes and values and discuss their own sense of self-efficacy and self-esteem; describe the influences on their moral development; explain how their own gender role developed thus far; include the socialization agents and how each has helped to shape who they have become physically, cognitively and socially.	AAC&U Value Rubric(s): - Integrative Learning	80% will score 3 or higher	Daphney Wadley Susan DeCristofaro Rogers	Every Term
PLO 2. Evaluate the effects of family systems on the development of children and adolescents. (ILO-2) CDV CC1: Critical Thinking	CDV4083 (M)	Article Critique Students read a current article about any topic in child development of interest a non-professional magazine, newspaper or online. Students write a summary of the article including facts, findings and any opinions/advice of the author. Students give their own opinion based on a thorough, critical analysis of the article. Address the advice given, the opinions and any research given as support for the original article. In their critical evaluation, they must use and cite at least one other article from a professional, peer-edited journal that supports or discredits the article with documented research.	CDV4083 Article Critique Rubric a combination of AAC&U Value Rubric(s): - Critical Thinking - Information Literacy	80% will score 3 or higher	Daphney Wadley Susan DeCristofaro Rogers	Every Term
PLO 3. Identify and discuss scientific research in understanding different philosophical views of growth and development both historic and current. (ILO-1) CDV CC4: Information Literacy	CDV3053	Research Paper: A question formulated to address an issue that affects children or families of children with special needs. - Research and find a minimum of five peer reviewed articles published in the last three years (books can be used as well). - Complete a research paper summarizing findings and addressing the question asked. - Support findings with evidence from the articles reviewed. - Complete an annotated bibliography of all research materials found.	CDV3053 Research Paper rubric = a combination of AAC&U Value Rubrics: - Information Literacy - Problem Solving	80% will score 3 or higher	Daphney Wadley Susan DeCristofaro Rogers	Every Term

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PLO 4. Assess research of theoretical and appropriate practical elements of parenting to facilitate discussions for a healthy environment for children and adolescents. (ILO-2) CDV CC1: Critical Thinking	CDV4083 (M)	Article Critique Students read a current article about any topic in child development of interest a non-professional magazine, newspaper or online. Students write a summary of the article including facts, findings and any opinions/advice of the author. Students give their own opinion based on a thorough, critical analysis of the article. Address the advice given, the opinions and any research given as support for the original article. In their critical evaluation, they must use and cite at least one other article from a professional, peer-edited journal that supports or discredits the article with documented research.	CDV4083 Article Critique rubric based on combination of AAC&U Value Rubric(s): - Critical Thinking - Information Literacy	80% will score 3 or higher	Daphney Wadley Susan DeCristofaro Rogers	Every Term
PLO 5. Evaluate the effects of society and culture upon the family microsystems, family types and the subsequent macrosystems with which they co-exist. (ILO 2)	CDV4083 (M)	Media Project: Students will choose a book or movie that influenced (positively or negatively) the way they view(ed) gender, race, religion, etc. and write a 2-3 page paper delineating how exactly that media did so.	CDV4083_Media Project AAC&U Value Rubric - Critical Thinking	80% will score 3 or higher	Daphney Wadley Susan DeCristofaro Rogers	Every Term
PLO 6. Identify career paths and professional areas of service within the child and adolescent profession. (ILO 3) CDV CC2: Written Communication CDV CC5: Oral Communication	CDV4093 (M)	Professional Statements and Portfolio Students will write and present their portfolios including: - Professional Philosophy, - 2, 5 and 10 year professional goals - Code of ethics - Discuss areas of professional service and experiences.	AAC&U Value Rubrics: - Written Communication* - Oral Communication* NOTE: For 25-26 assessment, remove central message criteria from rubric. This is not evaluated during presentations.	80% will score 3 or higher	Daphney Wadley Susan DeCristofaro Rogers	Every Term

Core Competency and GELO Assessment:

- Critical Thinking** CC1 - CDV4083: Article Critique (AAC&U Critical Thinking VALUE Rubric: Explanation of issues, Influence of Context and Assumptions, Conclusions and Related Outcomes)
- Written Communication** CC2 - CDV4093: Portfolio Professional Statements (AAC&U Written Communication VALUE Rubric: Context of

and Purpose for Writing, Content Development, Genre and Disciplinary Conventions, Control of Syntax and Mechanics)

- Quantitative Reasoning** CC3: CDV4083: School Report Card Assignment (AAC&U Quantitative Literacy VALUE Rubric: Interpretation, Application/Analysis)
- Information Literacy** CC4 - CDV3053: Research Paper (AAC&U Information Literacy VALUE Rubric: Evaluate Information and its

Sources Critically, Use Information Effectively to Accomplish a Specific Purpose, Access and Use Information Ethically and Legally)

5. **Oral Communication** CC5 - CDV4093: Oral Presentation (AAC&U Oral Communication VALUE Rubric