Assurance of Student Learning Report
2023-2024

College of Health and Human Services	Department of Applied Human Sciences

Bachelor of Science in Child and Family Services (5011, formerly 563)

Adam R. West, interim program coordinator

Is this an online program? ☒ Yes ☐ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☐ Yes, they match! (If they don't match, explain on this page under **Assessment Cycle)**

*** Please include Curriculum Map as part of this document (at the end), NOT as a separate file.

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.

Program Student Learning Outcome 1: **Students completing the BS degree in Child and Family Services know and understand children's characteristics and needs from birth to age eight and can use developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.**

Instrument 1	Direct: FACS 191 Observation Assignment
Instrument 2	Direct: FACS 335 Curriculum Project

Based on your results, check whether the program met the goal Student Learning Outcome 1.	☒ Met	☐ Not Met

Program Student Learning Outcome 2: **Students completing the BS degree in Family and Consumer Services can involve families and communities in young children's development and learning.**

Instrument 1	Direct: FACS 299 Resource File
Instrument 2	Direct: FACS 335 Curriculum Project

Based on your results, check whether the program met the goal Student Learning Outcome 2.	☐ Met	☒ Not Met

Program Student Learning Outcome 3: **Students completing the BS degree in Family and Consumer Services can use a broad repertoire of developmentally appropriate teaching/learning approaches.**

Instrument 1	Direct: FACS 335 Curriculum Project

Based on your results, check whether the program met the goal Student Learning Outcome 3.	☐ Met	☒ Not Met

Program Student Learning Outcome 4: **FACS ED majors will know and understand the content needed to be successful in the middle or high school FCS classroom.**

Instrument 1	Direct: Praxis II content exam.

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.	☒ Met	☐ Not Met

Program Student Learning Outcome 5: **Students completing the BS degree in Family and Consumer Services will be able to apply knowledge and training received to address a relevant concern or issue in the community**

Instrument 1	Direct: FACS 493 Group Project

Instrument 2	Direct: FACS 495 Community Project		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 5.		☒ Met	☐ Not Met

Assessment Cycle Plan:

For the second consecutive assessment cycle, faculty used revised key assessment instruments in FACS 299 and FACS 335. We will continue to use these assessments during the 2024-2025 assessment cycle. At the end of the next assessment cycle, marking three years of using the revised key assessments, program faculty will evaluate trends and student success rates to determine what program changes or adaptations need to be made, including adding additional measurement instruments.

We did not meet two of our five program Student Learning Outcomes during the 2022-2023 assessment cycle. The broad results may be a bit misleading, however, because the sample size of the data from FACS 335 was small. We choose to continue gathering data during the current assessment cycle rather than make snap judgements or even slight inferences based on a small data set. Digging a little deeper, we find that the program SLOs were not revised as planned during the 2023-2024 assessment cycle. The program was revised during the 2022-2023 assessment cycle, yet the SLOs were not directly evaluated. Could this be a part of the slight decrease in the percentage of program achieving success? Possibly. Again, limited sample sizes limit our ability to directly analyze this possibility. Regardless, the program SLOs, which do not currently match what is listed in CourseLeaf need to be evaluated and amended. This task will occur during the 2024-2025 assessment cycle so that the report at the end of the cycle and CourseLeaf will have matched SLOs.

All the measurement instruments used during the 2023-2024 cycle will again be utilized for the 2024-2025 assessment cycle. We will continue to gather data from both online and face-to-face sections, although our program is tilted more towards online offerings at this point. We are continuing to evaluate and offer face-to-face sections as the numbers of students in the program continues to increase.

Program Student Learning Outcome 1	
Program Student Learning Outcome	**Students completing the BS degree in Child and Family Services know and understand children's characteristics and needs from birth to age eight and can use developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.**
Measurement Instrument 1	Direct**:** Students in FACS 191 Child Development are required to observe infants, toddlers, and preschoolers. Upon completion of these fifteen hours of observation, students answer questions requiring application of course content and knowledge to what they observed. These responses are then measured as either "does not meet expectations", "meets expectations", or "exceeds expectations."
Criteria for Student Success	Responses to questions posed in the assignment specifics for the final paper, address the physical, cognitive, language, and socio-emotional development of the children who were observed. In addition, responses are comprehensive in their scope, including illustrative and applicable examples from the child observations. See included rubric.

Program Success Target for this Measurement	**75% students achieve "meets expectations" or higher**	**Percent of Program Achieving Target**	**100%**
Methods	Data was collected from all 9 CFS majors in FACS 191 during spring 2024. Seven of the students were in an online section and two students were in a face-to-face section of FACS 191. Data was collected as a part of grading for the assignment. All students achieved "meets expectations" or higher. There was not a differentiation between the online and face-to-face sections, although the same size of two in the face-to-face section is quite limited. We will continue to gather data in both online and in face-to-face sections before make any inferences about the data.		
Measurement Instrument 2	Direct: FACS 335 Curriculum Project. Students in FACS 335 complete a curriculum project for an Infant and Toddler class. One portion of the assignment requires student design a classroom set up. This portion of the assignment is measured as either "does not meet expectations", "meets expectations", or "exceeds expectations."		
Criteria for Student Success	Classroom setup and arrangement section of the project introduction is comprised of toys and materials that are age appropriate, and includes materials that create healthy, respectful, supportive or challenging learning environments as studied throughout the semester. Details about rational are supported by developmentally appropriate methods. Rational for selection are supported with research. See included rubric.		

Program Success Target for this Measurement	**80% students achieve "meets expectations" or higher**	**Percent of Program Achieving Target**	**100%**
Methods	Data was collected from all 4 CFS majors in an online section of FACS 335 during Fall 2023. Data was collected after assignments were submitted. All students achieved "meets expectations" or higher.		

Based on your results, highlight whether the program met the goal Student Learning Outcome 1.	☒ Met	☐ Not Met

Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)

<u>Results</u>: Results are consistent with our expectations. We did not collect assessments from an additional course (FACS 336) during this cycle because data from FACS 191 and FACS 335 are sufficient to demonstrate student learning outcomes.

<u>Conclusions</u>: The key assessment for FACS 335 was revised in the year 2022-2023. This is the second year using the revised key assessment and results continue to demonstrate overall improved students' learning and performances compared to previous assessment cycles. Data from FACS 191 indicates an improvement over the past assessment cycle.

<u>Plans for Next Assessment Cycle</u>: Measurement instruments will again be used in FACS 191 and FACS 335. Data will be collected using Key Assessments and Rubrics designed around this SLO 1 and NAEYC Standards pertaining to SLO 1. Faculty members teaching the courses are responsible for collecting data. Data will be compiled and analyzed by the program coordinator. At the end of the 2024-2025 assessment cycle, which will be three years of using the revised key assessments, program faculty will evaluate trends and student success rates to determine what program changes or adaptations need to be made, including adding additional measurements.

Program Student Learning Outcome 2		
Program Student Learning Outcome	**Students can involve families and communities in young children's development and learning.**	
Measurement Instrument 1	**Direct:** FACS 299 - Student Resource File. Students in FACS 299 complete a resource file that includes a family engagement section. Within this section, students develop methods for engaging families with preschools and community services. This portion of the assignment is measured as either "does not meet expectations", "meets expectations", or "exceeds expectations."	
Criteria for Student Success	As part of the assignment, student are directed to "prepare a summary of 'talking points' for each of the three activity or learning center to use as a guide for talking with parents about the importance of these areas and why you have them in your setting AND included references and professional journal support for the information." A scoring rubric indicates whether students are meeting, exceeding, or not meeting expectations. See attached rubric.	
Program Success Target for this Measurement	**80% students achieve "meets expectations" or higher**	**Percent of Program Achieving Target** **62%**
Methods	Data was collected from all 13 CFS majors in an online section of FACS 299 during Spring 2024. Data was collected after assignments are submitted.	
Measurement Instrument 2	Direct: FACS 335 - Curriculum Project. Students in FACS 335 complete a curriculum project for Infant and Toddler classes. One portion of this assignment requires students to develop a method for engaging children's parents in the classroom and methods for sharing unit plans with parents and encouraging parents to continue teaching children at home. Students are required to write activities for parents to complete with their children and include how these activities will benefit the children. This portion of the assignment will be measured as either "does not meet expectations", "meets expectations", or "exceeds expectations."	
Criteria for Student Success	Family involvement component includes ways to involve children's families in the classroom and at least two (2) activities to send home, which fit assignment requirements AND included a well-supported rational for the materials included. See attached rubric.	
Program Success Target for this Measurement	**80% students achieve "meets expectations"**	**Percent of Program Achieving** **75%**

	or higher	Target	

Methods	Data was collected from all 4 FACS majors in an online section of FACS 335 during fall 2023. Data was collected after assignments were submitted

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	☐ Met	☒ Not Met

Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)

Results: Results from both measurement instruments indicates that SLO 2 were not met. Data from measurement instrument 2 may be misleading because the sample consisted of 4 students. Three of four students achieved the target, with one student not achieving the program target. The one student stopped participating in the course and did not submit complete work, some of which was included in our measurement instrument 2.

Conclusions: The key assessment for FACS 299 was revised during assessment cycle 2021-2022. For the second consecutive assessment cycle, the percent of program achieving the success target decreased. Whereas, the percent of program students meeting the target was 75% during 2022-2203, it dipped even further to 62% during 2023-2024. Program faculty and the two primary instructors of FACS 299 will be consulted and queried for possible explanations for this dip.

The key assessment for FACS 335 was revised in the year 2022-2023. This is the second year using the revised key assessment, with a fairly small sample size during this assessment period. We will continue gathering additional data with larger sample sizes as we evaluate overall student learning and performances compared to previous assessment cycles.

Plans for Next Assessment Cycle: Measurements will again be utilized in FACS 299 and FACS 335. Before FACS 299 is taught during the next assessment cycle, program faculty will decide (1) if measurement instrument 2 is an appropriate tool, and if so, (2) what changes to the course might help facilitate higher student success.

At the end of the 2024-2025 assessment cycle, which will be three years of using the revised key assessments in FACS 335, program faculty will evaluate trends and student success rates to determine what program changes or adaptations need to be made, including adding additional measurements.

Program Student Learning Outcome 3	
Program Student Learning Outcome	**Students can use a broad repertoire of developmentally appropriate teaching/learning approaches.**
Measurement Instrument 1	Direct: FACS 335 - Curriculum Project. Students in FACS 335 complete a curriculum project for and Infant and Toddler course. One portion of the assignment requires students find and evaluate curriculum and another portion requires students to write curriculum for infants and toddlers and then adapt and enhance that curriculum for other infants and toddlers in the classroom. This portion of the assignment will be measured as either "does not meet expectations", "meets expectations", or "exceeds expectations."
Criteria for Student Success	Students receive the following as part of a grading rubric: "Goals, objectives and activities for both age groups are based on the observations that took place earlier in the semester, are developmentally appropriate according to NAEYC standards, and were evaluated by the student in their reflective summary. Comments in the reflective summary incorporated readings from the semester PLUS additional professional sources." See attached rubric.

Program Success Target for this Measurement	80% students achieve "meets expectations" or higher	**Percent of Program Achieving Target**	**50%**

Methods	Data was collected from all 4 FACS majors in an online section of FACS 335 during spring fall 2023. Data was collected after assignments are submitted.

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	☐ **Met**	☒ **Not Met**

Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)

<u>**Results**</u>: Results indicate SLO 3 was not met. Data from the measurement instrument may be misleading because the sample consisted of 4 students. Two of four students achieved the target, with one student not achieving the program target. One of the students stopped participating in the course and did not submit complete work, some of which was included in our measurement instrument.

<u>**Conclusions**</u>: The measurement instrument for FACS 335 was revised during the 2022-2023 assessment cycle. This is the second year using the revised instrument, with a fairly small sample size during this assessment period. We will continue gathering additional data with larger sample sizes as we evaluate overall student learning and performances compared to previous assessment cycles.

<u>**Plans for Next Assessment Cycle**</u>: The measurement instrument will be used again in FACS 335. At the end of the 2024-2025 assessment cycle, which will be three years of using the revised key assessments in FACS 335, program faculty will evaluate trends and student success rates to determine what program changes or adaptations need to be made, including adding additional measurements.

Program Student Learning Outcome 4			
Program Student Learning Outcome	**FACS ED majors will know and understand the content needed to be successful in the middle or high school FCS classroom. (Family and Consumer Sciences Education Concentration)**		
Measurement Instrument 1	**Direct: Praxis II content exam.**		
Criteria for Student Success	Pass the Praxis II FCS Content exam. In Kentucky, a passing score is 153 or above.		
Program Success Target for this Measurement	90% pass all three parts of the Praxis Exam	**Percent of Program Achieving Target**	**100%**
Methods	Students review FCS content covered on Praxis II exam in FACS 381 and participate in mock exams in FACS 481. The Praxis II exam for FCS Content was administered to 2 FACS ED majors before graduation. Both students passed the exam, meeting our goal of 90% of the program achieving the target.		

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.	☒ **Met**	☐ **Not Met**

Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)

<u>**Results**</u>: Results indicate that both students who took the PRAXIS II exam passed all three sections.

<u>**Conclusions**</u>: The coursework, including FACS ED specific courses, FACS 381 and FACS 481, continues to prepare our students for success on the PRAXIS II exam.

<u>**Plans for Next Assessment Cycle:**</u> The measurement instrument will continue to be administered. Given that for two consecutive assessment cycles, 100% of the program has achieved the target, we will measure for at least one additional cycle as is. After the next measurement cycle, program faculty will evaluate whether additional measures need to be included.

Program Student Learning Outcome 5	
Program Student Learning Outcome	**Students completing the BS degree in Family and Consumer Sciences will be able to apply knowledge and training received to address a relevant concern or issue in the community.**

Measurement Instrument 1	Students in FACS 493 complete an individual project. Students develop a three-session family life education program and present one of the sessions in class, designed specifically for a targetd audience. Students select a desired topic and create a needs assessment. Students develop goals and outcomes for the program, materials, and activities. Students present one lesson to the class for review and evaluation. Students also complete a self-evaluation for the overall program and presentation.		
Criteria for Student Success	The program design (goals/outcomes) and content: topic based on needs assessment appropriate for target audience. The presentation video speaks clearly, creativity in presentation, negaging, time management, professional dress. The self-evaluation of overall program and presentation. See attached rubric.		
Program Success Target for this Measurement	80% students achieve "meets expectations" or higher	**Percent of Program Achieving Target**	**84%**
Methods	Data was collected from all CFS majors in an online section of FACS 493 during Spring 2024.		
Measurement Instrument 2	Students in FACS 495 develop and present an individual community project to help raise awareness of family and intimate-partner violence in the community. As part of the project, students turn in a written report that details not only the content of their projects, but their self-evaluated learning and growth. The project is evaluated using a separate rubric to measure students in one of three categories: "does not meet expectations," "meets expectations," or "exceeds expectations."		
Criteria for Student Success	Student success is met when students score "meets expectations" on the rubric associated with the project. The course is designed to give students a baseline knowledge about family and intimate-partner violence. Successful students can identify a concern in their chosen community, design and conduct a community project, and report on their experience and learning. Students demonstrate their application of knowledge and training by addressing the following topics in their report: why was the topic chosen, target audience, method of delivery, impact on you, impact on target audience, how to follow-up with the target audience, future presentations or project, what knowledge did you need, and a general evaluation of your experience. Student success occurs when a student paper "meets expectations." See the attached rubric, "Community Project – Report Guidelines, FACS 495."		
Program Success Target for this Measurement	90% students achieve "meets expectations" or higher	**Percent of Program Achieving Target**	**100%**
Methods	Data was collected from all 8 CFS majors in an online section of FACS 495 during Fall 2023. See the included rubric that helped evaluate student learning and application of knowledge. All 8 CFS students in FACS 495 achieved "meets expectations" or higher.		

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 5.	☒ Met	☐ Not Met

Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)

Results: The results were expected because the measurements for FACS 493 and FACS 495 showed success in achieving the program learning target.

Conclusions: Increased student interactions continue to help students succeed. Students in FACS 493 received clear instruction and direct feedback. Although the percentage achieving the target decreased from the previous assessment cycle, we still met our goal of at least 80% of students achieving the target. We will continue to monitor the change in success during the next assessment cycle. In FACS 495, after two years of a declining percentage of program students achieving the target, we have had two years of meeting the program target, with all students meeting the target this cycle. These increases can be attributed, in part, to increased student-instructor contact and informal feedback and assessments whereby students had access to the instructor to enhance learning outside of the classroom.

Plans for Next Assessment Cycle: Measurement instruments will again be used in FACS 493 and FACS 495. At the end of the 2024-2025 assessment cycle, program faculty will evaluate trends and student success rates to determine what program changes or adaptations need to be made, including adding additional or changing measurements.

CURRICULUM MAP TEMPLATE

Program name:	Child and Family Services
Department:	Applied Human Sciences
College:	College of Health and Human Services
Contact person:	Adam R. West
Email:	adam.west@wku.edu

KEY:

I = Introduced

R = Reinforced/Developed

M = Mastered

A = Assessed

			Learning Outcomes				
			LO1:	**LO2:**	**LO3:**	**LO4:**	**LO5**
Course Subject	**Number**	**Course Title**	Know and understand children's characteristics and needs from birth to age eight and can use developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.	Involve families and communities in young children's development and learning.	Use a broad repertoire of developmentally appropriate teaching/learning approaches.	Know and understand the content needed to be successful in the middle or high school FCS classroom.	Apply knowledge and training received to address a relevant concern or issue in the community.
FACS	180	Foundations in Family & Cons Sciences					I
FACS	191	Child Development	I		I		I
FACS	193	Curriculum Development for Young Children	R	I	I		I
FACS	277	Development in Middle Childhood	I				
FACS	297	Family, Community and Early Childhood Program		I/R	R		R
FACS	299	Administration of Early Childhood Programs	R	M/A			R
FACS	311	Family Relations	R			R	
FACS	312	Professional Ethics for Family Life Education				R	R
FACS	335	Infant/Toddler Development & Curriculum	M/A	M/A	M/A		M

			Learning Outcomes				
			LO1:	LO2:	LO3:	LO4:	LO5
FACS	336	Preschool/Kindergarten Child Development & Curriculum	M/A	M/A	M/A		M
FACS	381	Methods and Materials in Family and Consumer Sciences Education				I/R	
FACS	393	The Role of Play in Child Development	M	R	R		M
FACS	395	Child and Family Stress	R	R			R
FACS	399	Implications of Research in Family and Child Studies					M
FACS	481	Advanced Methods in Family and Consumer Sciences Education				M	
FACS	493	Family Life Education					M/A
FACS	494	Parenting Strategies		I/R			
FACS	495	Family & Relationship Violence					M/A
FACS	496	Addressing Challenging Behavior in Young Children	M	M			
FACS	497	Family Home Visiting		M			R
FACS	499	Family Policy Analysis					M
		PRAXIS II Qualifying Exam				A	
HMD	151	Food Science				I	
HMD	211	Human Nutrition				I	
IDFM	100	Introduction to Housing and Interior Design				I	
IDFM	120	Visual Design I				I	
IDFM	131	Basic Apparel Construction				I	
IDFM	223	Textiles				I	

FACS 191 Child Development Observation Assignment

Standard/Supportive Skill			
1. Promoting Child Development and Learning.	**Novice** **(> 50 points)**	**Intermediate** **(50-64 points)**	**Advanced** **(64.5-72 points)**
1a: Knowing and understanding young children's characteristics and needs, from birth through age 6. Points based on answers to Infant/Toddler and Preschool questions marked 1a.	Responses to questions posed in the assignment specifics, for the final paper, do not address the physical, cognitive, language, and socio-emotional development of the children who were observed. Answers are not comprehensive in their scope nor do they include examples from the child observations.	Responses to questions posed in the assignment specifics for the final paper, address the physical, cognitive, language, and socio-emotional development of the children who were observed. In addition, the responses are complete in their scope, including some illustrative and applicable examples from the child observations.	Responses to questions posed in the assignment specifics for the final paper, address the physical, cognitive, language, and socio-emotional development of the children who were observed. In addition, responses are comprehensive in their scope, including illustrative and applicable examples from the child observations and make direct connection between the observations and the text and class discussions.
	Novice **(> 25 points)**	**Intermediate** **(25-32 points)**	**Advanced** **(32.5-36 points)**
1b. Knowing and understanding the multiple influences on development and learning. Points based on answers to Infant/Toddler and Preschool questions marked 1b.	Responses to questions posed in the assignment specifics, for the final paper, do not apply the observations to the developmental domains nor address the Interdependence / Interrelatedness of the four domains.	Responses to questions posed in the assignment specifics, for the final paper, address the Interdependence / Interrelatedness of the four developmental domains. Some appropriate examples from the child observations provide additional support to the discussion.	Responses to questions posed in the assignment specifics, for the final paper, address the Interdependence / Interrelatedness of the four developmental domains. Appropriate examples from the child observations provide clear validity to the class discussion and text.
2. **Building Family and Community Relationships**	**Novice** **(>3 points)**	**Intermediate** **(3 points)**	**Advanced** **(4 points)**

Standard/Supportive Skill			
2a. Knowing about and understanding diverse family and community characteristics.

Points based on answer to Infant/Toddler language question 4. | Response to the question did not address individual and cultural differences in language development for infants and toddlers. Answer is not comprehensive in its scope nor does it include examples from the child observations. | Response to the question addressed individual and cultural differences in language development for infants and toddlers and how families may vary based on culture.

In addition, the response is complete in its scope, including some illustrative and applicable examples from the child observations. | Response to the question addressed individual and cultural differences in language development for infants and toddlers and how families may vary based on culture.

In addition, the response is comprehensive in its scope, including illustrative and applicable examples from the child observations and makes direct connection between the observations and the text and class discussions. |
| | **Novice
(> 3 points)** | **Intermediate
(3 points)** | **Advanced
(4 points)** |
| 4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.

Points based on answer to Infant/Toddler cognitive question 4. | Response to the question did not address advice for parents regarding television time for infants and toddlers and/or answer is not comprehensive in their scope nor do they include a rational for their advice. | Response to the question addressed advice for parents regarding television time for infants and toddlers and is complete in its scope, including a logical rational. | Response to the question addressed advice for parents regarding television time for infants and toddlers and is complete in its scope, including a logical rational and siting reliable sources for the rational and evidence. |

FACS 299 Administration of Early Childhood Programs

Standard/Supportive Skill	Does Not Meet Expectations (0 points)	Meets Expectations (1 point)	Meets and Exceeds Expectations (2 points)
2. Family and Community Relationships			
2b: supporting and engaging families and communities through respectful, reciprocal relationships	Identified LESS than three unbiased responsibilities that a program has toward families and LESS than three responsibilities that parents have to the program.	Identified three unbiased responsibilities that a program has toward families and three responsibilities that parents have to the program.	Identified MORE than three unbiased responsibilities that a program has toward families and MORE than three responsibilities that parents have to the program.
2c: involving families and communities in young children's development and learning	Did not prepare a summary of "talking points" for each of the three activity/learning center to use as a guide (or a staff person) for talking with parents about the importance of these areas and why you have them in your setting.	Prepared a summary of "talking points" for each of the three activity/learning center to use as a guide for talking with parents about the importance of these areas and why you have them in your setting.	Prepared a summary of "talking points" for each of the three activity/learning center to use as a guide for talking with parents about the importance of these areas and why you have them in your setting AND included references and professional journal support for the information.
3. Observing, Documenting and Assessing			
3d. knowing about assessment partnerships with families and with professional colleagues to build effective learning environments	Student did not make a clear case with parents for the importance of at least three learning centers that were observed and neglected to integrate state Kindergarten information into the rational.	Student made a clear case with parents for the importance of at least three learning centers that were observed and integrated state Kindergarten information into the rational.	Student made a strong case with parents for the importance of at least three learning centers that were observed and integrated state Kindergarten information into the rational AND provided additional supports for the centers.
5. Content Knowledge for Meaningful Curriculum			

Standard/Supportive Skill	Does Not Meet Expectations (0 points)	Meets Expectations (1 point)	Meets and Exceeds Expectations (2 points)
5a: understanding content knowledge and resources in academic disciplines: language and literacy; arts-music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies	Did not include at least three learning centers and/or provide quality "talking points" to share.	Demonstrated understanding of three learning centers by writing a summary of quality "talking points" to share with parents or teachers about the importance of each learning center.	Demonstrated understanding of three learning centers by writing a summary of talking points to share with parents or teachers about the importance of each learning center AND incorporated research into the talking points.
6. Professional			
6a: identifying and involving oneself with the early childhood filed	Did not locate and summarize two professional early childhood organizations or include what it takes to become a member, member benefits and the organization's focus. Did not successfully complete the KY self-assessment, outline personal strengths and challenge are in early childhood education or develop a plan for professional development.	Located and summarized two professional early childhood organizations including what it takes to become a member, member benefits, and the organization's focus. Outlined personal strengths in early childhood education and areas in which to improve based on the KY Self-Assessment and developed a plan for professional development.	Located and summarized two professional early childhood organizations including what it takes to become a member, member benefits and the organization's focus AND incorporated material about how the student and organization can benefit one another. Outlined strengths in early childhood education and areas in which to improve based on the KY Self-Assessment and develop a plan for professional development AND long-term goals in the field of early childhood education.
6b: knowing about and upholding ethical standards	Did not identify 3 KY regulations and/or summarize	Identified 3 KY regulations for centers. Summarized the	Identified 3 KY regulations for centers. Summarized the

Standard/Supportive Skill	Does Not Meet Expectations (0 points)	Meets Expectations (1 point)	Meets and Exceeds Expectations (2 points)
and other early childhood professional guidelines	the regulations and describe how they would be made stricter and why that is important.	regulations. Described how they would be made stricter and why that is important.	regulations. Described how they would be made stricter and why that is important AND included resources for the supporting argument.
6d: integrating knowledgeable, reflective and critical perspectives on early education	Minimal recommendations were made and material submitted was not substantiated utilizing recommended sources.		Recommendations for food changes integrate knowledge acquired in PH 100 Personal Health, HMD 211 Human Nutrition, and from the U.S. Department of Agriculture AND include rational about the importance of these changes for the development of the child.
6e: engaging in informed advocacy for young children and the early childhood profession	Did not submit documentation proving registration for NAEYC's Children's Champions updates and participation in one of the NAEYC advocacy opportunities.	Submitted documentation proving registration for NAEYC's Children's Champions updates and participation in one of the NAEYC advocacy opportunities.	Submitted documentation proving registration for NAEYC's Children's Champions updates and participation in one of the NAEYC advocacy opportunities AND the summary incorporated support for the importance of advocacy in the early childhood field.

FACS 335 Infant and Toddler Curriculum Project

Standard/Supportive Skill	Novice (0 points)	Proficient (1 point)	Distinguished (2 points)
1. Promoting Child Development and Learning			
1c. using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children	Classroom setup/arrangement section of the project introduction included toys that age appropriate are not or did not include age-appropriate toys, includes materials that do not create healthy, respectful, supportive, or challenging learning environments and/or rational for the toys/materials is not provided.	Classroom setup/arrangement section of the project introduction is comprised of toys/materials that are age appropriate, and includes materials that create healthy, respectful, supportive, or challenging learning environments as studied throughout the semester. Details about rational support developmentally appropriate methods.	Classroom setup/arrangement section of the project introduction was comprised of toys/materials that are age appropriate, and included materials that create healthy, respectful, supportive or challenging learning environments as studied throughout the semester. Details about rational supported developmentally appropriate methods. Rational for selections are supported with research.
2. Building Family and Community Relationships			
2b. Supporting and engaging families and communities through respectful, reciprocal relationships.	The family involvement plans are incomplete and/or do not include multiple methods for involving the family in the curriculum plan. Methods do not meet the requirements set for the family materials as outlined in the assignment.	Family involvement component includes ways to involved children's families in the classroom and at least two (2) activities to send home which fit assignment requirements.	Family involvement component included ways to involved children's families in the classroom and at least two (2) activities to send home which fit assignment requirements AND included a well-supported rational for the materials included.
3. Observing, Documenting and Assessing to Support Young Children			

Standard/Supportive Skill	Novice (0 points)	Proficient (1 point)	Distinguished (2 points)
3a. understanding the goals, benefits, and uses of assessment- including its use in development of appropriate goals, curriculum, and teaching strategies for young children	Information gleaned during observations is not used in the development of goals and objectives or in the development of curriculum activities and/or observations were not mentioned in the rational for goals and objectives.	Information gleaned during observations is used in the development of goals and objectives and in the development of three of their curriculum activities and specific information from the observations is provided to support these activities.	Information gleaned during observations is used in the development of goals and objectives and in the development and selection of five curriculum activities and specific information from the observations is provided to support these activities.
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.	Activities are not based upon the interests of the children observed and/or observations are not discussed in the activity reflections.	Activities are developed to meet the interests and needs of the children observed. Observations are mentioned in the reflection on each activity.	Activities are developed to meet the interests and needs of the children observed. Observations are mentioned in the reflection on each activity AND a connection between the activities, observations and text is well-developed.
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, **including the use of assistive technology for children with disabilities.**	The use of assistive technology is not provided for any accommodations of activities or an explanation and rational for the use is not provided.	The use of assistive technology is provided for at least one accommodation of an activity and a rational for the use is provided.	The use of assistive technology is provided for at least one accommodation of an activity and a strong rational of the importance and way in which the technology will be used and why is provided along with reliable references.
4. **Using Developmentally Effective Approaches**			
4a. understanding positive relationships and supportive interactions as the foundation of their work with young children	The importance of positive, interactive relationships are not discussed in the teaching philosophy statement.	The teaching philosophy statement refers to relationships with the children as being important elements in teaching.	The teaching philosophy statement refers to relationships with the children as being important elements in teaching AND students incorporate material about

Standard/Supportive Skill	Novice (0 points)	Proficient (1 point)	Distinguished (2 points)
			respectful, responsive, and reciprocal relationships.
4b. **knowing and understanding effective strategies and tools for early education**, including appropriate uses of technology	Project introduction does not include effective strategies, classroom setups or schedules for teaching infant and toddler children. Project includes inappropriate use(s) of technology or no plan for technology for the classroom.	Project introduction demonstrates an understanding of effective teaching strategies and tools for teaching infant and toddler children by including and supporting different teaching methods and plans used in the proposed classroom.	Project introduction demonstrates an understanding of effective teaching strategies and tools for teaching infant and toddler children by including and supporting different teaching methods and plans used in the proposed classroom. PLUS the project introduction incorporates positive practices observed and integrates these.
4b. knowing and understanding effective strategies and tools for early education, **including appropriate uses of technology**	Project includes inappropriate use(s) of technology or no plan for technology for the classroom.	The philosophy for technology is appropriate for an infant and toddler classroom and incorporates current guidelines and research.	The philosophy for technology is appropriate for an infant and toddler classroom and incorporates current guidelines and research. PLUS the project introduction incorporates positive practices observed and integrates these.
4c. using a broad repertoire of developmentally appropriate teaching/learning approaches	Activities did not vary in type of learning approach or were developmentally inappropriate. Accommodations and adaptations were not made.	Activities included a variety of teaching approaches and utilized at least 4 of the different learning avenues (play and exploration, attachment, perception, motor skills, cognition, language, emotions, and social skills). Activities were developmentally appropriate and acceptable	Unit activities included a variety of different teaching approaches and utilized ALL 8 of the different learning avenues (play and exploration, attachment, perception, motor skills, cognition, language, emotions, and social skills). Activities were developmentally appropriate and acceptable accommodations and

Standard/Supportive Skill	Novice (0 points)	Proficient (1 point)	Distinguished (2 points)
		accommodations and adaptations were made.	adaptations were made AND rational was provided for these.
4d. reflecting on their own practice to promote positive outcomes for each child	Reflection in the lesson plan critic form is not provided or does not reflect a depth or breadth of understanding. Reflections are not supported by references and do not provide insight about the teaching models used in the development of the materials.	Reflection in the lesson plan critic form reflects a depth and breadth of understanding. Reflections are supported by references and provide insight about the teaching models used in the development of the materials.	Reflection in the lesson plan critic form reflects a depth and breadth of understanding. Reflections are supported by references and provide insight about the teaching models used in the development of the materials. Suggestions for future applications and/or adaptations are provided.
5. Content Knowledge for Meaningful Curriculum			
5a. understanding content knowledge and resources in academic disciplines: language and literacy; arts-music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies	Infant and toddler activities do not incorporate at least 4 of the areas listed with this standard for each age group.	Infant and toddler activities incorporate at least 4 of the areas listed for each age group and indoor/outdoor areas.	Infant and toddler activities incorporate MORE than 4 of the areas listed with this standard for each age group and indoor/outdoor areas.
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.	Instructions are not provided for how to use each activity with the children or developmentally inappropriate interactions are provided.	Developmentally appropriate instructions for teachers and child interactions are provided for each activity.	Developmentally appropriate instructions for teachers and child interactions are provided for each activity AND possible questions or conversations for teachers to use with the children are provided.
5c. using own knowledge, appropriate early learning	Logic for goals, objectives, and activities are not based on	Goals, objectives and activities for both age groups are based	Goals, objectives and activities for both age groups are based

Standard/Supportive Skill	Novice (0 points)	Proficient (1 point)	Distinguished (2 points)
standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child	NAEYC Developmentally Appropriate Practices and are not substantiated by professional sources.	on the observations that took place earlier in the semester, are developmentally appropriate according to NAEYC Developmentally Appropriate Practices, and are evaluated by the student in their reflective summary. Comments in the reflective summary incorporate readings from the semester.	on the observations that took place earlier in the semester, are developmentally appropriate according to NAEYC standards, and are evaluated by the student in their reflective summary. Comments in the reflective summary incorporate readings from the semester PLUS additional professional sources.
6. Becoming a Professional			
6d. integrating knowledgeable, reflective and critical perspectives on early education	Critique of curriculum is not included or did not include the five elements required in the assignment or answers were not explained or referenced.	Critique of curriculum is complete and answers to questions are explained and referenced demonstrating a depth of understanding.	Critique of curriculum is completed and answers to questions are explained and referenced demonstrating a depth of understanding AND supported by material from observations.

FACS 493 Family Life Education
Program Design Individual Project

Presenter: _____   Semester/Year: _____

Category	Exemplary	Accomplished	Developing	Ineffective
Needs Assessment	Documented research on topic choice given with detail, well designed needs assessment with scoring criteria to assess target group	Some research on topic choice, needs assessment is designed with some aspects of scoring criteria to assess target group	Limited research on topic choice, needs assessment is vague with little or no scoring criteria to assess target group	Little or no research on topic choice, inadequate needs assessment or none provided
Rationale for Program	Program rationale given with clear defense of program, using results from research and needs assessment	Program rationale is given for the program with some reflection on research and needs assessment	Program rationale may not be given or given with little or no regard to research or needs assessment	Program rationale is not present or, if present, makes no mention of research or needs assessment
Target Group	Target group matches geographical location and relates to needs assessment	Target group is somewhat compatible with geographical location and related to needs assessment	Target group is either not compatible to geographical location or needs assessment	Target group is not assigned or unrelated to geographical area or needs assessment
Goals	3 – 5 clearly written goals for program, based on needs assessment, gives clear outcomes for target group	3 – 5 goals given for program, most based on needs assessment, some outcomes given for target group	Some goals provided for program with vague language, may or may not be based on needs assessment, little or not outcomes given for target group	Goals may or may not be provided for program, vague language, little or no outcomes given for target group
Program Design	Program Outline matches program goals, lessons formatted for outcome success, designed for target group, activities and materials specific to needs assessment	Program Outline addresses most program goals, lessons formatted to meet most program outcomes, activities and materials address some needs of target group	Program Outline is vague with limited thought to program goals, limited outcomes, if any, given, activities and materials are unrelated to the needs of the target group or program goals	Program Outline is no present or not related to the selected topic, no outcomes given, little or no activities or materials provided
Presentation	Clear communication given throughout the presentation to specifically discuss the program, research, goals and outcomes for the target group, focus lesson section addresses goals and outcomes	Mostly clear communication given in the presentation to discuss the program, some research referred to, goals and outcomes are mentioned for the target group, lesson section addresses some of the goals and outcomes	Vague communication during presentation to discuss the program, little or no research referred to, goals and outcomes may or may not be mentioned for the target group, lesson section may or may not address some of the goals and outcomes	Presentation is unorganized and hard to follow, limited or no discussion of the program design, little or no research referred to, goals and outcomes are not mentioned for the target group, lesson section does not address the goals and outcomes
Self-Evaluation	Self-Evaluation is completed to assess overall program design, critical points for improvement given and discusses how to address the follow-up for the program	Self-Evaluation is completed to assess overall program design, some critical points for improvement given and some discussion how to address the follow-up for the program	Self-Evaluation is completed to assess overall program design, limited critical points for improvement given and limited discussion how to address the follow-up for the program	Self-Evaluation is not completed, and if it is, it does not assess overall program design, no critical points for improvement given and no discussion how to address the follow-up for the program

	Points Possible	Does not meet expectations (50% or less of possible points)	Meets expectations (50 to 80% of possible points)	Exceeds Expectations (80% or more of possible points)
Introduction				
• Project description	15			
Rationale				
• Why was the topic chosen	10			
• Target audience	10			
• Method of delivery	10			
Impact				
• Impact on you	7			
• Impact on target audience	8			
Future Directions				
• How follow up?	7			
• Future presentations	8			
Feedback				
• What knowledge did you need?	5			
• Evaluate your experience	5			
• Feedback about the assignment	5			
Presentation Materials				
• Submit item from project	5			
• Writing style/grammar	5			
Total	100			