

**Assurance of Student Learning
2019-2020**

College of Health and Human Services

Applied Human Sciences

Major in Family and Consumer Sciences (563)

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

Student Learning Outcome 1: Students completing the BS degree in Family and Consumer Sciences 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

Instrument 3 Direct: FACS 336 Curriculum Project

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.

Met

Not Met

Student Learning Outcome 2: Students completing the BS degree in Family and Consumer Sciences 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

Instrument 3 Direct: FACS 336 Curriculum Project

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.

Met

Not Met

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

Instrument 1 Direct: FACS 335 Curriculum Project

Instrument 2 Direct: FACS 336 Curriculum Project

Instrument 3

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.

Met

Not Met

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.

Instrument 2

Instrument 3		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.		Met
Student Learning Outcome 5: 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		
Instrument 1	Direct: FACS 493 Group Project	
Instrument 2	Direct: FACS 495 Community Project	
Instrument 3		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.		Met
Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)		
<p>A new SLO (#2) was added for 2019-2020. Students met the goals for all SLOs.</p> <p>Faculty teaching FACS 191, FACS 335, and FACS 336 will have a discussion and make a plan if the student performance is below criteria. FACS 335 is providing an additional week of infant and toddler classroom design and preparation to the curriculum during the fall 2020 semester. Dr. West will teach FACS 493 permanently, as well as teach FACS 495 with a new textbook.</p> <p>The measurement instrument for FACS 335 will be administered during the fall 2020 semester, and FACS 191, FACS 299, FACS 336, and FACS 493 during the spring 2021 semester. The measurement instrument for FACS 495 will be evaluated during both fall 2020 and summer 2021 semesters and the data will be compiled to be analyzed. Praxis II content exam will be administered to graduating FACS ED majors at the end of the fall 2020, spring 2021, and summer 2021, and all collected data will be compiled and analyzed.</p>		

Student Learning Outcome 1

Student Learning Outcome	Students 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, toddler and preschoolers. Upon completion of these fifteen hours of observation, students answer questions requiring the students to apply material from the class and textbook 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 attached rubric.		
Program Success Target for this Measurement	75% students achieve “meets expectations” or higher	Percent of Program Achieving Target	89%
Methods	Data was collected from all 19 FACS majors in FACS 191 (7 in fall 2019 online session, 9 in fall 2019 face-to-face session, and 3 in spring 2020 online session). This was collected as a part of grading for the assignment.		
Measurement Instrument 2	Direct: FACS 335 Curriculum Project. Students in FACS 335 will complete a curriculum project for Infant and Toddler classes. One portion of this assignment requires student design a classroom set up. This portion of the assignment will be measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
Criteria for Student Success	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 selection were supported with research. See attached 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 8 FACS majors in FACS 335 fall 2019 online session. This data was collected after assignments are submitted.		

Measurement Instrument 3	Direct: FACS 336 Curriculum Project. Students in FACS 336 will complete a curriculum project for a Preschool class. One portion of this assignment requires student design a classroom set up. This portion of the assignment will be measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
Criteria for Student Success	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 selection were supported with research. See attached rubric.		
Program Success Target for this Measurement	80% students achieve “meets expectations” or higher	Percent of Program Achieving Target	75%
Methods	Data was collected and calculated based on all 4 FACS majors in FACS 336 spring 2020 online session. This data was collected after assignments are submitted.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		Met	Not Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) Data will be collected in FACS 191 and 336 during Spring 2021 and in FACS 335 during Fall 2020. Upon collection and analysis of data, discussions will take place among faculty teaching these and the prerequisite classes about student performance. If student performance is below the target expectations, a discussion will take place about what needs to happen in the courses to make certain students understand the concepts, are able to apply them and understand expectations of the assignments for the measurement instruments. Plans for teaching and assessment adjustments will be made upon the completion of these discussions.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) FACS 335 is providing an additional week of infant and toddler classroom design and preparation to the curriculum for Fall 2020.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome) The measurement instruments for FACS 191 and FACS 335 will be evaluated upon the completion of the fall 2020 semester, and FACS 336 upon the completion of the spring 2021 semester. Data will be collected using Key Assessments and Rubrics designed around this Student Learning Outcome and NAEYC Standards pertaining to SLO 1. The faculty member teaching the class will be responsible for collecting data. FACS 191 data will be collected by two different faculty members using the same rubric. Data will be compiled and analyzed by the program administrator.			

Student Learning Outcome 2

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 which includes a family engagement section. Within this section, students develop methods for engaging families with preschools and community services. This portion of the assignment will be measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”
Criteria for Student Success	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. See attached rubric.		
Program Success Target for this Measurement	80% students achieve “meets expectations” or higher	Percent of Program Achieving Target	86%
Methods	Data was collected from all 21 FACS majors in FACS 299 (13 in fall 2019 session and 8 in spring 2020 session). This data is collected after assignments are submitted.		
Measurement Instrument 2	Direct: FACS 335 Curriculum Project. Students in FACS 335 will 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 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 rationale for the materials included. See attached 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 8 FACS majors in FACS 335 fall 2019 online session. This data was collected after assignments are submitted.		
Measurement Instrument 3	Direct: FACS 336 Curriculum Project. Students in FACS 336 will complete a curriculum project for Pre-K and Kindergarten 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 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 rationale for the materials included. See attached rubric.		
Program Success Target for this Measurement	80% students achieve “meets expectations” or higher	Percent of Program Achieving Target	100%
Methods	Data was collected and calculated based on all 4 FACS majors in FACS 336 spring 2020 online session. This data was collected after assignments are submitted.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			

Data will be collected in FACS 299 and 336 during Spring 2021 and in FACS 335 during Fall 2020. Upon collection and analysis of data, discussions will take place among faculty teaching these and the prerequisite classes about student performance. If student performance is below the target expectations, a discussion will take place about what needs to happen in the courses to make certain students understand the concepts, are able to apply them and understand expectations of the assignments for the measurement instruments. Plans for teaching and assessment adjustments will be made upon the completion of these discussions.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

Discussions for needed changes will take place after Fall 2020.

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)

FACS 335 will be taught in fall 2020, and FACS 299 and FACS 336 will be taught in spring 2021.

The measurement instrument for FACS 335 will be evaluated upon the completion of the fall 2020 semester, and FACS 299 and FACS 336 upon the completion of the spring 2021 semester.

Student Learning Outcome 3

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 will complete a curriculum project for Infant and Toddler classes. One portion of this assignment requires students to find and evaluate curriculum and another 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	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	100%
Methods	Data was collected from all 8 FACS majors in FACS 335 fall 2019 online session. This data was collected after assignments are submitted.		
Measurement Instrument 2	Direct: FACS 336 Curriculum Project. Students in FACS 336 will complete a curriculum project for Pre-K and Kindergarten classes. One portion of this assignment requires students to find and evaluate curriculum and another 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	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”	Percent of Program Achieving Target	75%

		or higher				
Methods	Data was collected and calculated based on all 4 FACS majors in FACS 336 spring 2020 online session. This data was collected after assignments are submitted.					
Measurement Instrument 3						
Criteria for Student Success						
Program Success Target for this Measurement				Percent of Program Achieving Target		
Methods						
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.				Met	Not Met	
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)						
Data will be collected in FACS 336 during Spring 2021 and in FACS 335 Fall 2020. Upon collection and analysis of data, discussions will take place among faculty teaching these and the prerequisite classes about student performance. If student performance is below the target expectations, a discussion will take place about what needs to happen in the courses to make certain students understand the concepts, are able to apply them and understand expectations of the assignments for the measurement instruments. Plans for teaching and assessment adjustments will be made upon the completion of these discussions.						
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)						
FACS 335- Students will have additional opportunities to develop and receive feedback on activities for infants and toddlers.						
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)						
FACS 335 will be taught in fall 2020, and FACS 336 in spring 2021.						
The measurement instrument for FACS 335 will be evaluated upon the completion of the fall 2020 semester, and FACS 336 upon the completion of the spring 2021 semester.						

Student Learning Outcome 4					
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	NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.				
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% will pass and be eligible to teach FCS at the middle or high school level.		Percent of Program Achieving Target	100%	

Methods	Praxis II exam for FCS Content was administered to all 6 FACS ED majors before graduation.		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.			<input checked="" type="checkbox"/> Met
Not Met			
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
The measurement instrument will be administered at the end of the fall 2020, spring 2021, and summer 2021 to graduating FACS ED majors. All collected data will be compiled and analyzed.			

Student Learning Outcome 5	
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 a group project. Students develop a six-session family life education program and present one of the sessions in the community. One portion of the assignment includes students presenting their project twice: once in the community and once in FACS 493 class session. As part of the scoring rubric for the class presentation, both the instructors and students evaluate the projects.

	Only the instructor evaluation scoring rubric was used to as a measurement instrument. This portion of the assignment will be measured as either “does not meet expectations,” “meets expectations,” or “exceeds expectations.”		
Criteria for Student Success	The overall organization and content: topic adequately covered, appropriate for audience. The presentation techniques: speaks clearly, creativity in presentation, engaging, time management, professional dress See attached rubric.		
Program Success Target for this Measurement	80% students achieve “meets expectations” or higher	Percent of Program Achieving Target	97%
Methods	Data was collected from all 9 FACS majors in the Summer 2019 classroom-based section as part of the group project assignment. Due to the Covid-19 homebound issues during Spring 2020, the students did not do this as a group project but as if they were the leader of an organization. It was presented twice, once to the other students in the class for a critique and then to the faculty member teaching the class. Of student presentations done by all 30 FACS majors in the class, 97% met “meets expectations” or higher.		
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 are able to 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 13 FACS majors in FACS 495 (8 during Fall 2019 and 5 during Summer 2020). Dr. West used the include rubric to evaluate students learning and application of knowledge. The sample size was 42 students across the fall and summer sections. Of the students who completed the project as described above, 97% of the students achieved success.		
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 5.			Met Not Met

Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)

Data was collected in FACS 495 during Fall 2019 and Summer 2020. Dr. West used the include rubric to evaluate students learning and application of knowledge. The sample size was 42 students across the fall and summer sections. Of the students who completed the project as described above, 97% of the students achieved success.

During the 2019-2020 Assessment of Student Learning Report, we suggested a new textbook for FACS 495. The review of textbook options was conducted and a new textbook was selected. Due to the associated deviations in teaching due to the COVID-19 virus in spring 2020, Dr. West decided to delay using the new textbook until fall 2020. The goal of a new textbook is to provide students with more current and relevant knowledge that they can draw upon while working in their communities. Because we were unable to utilize the action plan of a new textbook during this past academic year, we decided to include it again as an action for the upcoming academic year.

FACS 493 was taught during the spring 2020 semester by a retiring faculty member who taught the course just that one time. We did not review the course student learning outcomes as we committed to do in last year's Assessment of Student Learning Report. We felt that having an instructor who is new to the course and only teaching the course one time wouldn't be prudent. Instead, Dr. West will become the permanent instructor for FACS 493 starting spring 2021. During his first time teaching the course, he will review the student learning outcomes and course content for applicability to our program student learning outcomes.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

The new textbook for FACS 495 was selected in 19-20 and will be implemented for use in Fall 2020.

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)

FACS 493 will be taught in spring 2021 and the measurement instruments for FACS 493 will be evaluated upon the completion of the spring 2021 semester.

FACS 495 will be taught in fall 2020 and summer 2021 using the new textbook. The measurement instrument for FACS 495 will be evaluated during both fall 2020 and summer 2021 semesters and the data will be compiled for analysis.

FACS 191 Child Development Observation Assignment

FACS 191 Assignment Rubric (Fall 2016)			
Standard/Supportive Skill			
1. Promoting Child Development and Learning.	Does Not Meet Expectations (0-59 points)	Meets Expectations (60-76 points)	Meets and Exceeds Expectations (77-86 points)
1a: Knowing and understanding young children’s characteristics and needs, from birth through age 6.	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.
	Does Not Meet Expectations (0-20 points)	Meets Expectations (21-26 points)	Meets and Exceeds Expectations (27-30 points)
1b. Knowing and understanding the multiple influences on development and learning.	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 discussion.
3. Observing, Documenting & Assessing	Does Not Meet Expectations (0-58 points)	Meets Expectations (59-84 points)	Meets and Exceeds Expectations (NA)

FACS 191 Assignment Rubric (Fall 2016)

Standard/Supportive Skill			
<p>3b: knowing and using observation, documentation, and other appropriate assessment tools and approaches.</p>	<p>Observation protocol as outlined in the assignment specifics was NOT followed nor documented</p>	<p>Observation protocol as outlined in the assignment specifics was followed and documented</p> <ol style="list-style-type: none"> 1. 5 hours per child, @ least 2 observation visits, with no visit < 3hours. 2. Child observed in licensed child care setting. 3. No information about the child’s identity included. 4. Observations completed and submitted in developmental order (infant, toddler) 	<p>N/A</p> <p><u>Note:</u> In order to receive credit for this portion of the assignment ALL requirements for observation protocol must be met. The student either meets or does not meet expectations for this aspect of the assignment.</p>

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)
4. 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			
3b: knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection	Did not observe the same center in more than one classroom. Assessment of the success of the center did not incorporate readings from the semester.	Observed the same center (dramatic play, arts, nature, writing, reading, manipulatives, etc.) in three classrooms and wrote about the success of the center in each classroom. Readings from the semester were incorporated in the assessment of the centers’ success.	Observed the same center (dramatic play, arts, nature, writing, reading, manipulatives, etc.) in three classrooms and wrote about the success of the center in each classroom. Readings from the semester AND extra professional readings were

			incorporated in the assessment of the centers' success.
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	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 field	<p>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.</p> <p>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.</p>	<p>Located and summarized two professional early childhood organizations including what it takes to become a member, member benefits, and the organization's focus.</p> <p>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.</p>	<p>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.</p> <p>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.</p>
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

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.
6c: engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers and as a professional resource	The developed 3-month training plan for new teachers was not thorough and did not align with KY continuing education regulations.	The developed a thorough 3-month training plan for new teachers aligned with KY continuing education regulations.	The developed a thorough 3-month training plan for new teachers aligned with KY continuing education regulations AND was supported by training resources
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.	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 rationale 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.
7. Early Childhood Field Experiences			
7b: opportunities to observe and practice in at least 2 of the 3 main types of early education	Student observed in less than two of the main types of education settings (early	Student observed in two of the main types of education settings (early school grades,	Student observed in all three of the main types of education settings (early school grades,

settings (early school grades, ccc or homes, Head Start)	school grades, child care center or homes, or Head Start) when observing the learning center.	child care center or homes, or Head Start) when observing the learning center.	child care center or homes, or Head Start) when observing the learning center.
Supportive Skills			
SS1: Self-assessment and self-advocacy	Plan for personal professional development did not include an assessment of personal skills and abilities.	Plan for personal professional development incorporated assessment of personal skills and abilities.	Plan for personal professional development incorporated self-assessment of personal skills and abilities PLUS included the importance of these skills in the field of early childhood.
SS2: Mastering and applying foundational concepts from general education	Knowledge and information from HMD 211 and PH 100 were not used in the critique of health and nutrition services.	Utilized knowledge from HMD 211 and PH 100 in the critique of health and nutrition services.	Utilized knowledge from HMD 211 and PH 100 in the critique of health and nutrition services AND integrated professional references from HMD 211 and PH 100.
SS3: Written and verbal skills	Written narratives and critiques included spelling and grammatical errors.	Written narrative was typed and free of spelling or grammatical errors.	Written narrative was typed and free of spelling or grammatical errors AND all material was clear and concise, utilizing APA formatting.
SS4: Making connections between prior knowledge/experience and new learning.	Materials from FACS 191, 292, 294, 295, and 296 were not incorporated into the written portions of the project.	Knowledge, information and materials from FACS 191, 292, 294, 295, and 296 were incorporated into written portions of the project.	Knowledge, information and materials from FACS 191, 292, 294, 295, and 296 AND 180 and 311 were incorporated into written portions of the project.

FACS 335 Infant and Toddler Curriculum Project

Standard/Supportive Skill	Does Not Meet Expectations	Meets Expectations	Meets and Exceeds Expectations
1. Child Development			
1a. knowing and understanding young children’s characteristics and needs, from birth through age 8	Activities developed for infant and toddler curriculum units are not appropriate for the age of the child.	Demonstrates understanding of children’s developmental abilities by utilizing activities that are developmentally appropriate for the age of child.	Demonstrates understanding of children’s developmental abilities by utilizing activities that are developmentally appropriate for the age of child AND student provided explanation for why the activities are developmentally strong.
1c. using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children	Project introduction did not include material from the class this semester or additional research-based sources and materials.	Project introduction demonstrates depth of understanding regarding teacher and child interaction, classroom environment, and schedules for both the infant and toddler classrooms by integrating research and well-founded material about development into the writing.	Project introduction demonstrates depth of understanding regarding teacher and child interaction, classroom environment, and schedules for both the infant and toddler classrooms by integrating research and well-founded material about development into the writing PLUS all 3 components are supported with research.
2. Family and Community Relationships			
2c. involving families and communities in young children’s development and learning	The family involvement plan was incomplete and did not include multiple methods for involving the family in the curriculum plan.	Family involvement component includes more than 2 methods for involving the family in the unit through involvement in the classroom and/or continuing the lessons at home.	Family involvement component includes methods for involving the family in the unit through involvement in the classroom and/or continuing the lessons at home PLUS students have included

			materials to go home regarding the unit.
3. Observing, Documenting and Assessing			
3a. understanding the goals, benefits, and uses of assessment- including its use in development of appropriate goals, curriculum, and teaching strategies for young children	Children observed during the observation sessions were not mentioned in regard to the development of the teaching plan.	Student referenced the preschool class observed and developed specific activities which benefit the children.	Student referenced the preschool class observed and developed specific activities which benefit the children PLUS activities were written specifically for the children who were observed and their developmental abilities.
4. Using Developmentally Effective Approaches			
4a. understanding positive relationships and supportive interactions as the foundation of their work with young children	Student did not discuss the importance of positive, interactive relationships in their teaching philosophy statement.	Students teaching philosophy statement refers to relationships with the children as being important elements in teaching.	Students teaching philosophy statement refers to relationships with the children as being important elements in teaching AND students incorporate material about 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 infants and toddlers.	Project introduction demonstrates an understanding of effective teaching strategies and tools for teaching infants and toddlers by including and defending different methods and plans use in the proposed classroom.	Project introduction demonstrates an understanding of effective teaching strategies and tools for teaching infants and toddlers by including and defending different methods and plans use in the proposed classroom AND includes information regarding technology.
4c. using a broad repertoire of developmentally appropriate teaching/learning approaches	Most activities developed for the project are similar in type and less than 4 of the learning	Unit activities include a variety of different teaching approaches and utilize at least	Unit activities include a variety of different teaching approaches and utilize ALL 8

	avenues discussed in class are used.	4 of the different learning avenues (play and exploration, attachment, perception, motor skills, cognition, language, emotions, and social skills) discussed in class.	(play and exploration, attachment, perception, motor skills, cognition, language, emotions, and social skills) of the different learning avenues discussed in class.
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 did not incorporate at least 4 of the areas listed with this standard for each age group.	Infant and toddler activities incorporated at least 4 of the areas listed for each age group.	Infant and toddler activities incorporated MORE than 4 of the areas listed with this standard for each age group.
5b. knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	Activity description, preparation and instructions did not demonstrate an understanding of at least three content areas or academic subjects.	Activity description, preparation and instructions demonstrate an understanding of at least three content areas or academic subjects.	Activity description, preparation and instructions demonstrate an understanding of at least three content areas or academic subjects PLUS additional resources were utilized and referenced resources to assist with the development of the project.
5c. using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child	Logic for goals, objectives, and activities are not based on NAEYC standards and are not substantiated by professional sources.	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.	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.	Comments in the reflective summary incorporated readings from the semester PLUS additional professional sources.
6. Professional			
6c. engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers and as a professional resource	Activities included inappropriate use of technology or did not include the appropriate use of technology.	At least one or more activities included appropriate use of technology OR the use of technology in the classroom was addressed in the Project Introduction.	At least one or more activities included appropriate use of technology AND the use of technology in the classroom was addressed in the Project Introduction.
Supportive Skills			
SS4. Making connections between prior knowledge/experience and new learning.	Material was not development appropriate and therefore did not pull from knowledge acquired in Child Development. Observations were not or were inappropriately used to develop curriculum. Written material contained spelling and grammatical errors, was not professional or was not in APA format.	Utilized knowledge from Child Development to determine developmentally appropriate activities. Utilized knowledge and experience from Assessment of Young Children to properly observe and apply observation material from infant and toddler classrooms to unit and activity development. Written information was typed and free of spelling or grammatical errors. The information was written in a professional manner and used APA format for all references.	Utilized knowledge from Child Development to determine developmentally appropriate activities. Utilized knowledge and experience from Assessment of Young Children to properly observe and apply observation material from infant and toddler classrooms to unit and activity development. Written information was typed and free of spelling or grammatical errors. The information was written in a professional manner and used APA format for all references PLUS material flowed well and was very easy to follow.

FACS 336 Preschool and Pre-K Curriculum Project

Standard/Supportive Skill	Does Not Meet Expectations (0 points)	Meets Expectations (1 point)	Meets and Exceeds Expectations (2 points)
3. Child Development			
1c. using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children	Classroom setup/arrangement section of the project introduction did not include toys/materials that are age appropriate, included materials that do not create healthy, respectful, supportive or challenging learning environments and/or rationale for the toys/materials was not provided.	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 rationale supported 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 rationale supported developmentally appropriate methods. Rationale for selection were supported with research.
4. Family and Community Relationships			
2c. involving families and communities in young children's development and learning	The family involvement plan was incomplete and/or did not include multiple methods for involving the family in the curriculum plan. Methods did not meet the requirements set for the family materials.	Family involvement component included ways to involve 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 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 rationale for the materials included.
7. Observing, Documenting and Assessing			

Standard/Supportive Skill	Does Not Meet Expectations (0 points)	Meets Expectations (1 point)	Meets and Exceeds Expectations (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	Student did not use information gleaned during their observations in the development of their goals and objectives or in the development of their curriculum activities.	Student did use information gleaned during their observations in the development of their goals and objectives or in the development of five of their curriculum activities and provided specific information from the observations to support these five activities.	Student did use information gleaned during their observations in the development of their goals and objectives and in the development and selection of seven or more curriculum activities and provided specific information from the observations to support these activities.
8. Using Developmentally Effective Approaches			
4a. understanding positive relationships and supportive interactions as the foundation of their work with young children	Student did not discuss the importance of positive, interactive relationships in their teaching philosophy statement.	Students teaching philosophy statement refers to relationships with the children as being important elements in teaching.	Students teaching philosophy statement refers to relationships with the children as being important elements in teaching AND students incorporate material about 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 preschool and pre-K 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 preschool and pre-K children by including and supporting different teaching methods and plans used in the proposed classroom. The philosophy for technology is appropriate for an preschool and pre-K	Project introduction demonstrates an understanding of effective teaching strategies and tools for teaching preschool and pre-K children by including and supporting different teaching methods and plans used in the proposed classroom. The philosophy for technology is appropriate for an preschool and pre-K

Standard/Supportive Skill	Does Not Meet Expectations (0 points)	Meets Expectations (1 point)	Meets and Exceeds Expectations (2 points)
		classroom and incorporates current guidelines and research.	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 accommodations and adaptations were made.	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 adaptations were made AND rational was provided for these.
4d. reflecting on their own practice to promote positive outcomes for each child	Reflection on goals objectives, and activities was not provided or did not reflect a depth or breadth of understanding. Reflections were not supported by references and did not provide insight about the teaching models used in the development of the materials.	Reflection on goals objectives, and activities reflected a depth and breadth of understanding. Reflections were supported by references and did provided insight about the teaching models used in the development of the materials.	Reflection on goals objectives, and activities reflected a depth and breadth of understanding. Reflections were supported by references and did provided insight about the teaching models used in the development of the materials. Suggestions for future applications and/or adaptations were provided.

Standard/Supportive Skill	Does Not Meet Expectations (0 points)	Meets Expectations (1 point)	Meets and Exceeds Expectations (2 points)
9. 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	Preschool and pre-K activities did not incorporate at least 4 of the areas listed with this standard for each age group.	Preschool and pre-K activities incorporated at least 4 of the areas listed for each age group and indoor/outdoor areas.	Preschool and pre-K activities incorporated MORE than 4 of the areas listed with this standard for each age group and indoor/outdoor areas.
5c. using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child	Logic for goals, objectives, and activities are not based on NAEYC Developmentally Appropriate Practices and are not substantiated by professional sources.	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 Developmentally Appropriate Practices, and were evaluated by the student in their reflective summary. Comments in the reflective summary incorporated readings from the semester.	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.
10. Professional			
6d. integrating knowledgeable, reflective and critical perspectives on early education	Critique of curriculum was not included or did not include the six elements required in the assignment or answers were not explained or referenced.	Critique of curriculum was completed and answers to questions were explained and referenced demonstrating a depth of understanding.	Critique of curriculum was completed and answers to questions were explained and referenced demonstrating a depth of understanding AND

Standard/Supportive Skill	Does Not Meet Expectations (0 points)	Meets Expectations (1 point)	Meets and Exceeds Expectations (2 points)
			supported by material from observations.
11. Observation			
7a. opportunities to observe and practice in at least two of the three early childhood age groups (b-3, 3-5, 5-8)	Less than four hours of observations were conducted or included.	At least four hours of observations in preschool and pre-K classrooms were conducted.	At least four hours of observations in preschool and pre-K classrooms were conducted and appropriate incorporated into the project.

FACS 493

Family Life Education

	Points Possible (5; 10)	Does not meet expectations (1-2; 1-5)	Meets expectations (3-4; 6-8)	Exceeds Expectations (5; 9-10)
Organization and Content				
• Topic adequately covered	10			
• Appropriate for audience	10			
Presentation/Presenters				
• Speak clearly	5			
• Used creativity in presentation	5			
• Engaging/kept my attention	5			
• All students in group involved	5			
• Time well used (15-20 minutes)	5			
• Professionally dressed	5			
Total	50			
Comments/Suggestions				

Community Project – Report Guidelines
FACS 495

	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			