

**Assurance of Student Learning Report
2022-2023**

<i>College of Health and Human Services</i>	<i>Applied Human Sciences</i>
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Major in Child and Family Services (5011, formerly 563)

Qingfang Song

Is this an online program? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here <input checked="" type="checkbox"/> Yes, they match! (If they don't match, explain on this page under Assessment Cycle)
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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
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Instrument 2	Direct: FACS 335 Curriculum Project
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Instrument 3	Direct: FACS 336 Curriculum Project
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Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
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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
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Instrument 2	Direct: FACS 335 Curriculum Project
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Instrument 3	Direct: FACS 336 Curriculum Project
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Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met
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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
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Instrument 2	Direct: FACS 336 Curriculum Project
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Instrument 3	
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Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met
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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.
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Instrument 2	
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Instrument 3			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.		Met	Not 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	Not Met
Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)			
<p>Faculty have used the revised key assessment instructions in FACS 299, FACS 335, and FACS 366 during the 2022-2023 school year. Student learning in FACS 191, 493, and 495 were assessed as planned. For all of the measurement instruments, all but 2 met the success targets. Based on the overall assessments, all SLOs were determined to have been met.</p> <p>Although SLOs were determined to be met, a program revision, effective for 2022-23 occurred. Now a refocused, merged Child & Family Services concentration is expected to serve students better than the previous split concentrations of child studies and family studies. The college of education has changed the Professional Education Courses. Therefore, courses are being changed in the FCS Ed program of study to reflect recent requirement changes for degrees leading to teacher certification.</p> <p>The measurement instrument for FACS 191, 299, 335 will be administered during the fall 2023 semester, and FACS 191 and FACS 493 during the spring 2024 semester. The measurement instrument for FACS 495 will be evaluated during both fall 2023 and summer 2024 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 2023, spring 2024, and summer 2024, and all collected data will be compiled and analyzed. FACS 336 will not be used for assessment for the year 2023-2024. FACS 297 will be taught during the fall 2023 semester and its community project will be used as measurement for outcome 2. The program was revised and additional outcomes that are now in Courseleaf will be assessed in future assessment cycles, as students graduate out of the former program plan. The curriculum map will also be reviewed and updated, as needed.</p>			

Program Student Learning Outcome 1

Program 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	95%
Methods	Data was collected from all 19 FACS majors in FACS 191 (15 in fall 2022 and 4 in spring 2023 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 13 FACS majors in FACS 335 fall 2022 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	90%
Methods	Data was collected and calculated based on all 10 FACS majors in FACS 336 spring 2023 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.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> 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 all those measurements showed that majority students achieved the learning goals.			
Conclusions: The key assessment for FACS 335 and FACS 336 were revised in the year 2022-2023. So the revised key assessments worked to improve students’ learning and performances.			
Plans for Next Assessment Cycle: The measurement instruments for FACS 191 and FACS 335 will be evaluated upon the completion of the fall 2023 semester, and FACS 191 upon the completion of the spring 2024 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. FACS 366 will not be used for measurement.			

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 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	75%

Methods	Data was collected from all 6 FACS majors in FACS 299 in spring 2023 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 13 FACS majors in FACS 335 fall 2022 online session. This data was collected after assignments were 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 10 FACS majors in FACS 336 spring 2023 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.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)			
Results: The results are expected because students are shown to meet the program success target through different measures.			
Conclusions: The key assessment for FACS 335 and FACS 336 were revised in the year 2022-2023. So the revised key assessments worked to improve students’ learning and performances. The key assessment for FACS 299 was also revised in the year 2021-2022. However, the success rate for FACS 299 measurement went down. A further revised assessment that can assess the learning outcome more comprehensively is recommended.			
Plans for Next Assessment Cycle: FACS 335 and FACS 297 will be taught in fall 2023, and FACS 335 in spring 2024.			
The measurement instrument for FACS 335, and FACS 297 will be administered upon the completion of the fall 2023 semester. The measurement instrument for FACS 299 will be evaluated and administered at the end of the spring 2024 semester. FACS 336 will not be used for assessment any more.			

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 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	99%
Methods	Data was collected from all 13 FACS majors in FACS 335 fall 2022 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” or higher	Percent of Program Achieving Target	77%
Methods	Data was collected and calculated based on all 10 FACS majors in FACS 336 spring 2023 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.	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)		
Results: The results are expected because the measurement of FACS 335 showed success in achieving student learning target. However, it was not expected to see the measurement of FACS 336 did not meet the target.		
Conclusions: The key assessment for FACS 335 and FACS 336 were revised in the year 2021-2022. So the revised key assessment for FACS 335 worked to improve students' learning and performances. The measurement for FACS 336 may not be the ideal one to assess this learning outcome.		
Plans for Next Assessment Cycle: FACS 335 will be taught in fall 2023. The measurement instrument for FACS 335 will be evaluated upon the completion of the fall 2023 semester. FACS 336 will not be used for assessment any more.		

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% taking the Praxis at each level, passed that respective exam	
Methods	Students reviewed FCS content covered on Praxis II exam in FACS 381 and participated in mock exams in FACS 481. Praxis II exam for FCS Content was administered to all 3 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 type="checkbox"/> Met	<input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)		
Results: The result is expected because students are shown to meet the program success target.		
Conclusions: The work in FACS 381 and FACS 481 has well prepared the students to pass Praxis II exam.		
Plans for Next Assessment Cycle: The measurement instrument will be administered at the end of the fall 2023, spring 2024, and summer 2024 to graduating FACS ED majors. All collected data will be compiled and analyzed.		

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 target 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, negating, 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	92%
Methods	Data was collected from all 13 FACS majors in Spring 2023.		
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	86%

Methods	Data was collected from all 7 FACS majors in FACS 495 during Fall 2022. Dr. West used the included rubric to evaluate students learning and application of knowledge. In fall 2022, 6 out of 7 FACS students in FACS 495 achieved “meets expectations” or higher.		
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.			<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<p><u>Results:</u> The results were expected because the measurements for FACS 493 and FACS 495 showed success in achieving student learning target.</p> <p><u>Conclusions:</u> Frequent student interactions and the adoption of new textbook worked. Students in FACS 493 were provided with clear instruction and feedback on how design a family life education program. In FACS 495, Dr. West implemented additional direct emails to students during the summer term. The intention was to increase awareness of the assignment and give students a relatively simple way to respond and contact the instructor about the project. In FACS 495, to further evaluate the impact of a relatively new textbook on the effectiveness of the project used in Measurement Instrument 2, students were asked with open-ended questions about the textbook. Their responses indicated favorable view about the new textbook.</p> <p><u>Plans for Next Assessment Cycle:</u> FACS 493 will be taught in spring 2024 and measurement instrument will be administered at the end of the spring 2024 semester. FACS 495 will be taught in fall 2023 and summer 2024 and the measurement instrument will be administered upon the completion of those semesters.</p>			

***** Please include Curriculum Map (below/next page) as part of this document**

FACS 191 Child Development Observation Assignment (Updated Fall 2020)

FACS 191 Assignment Rubric (Fall 2020)			
Standard/Supportive Skill			
1. Promoting Child Development and Learning.	Novice (> 50 points)	Intermediate (50-64 points)	Advanced (64.5-72 points)
<p>1a: Knowing and understanding young children’s characteristics and needs, from birth through age 6.</p> <p>Points based on answers to Infant/Toddler and Preschool questions marked 1a.</p>	<p>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.</p>	<p>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.</p> <p>In addition, the responses are complete in their scope, including some illustrative and applicable examples from the child observations.</p>	<p>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.</p> <p>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.</p>
	Novice (> 25 points)	Intermediate (25-32 points)	Advanced (32.5-36 points)
<p>1b. Knowing and understanding the multiple influences on development and learning.</p> <p>Points based on answers to Infant/Toddler and Preschool questions marked 1b.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

2. Building Family and Community Relationships	Novice (>3 points)	Intermediate (3 points)	Advanced (4 points)
<p>2a. Knowing about and understanding diverse family and community characteristics.</p> <p>Points based on answer to Infant/Toddler language question 4.</p>	<p>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.</p>	<p>Response to the question addressed individual and cultural differences in language development for infants and toddlers and how families may vary based on culture.</p> <p>In addition, the response is complete in its scope, including some illustrative and applicable examples from the child observations.</p>	<p>Response to the question addressed individual and cultural differences in language development for infants and toddlers and how families may vary based on culture.</p> <p>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.</p>
	Novice (> 3 points)	Intermediate (3 points)	Advanced (4 points)
<p>4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.</p> <p>Points based on answer to Infant/Toddler cognitive question 4.</p>	<p>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.</p>	<p>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.</p>	<p>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 citing reliable sources for the rational and evidence.</p>

FACS 299 Administration of Early Childhood Programs (Updated 2020)

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			
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 and other early childhood professional guidelines	Did not identify 3 KY regulations and/or summarize the regulations and describe how they would be made	Identified 3 KY regulations for centers. Summarized the regulations. Described how	Identified 3 KY regulations for centers. Summarized the regulations. Described how they would be made stricter

	stricter and why that is important.	they would be made stricter and why that is important.	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.	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.

FACS 335 Infant and Toddler Curriculum Project (Updated 2020)

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			

<p>3a. understanding the goals, benefits, and uses of assessment- including its use in development of appropriate goals, curriculum, and teaching strategies for young children</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.</p>	<p>Activities are not based upon the interests of the children observed and/or observations are not discussed in the activity reflections.</p>	<p>Activities are developed to meet the interests and needs of the children observed. Observations are mentioned in the reflection on each activity.</p>	<p>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.</p>
<p>3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.</p>	<p>The use of assistive technology is not provided for any accommodations of activities or an explanation and rational for the use is not provided.</p>	<p>The use of assistive technology is provided for at least one accommodation of an activity and a rational for the use is provided.</p>	<p>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.</p>
<p>4. Using Developmentally Effective Approaches</p>			
<p>4a. understanding positive relationships and supportive interactions as the foundation of their work with young children</p>	<p>The importance of positive, interactive relationships are not discussed in the teaching philosophy statement.</p>	<p>The teaching philosophy statement refers to relationships with the children as being important elements in teaching.</p>	<p>The 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.</p>

<p>4b. knowing and understanding effective strategies and tools for early education, including appropriate uses of technology</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>4b. knowing and understanding effective strategies and tools for early education, including appropriate uses of technology</p>	<p>Project includes inappropriate use(s) of technology or no plan for technology for the classroom.</p>	<p>The philosophy for technology is appropriate for an infant and toddler classroom and incorporates current guidelines and research.</p>	<p>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.</p>
<p>4c. using a broad repertoire of developmentally appropriate teaching/learning approaches</p>	<p>Activities did not vary in type of learning approach or were developmentally inappropriate. Accommodations and adaptations were not made.</p>	<p>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.</p>	<p>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.</p>

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 standards, and other resources to design, implement, and evaluate developmentally	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	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

meaningful and challenging curriculum for each child		NAEYC Developmentally Appropriate Practices, and are evaluated by the student in their reflective summary. Comments in the reflective summary incorporate readings from the semester.	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 336 Preschool and Pre-K Curriculum Project (Updated 2020)

Standard/Supportive Skill	Does Not Meet Expectations (0 points)	Meets Expectations (1 point)	Meets and Exceeds Expectations (2 points)
1. 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 rational 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 rational 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 rational supported developmentally appropriate methods. Rational for selection were supported with research.
2. 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			

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.
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			

Standard/Supportive Skill	Does Not Meet Expectations (0 points)	Meets Expectations (1 point)	Meets and Exceeds Expectations (2 points)
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 classroom and incorporates current guidelines and research.	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 classroom and incorporates current guidelines and research. 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

Standard/Supportive Skill	Does Not Meet Expectations (0 points)	Meets Expectations (1 point)	Meets and Exceeds Expectations (2 points)
			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 rationale 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 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 provide insight about the teaching models used in the development of the materials. Suggestions for future applications and/or adaptations were provided.
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	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.
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 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.
6. Professional			

Standard/Supportive Skill	Does Not Meet Expectations (0 points)	Meets Expectations (1 point)	Meets and Exceeds Expectations (2 points)
6c. engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.	Integrating technology was not included, included, or did not include a rationale for why technology would be used in the classroom in this way.	Technology philosophy proposed developmentally appropriate methods for using technology that are based on the textbook and additional class readings.	Technology philosophy proposed developmentally appropriate methods for using technology that are based on the textbook and additional class readings PLUS integrated additional, reliable, current sources.
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 supported by material from observations.
7. 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

**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

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			

