

Weber State University  
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Child and Family Studies

Academic Year of Report: 2015-2016

Date Submitted:

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**A. Brief Introductory Statement:**

Information presented in this section is current; last reviewed October 31, 2016.

## **B. Mission Statement**

Information presented in this section is current; last reviewed October 31, 2016.

## **C. Student Learning Outcomes**

Information presented in these sections are current (for both Family Studies and Early Childhood/Early Childhood Education); last reviewed October 31, 2016.

## D. Curriculum

Core Courses in Department/Program
CHF 1400 Marriage as an Interpersonal Process
CHF SS1500 Human Development
CHF 2100 Family Resource Management
CHF 2400 Family Relations
CHF 2500 Development of the Child: Birth--8
CHF 2570 Middle Childhood Development
CHF 2600 Introduction to Early Childhood Education
CHF 2610 Guidance Based on Developmental Theory
CHF 2620 Planning Creative Experiences for Young Children
CHF 2860 Practicum
CHF 2990A Seminar in Child Development
CHF 2990B Seminar in Family Studies
CHF 3150 Consumer Rights & Responsibilities
CHF 3350 DV Diverse Families
CHF 3450 Adult Development
CHF 3500 Children at Risk
CHF 3550 Parenting Education
CHF 3640 Working with Parents
CHF 3650 Family Processes
CHF 3850 Current Research Methods
CHF 4130 Language Development and Emergent Literacy in Early Childhood
CHF 4202 Coaching EC/ECE Professionals
CHF 4300 Latino Child and Family Development
CHF 4400 The Family in Stress
CHF 4450 Child/Families in Medical Setting
CHF 4500 Comparative of Child and Adolescent Development
CHF 4650 Family Life Education Methods
CHF 4660 Advanced Skills for Family Life Educators
CHF 4710 Advanced Guidance and Planning
CHF 4711 Advanced Guidance & Planning for TED
CHF 4720 Student Teaching in the Children's School

Core Courses in Department/Program
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CHF 4730 Early Childhood/Early Childhood Education Program Development
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CHF 4800 Individual Research
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CHF 4830 Directed Readings
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CHF 4860 CEL Practicum
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CHF 4890 Cooperative Work Experience
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CHF 4990A Seminar in Child Development
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CHF 4990B Senior Seminar in Child Development
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Curriculum Map: Learning Objectives and Measures

See table at end of report.

## **E. Assessment Plan**

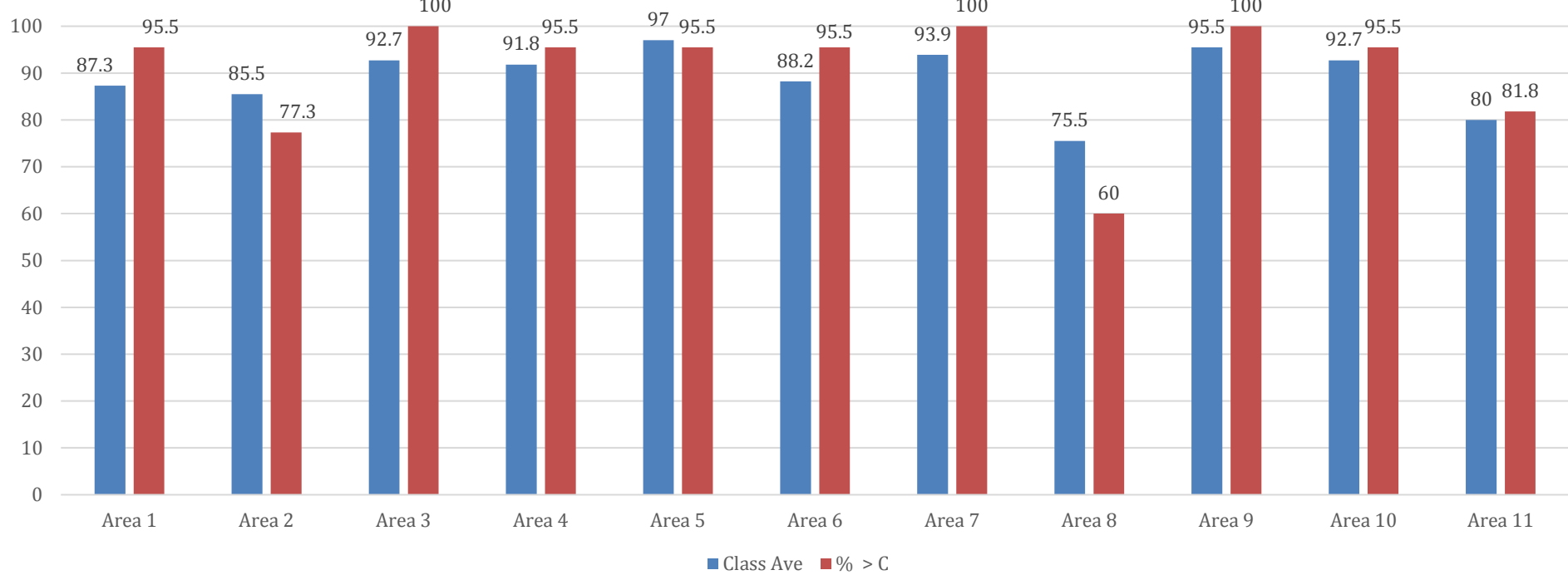
The alignment of curriculum and policies of the Melba S. Lehner Children's School and with the National Association for the Education of Young Children (NAEYC) was completed in June of 2015. The alignment of Family Studies assessment tools to course objectives was completed in May of 2014. Currently, all course objectives are tied to specific measures for each course and outcome data were collected in Summer, Fall, & Spring semesters of 2015-2016. We will continue to assess general education and community engaged learning courses using measures and indicators currently in place. In summary, the plan for assessment for the next three years includes continuing alignment of curriculum with objectives and measures, alignment with policies and practices in the Melba S. Lehner Children's School, alignment with national standards for the National Council on Family Relations (for Family Studies) and the National Council for the Education of Young Children (for Early Childhood and Early Childhood Education), and continued assessment of general education and community engaged learning courses.



## **F. Report of assessment results from 2015-2016: Family Studies**

An exit exam consisting of 56 questions was administered at the end of the senior capstone course (CHF 4990B). The exam measured knowledge in the 11 substance areas of Family Life Education and is similar to the CFLE exam administered by the National Council on Family Relations (NCFR). The following chart indicates average scores for each substance area. The first bar indicates the mean average score for all students taking the exam. The second bar indicates the percentage of students earning a C grade or better in the substance area or the percentage of students meeting minimal standards in the substance area. The minimum standard is a C grade or better for each of these areas. All courses are taught in the department except Human Sexuality (area 4).

## CERTIFIED FAMILY LIFE EDUCATOR CONTENT AREA COMPETENCIES EXIT EXAM MEAN SCORES FOR FAMILY STUDIES FALL 2015 (N=22)



Area 1: Families in Society

Area 2: Internal Dynamics of Families

Area 3: Human Growth and Development

Area 4: Human Sexuality

Area 5: Interpersonal Relationships

Area 6: Family Resource Management

Area 7: Parent Education and Guidance

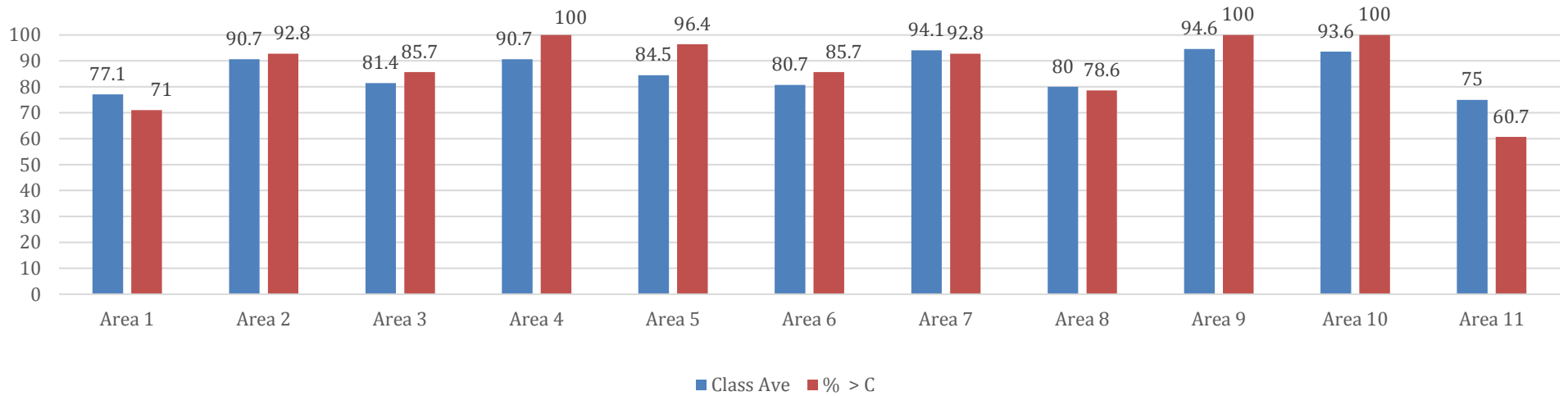
Area 8: Family Law and Public Policy

Area 9: Professional Ethics

Area 10: Family Life Education Methodology

Area 11: Professional Development

## CERTIFIED FAMILY LIFE EDUCATOR CONTENT AREA COMPETENCIES EXIT EXAM MEAN SCORES FOR FAMILY STUDIES SPRING 2016 (N=28)



Area 1: Families in Society

Area 2: Internal Dynamics of Families

Area 3: Human Growth and Development

Area 4: Human Sexuality

Area 5: Interpersonal Relationships

Area 6: Family Resource Management

Area 7: Parent Education and Guidance

Area 8: Family Law and Public Policy

Area 9: Professional Ethics

Area 10: Family Life Education Methodology

Area 11: Professional Development

**Courses of Action:** Based upon the results of the exit exams, most students are developing competencies in the 11 substance areas. There are two areas of concern that need attention and improvement. Students performed relatively lower in the areas of Human Growth and Development (Area 3) and also Family Law and Public Policy (Area 8). There was improvement in the Area 8 from Fall to Spring Semester. However, there was a decline in Area 1. Faculty will address this as an area of emphasis and attention in learning activities.

## F. Report of assessment results from 2015-2016:

### EARLY CHILDHOOD AND EARLY CHILDHOOD EDUCATION (EC/ECE) PROGRAM ASSESSEMENT REPORT 2015-2016

Department of Child and Family Studies  
Weber State University  
Prepared by Wei Qiu, Ph.D.  
October 17, 2016

During the 2015-2016 Academic Year, the Early Childhood (EC) A.A.S. and B.S. programs and Early Childhood Education (ECE) B.S. program in the Department of Child and Family Studies used the Standards for Early Childhood Professional Preparation by the National Association for the Education of Young Children (NAEYC) (2010) to assess students' learning outcomes and program effectiveness.

1. Promoting child development and knowledge;
2. Building family and community relationships;
3. Observing, documenting, and assessing to support young children and families;
4. Using developmentally effective approaches;
5. Using content knowledge to build meaningful curriculum;
6. Becoming a professional.

Three formal measures were implemented to assess learning outcomes of EC/ECE students in 2015-2016 Academic Year: the *Early Childhood Capstone Exam*, the *Pre-Kindergarten Student Teacher Evaluation*, and the *Professional Portfolio*. These three measures were designed to help document the progress of EC and ECE majors, and to evaluate the effectiveness of the program with regard to the six NAEYC Professional Preparation Standards.

Table 1: Assessments of Program Outcomes and Thresholds/Rates of Acceptable Performance

<b>Outcomes (NAEYC Professional Preparation Standards)</b>	<b>Assessments</b>	<b>Thresholds</b>	<b>Passing Rates</b>
1. Promoting Child Development and Learning	Capstone Exam: Q1 & Q3	B-	93.5%
	Student Teacher Evaluation	B-	100%
2. Building Family and Community Relationships	Capstone Exam: Q2 & Q7	B-	93.5%
	Student Teacher Evaluation	B-	100%
3. Observing, Documenting, and Assessing to Support Young Children and Families	Capstone Exam: Q3	B-	93.5%
	Student Teacher Evaluation	B-	100%
4. Using Developmentally Effective Approaches	Capstone Exam: Q1	B-	93.5%
	Student Teacher Evaluation	B-	100%
	Capstone Exam: Q4	B-	93.5%

5. Using Content Knowledge to Build Meaningful Curriculum	Student Teacher Evaluation	B-	100%
6. Becoming A Professional	Capstone Exam: Q5 & Q6	B-	93.5%
	Student Teacher Evaluation	B-	100%
	Professional Portfolio	Pass/Fail	100%

### Early Childhood Capstone Exam

The Early Childhood Capstone Exam for EC/ECE majors in the Baccalaureate programs consists of 7 essay questions that assess the students' ability to describe, in written form, their understanding of pertinent early childhood principles and practices that translate into the NAEYC Standards. These questions include:

- 1) Articulating goals, theories, and strategies of guidance;
- 2) Applying core considerations of developmentally appropriate curriculum that includes an anti-bias strand relative to elements of diversity;
- 3) Using components of various developmental and learning theories for planning and evaluating instruction;
- 4) Stating a teaching philosophy of play-based curriculum
- 5) Resolving ethical dilemmas based on the NAEYC Code of Ethical Conduct;
- 6) Comparing laws that pertain to special education;
- 7) Describing an effective family involvement program in the school using the Epstein model.

The Early Childhood Capstone Exam is a close-book exam taken by students enrolled in CHF 2990A or CHF 4990A Seminar in Child Development, a required course for the A.A.S. and B.S. Programs in Early Childhood and the Early Childhood Education B.S. Program. Students need to receive a minimum grade of B- (80 out 100 points) in order to pass this exam. To increase inter-rater reliability of the Capstone Exam, two full-time instructors in the Early Childhood/Early Childhood Education programs would grade each student's answers. The average of their ratings will be the student's final exam score. A third rater may be needed if there is a big discrepancy between the first two scores.

In Fall 2015, a total of 16 students majoring in EC or ECE took the Capstone Exam and all received a minimum passing grade of B- (80%). As shown in Table 2, the average Capstone Exam score in Fall 2015 was 90.1%, which was about A-. In Spring 2016, a total of 15 students took the Capstone Exam and two students failed to receive a minimum passing grade. The average score in Spring 2016 was 86.1. Overall students did better in the Capstone Exam in Fall 2015 than in Spring 2016. The passing rate of the Capstone Exam in 2015-2016 Academic Year was 93.5%.

Table 2: Results of the Early Childhood Capstone Exam in 2015-2016 Academic Year

Questions	Mean Scores of the Capstone Exam (%)		
	Fall 2015 (N=16)	Spring 2016 (N=15)	Total (N=31)
Q1. Guidance	89.6	80.7	85.4
Q2. DAP Curriculum	95.2	85	90.4
Q3. Planning and Evaluation	90.3	89.7	90
Q4. Play	87.1	84.1	85.7
Q5. Ethics	89.6	85.7	87.8
Q6. Special Education Laws	94.7	89.3	92.1
Q7. Family Involvement	95.5	89.3	92.5
<b>Overall</b>	<b>90.1</b>	<b>86.1</b>	<b>88.3</b>

### Pre-Kindergarten Student Teacher Evaluation

The *Pre-Kindergarten Student Teacher Evaluation* went through a major revision in summer 2015, with the goal to measure students' performance in working towards the NAEYC Standards for Early Childhood Professional Preparation (2010). The current measure is divided into 7 NAEYC standards, each of which includes key elements (see Table 3). The only exception is Standard 7 that includes assignments required by the Melba S. Lehner Children's School where student teaching takes place.

For each key element in the NAEYC Professional Preparation Standards, the student is rated on a Likert type scale ranging from 1 (low) to 7 (high). To pass assessment on each key element, the student teacher must receive a minimum score of 5, approximately equivalent to a B- grade. The mentor teacher in the Melba S. Lehner Children's School administers this assessment at the end of student teaching based on student teacher's performance in the classroom.

Table 3: Results of Student Teacher Evaluation in 2015-2016 Academic Year

NAEYC Early Childhood Professional Preparation Standards/Key Elements	Mean Ratings of Student Teacher Evaluation		
	Fall 2015 (N=15)	Spring 2016 (N=12)	Total (N=27)
<b>Standard 1. Promoting Child Development and Learning</b>	6.1	5.9	6.0
1a: Knowing and understanding young children's characteristics and needs, from birth through age 8	5.9	5.9	5.9
1b: Knowing and understanding the multiple influences on early development and learning	6.1	5.9	6
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children	6.4	6	6.2
<b>Standard 2. Building Family and Community Relationships</b>	5.9	5.8	5.8
2a: Knowing about and understanding diverse family and community characteristics	5.7	5.8	5.8
2b: Supporting and engaging families and communities through respectful, reciprocal relationships	6.1	5.6	5.9
2c: Involving families and communities in young children's development and learning	5.8	5.7	5.8

<b>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families</b>	5.8	5.7	5.8
3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children	5.9	5.8	5.9
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	5.9	5.8	5.9
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities	5.7	5.6	5.7
3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments	5.7	5.5	5.7
<b>Standard 4. Using Developmentally Effective Approaches</b>	6.0	6.0	6.0
4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children	6.4	6.1	6.3
4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology	5.8	5.9	5.9
4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches	6.1	5.8	6.0
4d: Reflecting on own practice to promote positive outcomes for each child	5.9	6.1	6.0
<b>Standard 5. Using Content Knowledge to Build Meaningful Curriculum</b>	6.0	5.8	5.9
5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies	6.1	5.8	6.0
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	5.6	5.7	5.6
5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child	6.2	5.8	6.0
<b>Standard 6. Becoming A Professional</b>	6.0	6.1	6.0
6a: Identifying and involving oneself with the early childhood field	6.4	6.2	6.3
6b: Knowing about and upholding ethical standards and other early childhood professional guidelines	6.3	6.3	6.3
6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource	6	6	6
6d: Integrating knowledgeable, reflective, and critical perspectives on early education	5.7	5.9	5.8
6e: Engaging in informed advocacy for young children and the early childhood profession	5.7	5.9	5.8
<b>Overall</b>	<b>6.0</b>	<b>5.9</b>	<b>5.9</b>

In 2015-2016 Academic Year, a total of 27 students (15 in Fall 2015, and 12 in Spring 2016) majoring in Early Childhood or Early Childhood Education completed student teaching in the Melba S. Lehner Children’s School and were evaluated by their supervising teachers. As shown in Table 3, 100% student teachers passed the minimum criteria of scoring 5 or above in all NAEYC Early Childhood Professional Preparation standards and key elements. The average ratings across the six standards were fairly close and ranged from 5.6 to 6.4, approximately from B- to A- grades. Ratings of Standard 2 (Building Family and Community Relationships) and Standard 3 (Observing, Documenting, and Assessing to Support Young Children and Families) were slightly lower than other four standards. During pre-kindergarten teaching, students majoring in EC or ECE appeared to consistently meet expectations of NAEYC professional preparation standards.

## Professional Portfolio

The Professional Portfolio documents how students majoring in Early Childhood or Early Childhood Education have achieved the required outcomes as defined by the NAEYC Early Childhood Professional Preparation Standards. Students create their professional portfolios online by using a Google template developed by the Child and Family Studies Department. The Professional Portfolio is organized by the six NAEYC Standards for Early Childhood Professional Preparation. For each standard, students choose at least one artifact from EC/ECE courses that demonstrate learning and development towards becoming a teacher who meets the NAEYC standard. Artifacts could be reflections, activity plans, self-designed assessments, self-evaluations, etc. Students also write a reflection to explain how the chosen artifact demonstrates progress towards meeting the standard.

Table 4. Grading Rubric of the Professional Portfolio

	<b>DOES NOT YET MEET EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>EXCEEDS EXPECTATIONS</b>
<b>Artifact</b>	Includes no artifact or artifact reflects some practices and understandings that are developmentally inappropriate or contradictory to current best practices in the field of early childhood.	Artifact reflects ability to identify DAP and current best practices in the field of early childhood.	Artifact reflects ability to identify and implement DAP and current best practices in the field of early childhood.
<b>Reflection</b>	Reflection is missing, vague, or carelessly written with little application to the standard; fails to connect with DAP or child development theories	Reflection shows some application to the standard; explanation is somewhat connected with DAP and child development theories.	Reflection shows strong application to the standard; rationale is written thoughtfully with close connections with DAP and child development theories.
<b>Organization</b>	Poorly organized; missing important elements.	Miss some artifacts or reflections; somewhat difficult to navigate.	Includes all artifacts and reflections; easy to navigate; elements of the portfolio reflect a sense of creativity and self-expression.

One rating of “Does not yet meet expectations” results in a “Fail” for the professional portfolio. A total of 31 students majoring in EC or ECE completed an online professional portfolio in the 2015-2016 Academic Year. All received a passing grade by meeting or exceeding expectations in three domains: Artifact, Reflection, and Organization.

### Course of Action to Be Taken

Results from these three assessments indicate that the EC/ECE Programs continued to prepare high-quality early childhood pre-service teachers. Despite the fact that the threshold to pass program assessments was raised from C to B-, students overall showed better performance in the Capstone Exam and Student Teacher Evaluation compared with results from the previous 2014-2015 Academic Year. The majority of students majoring in Early Childhood



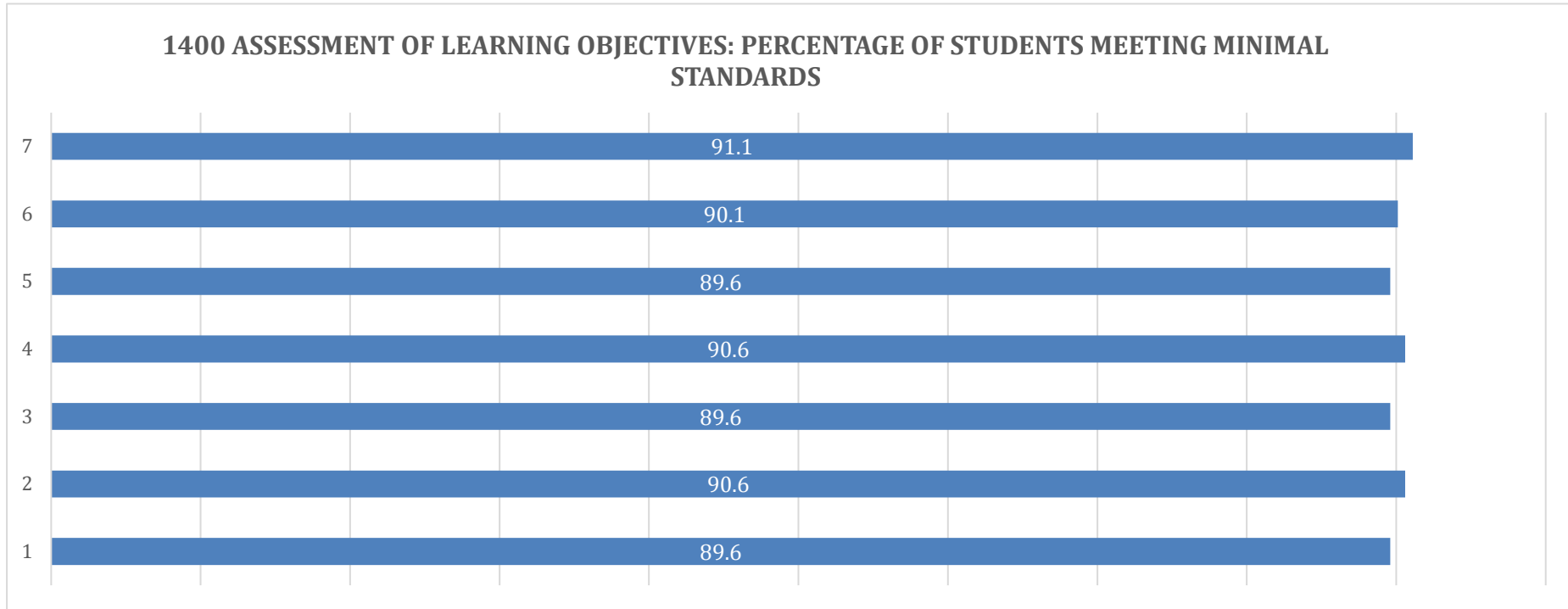
and Early Childhood Education were able to accomplish learning outcomes aligned with the NAEYC Standards for Early Childhood Professional Preparation: 1) promote child development and learning, 2) build family and community relationships, 3) use observation, documentation, and assessment to support young children and families, 4) use developmentally effective approaches, 5) use content knowledge to build meaningful curriculum, and 6) become an early childhood professional.

One area that the EC/ECE Programs will consider improving is the revision of some questions in the Capstone Exam, particularly Question 3 on theoretical interpretations of curriculum pre-assessment, planning, and evaluating instruction, and Question 6 on comparison of laws that pertain to special education. Student performance in these two questions have been difficult to predict, which might be explained by the problematic question setup and inconsistent expectations in rating.

Another area for future program improvement is to incorporate the *Teacher Beliefs and Practices Survey* (TBPS) as an additional program assessment tool. During the 2015-2016 Academic Year, the EC/ECE committee decided to add TBPS to program assessment and collected data from students enrolled in CHF 2600 Introduction to Early Childhood Education (baseline) and CHF 4990A Seminar in Child Development (outcome). In this program assessment report, however, TBPS results are not included. The decision was made because: 1) there are not enough data within an academic year to show shifts of students' beliefs about developmentally appropriate early childhood teaching practice, and 2) there is not a meaningful way yet to align TBPS results with NAEYC Standards for Early Childhood Professional Preparation. This is something that the EC/ECE Committee needs to work on in the future.

Finally, a main goal for the EC/ECE Programs in the 2016-2017 Academic Year is to complete and submit two self-study reports for the NAEYC Early Childhood Higher Education Accreditations, one for the Early Childhood AAS program, and one for the BS programs in Early Childhood and Early Childhood Education. As part of the NAEYC Accreditation, site visit will take place in Fall 2017. It is anticipated that accreditation decisions will be made in Spring 2018.

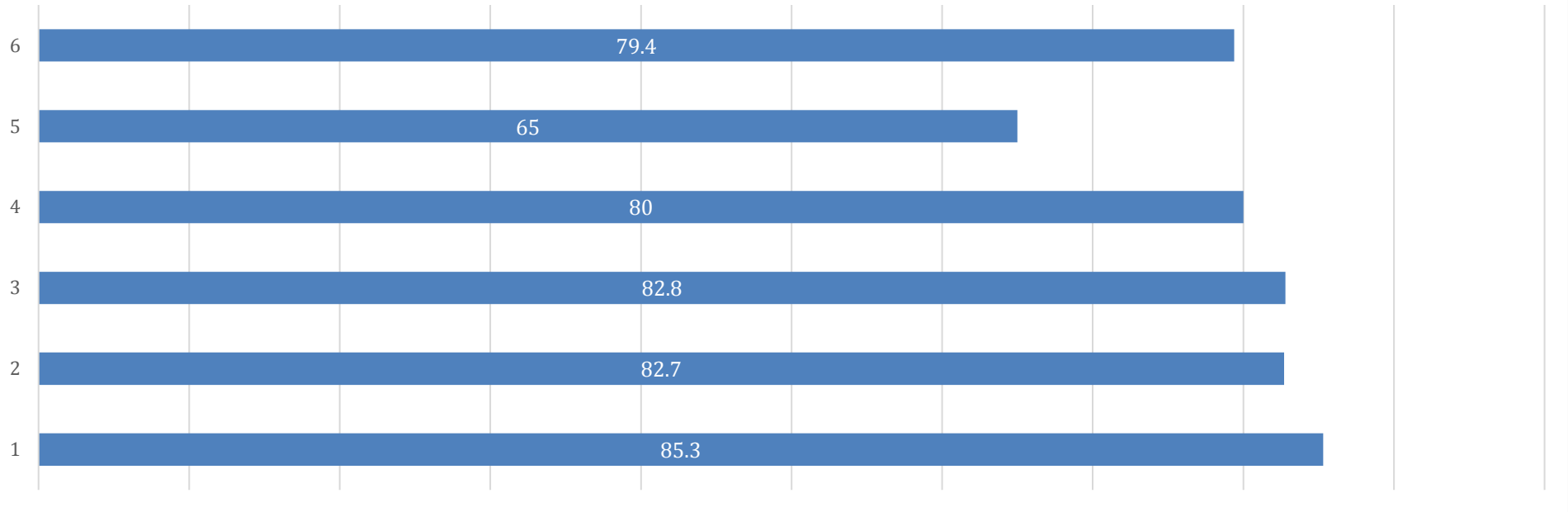
- A. Evidence of Learning: The department has aligned course objectives with specific measures and outcome data of students meeting minimal standards. Data were collected for all courses in the department.



#### CHF 1400 Marriage as an Interpersonal Process

1. Demonstrate an understanding of the development and maintenance of marriage and other interpersonal relationships.
2. Demonstrate an understanding of intimacy, love, romantic relationships, and mate selection in many forms and contexts.
3. Demonstrate an understanding of the skills pertaining to marriage and other close interpersonal relationships including communication skills, such as listening, empathy, self-disclosure, decision-making, problem-solving, and conflict resolution.
4. Demonstrate the capacity to relate to others with concern, respect, sincerity, and responsibility.
5. Demonstrate the ability to analyze marriage and other interpersonal relationships using various theoretical perspectives.
6. Demonstrate the ability to recognize developmental stages of romantic relationships.
7. Demonstrate knowledge of the impacts of personality and communication styles on interpersonal relationships.

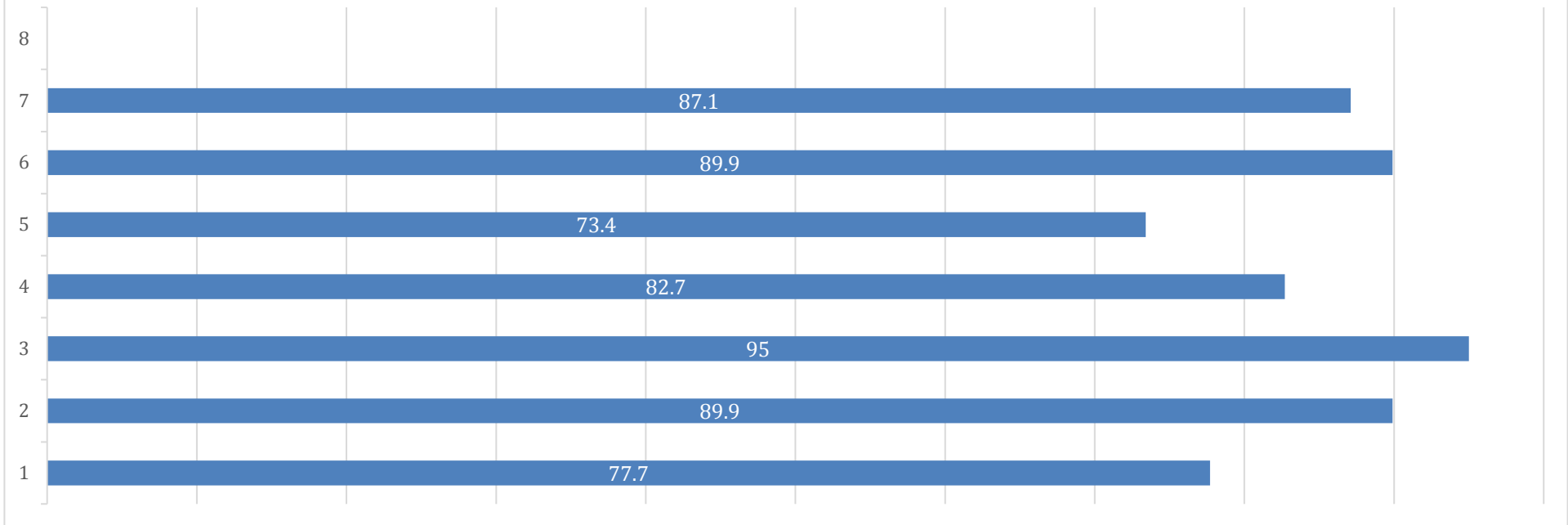
## 1500 ASSESSMENT OF LEARNING OBJECTIVES: PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS



### CHF 1500 Human Development

1. Understand the impact and interrelationships of the biological and psychosocial developmental domains shaping the human experience across the lifespan.
2. Know and apply the basic theories guiding the study of human development including psychoanalytic/psychosocial, cognitive/learning, systems, and humanistic theories.
3. Develop and demonstrate higher-order cognitive processes of synthesis, analysis, and evaluation in regard to understanding developmental processes and applying this understanding to understanding problems and challenges relating to human development.
4. Demonstrate the ability to use human development knowledge to understand the human experience in context across the lifespan to foster optimal development and quality of life in interpersonal and professional relationships.
5. Understand the personal, family, school, community, and cultural influences on human development through analysis and application of research, theories, and concepts.
6. Develop an awareness of, and appreciation for, diversity including individual, family, community, national, and cultural.

## 2100 ASSESSMENT OF LEARNING OBJECTIVES: PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS



### CHF 2100 Family Resource Management

1. Applying financial management tools to personal situations.
2. An understanding of concepts such as goals, resources, planning, decision-making, implementing.
3. The clarifying of personal values.
4. Using a time management tool.
5. Practicing decision making with various models.
6. The formulating of lifetime personal and family goals.
7. An understanding of changing family resource management concerns over the life cycle and of various concern for different family structures.

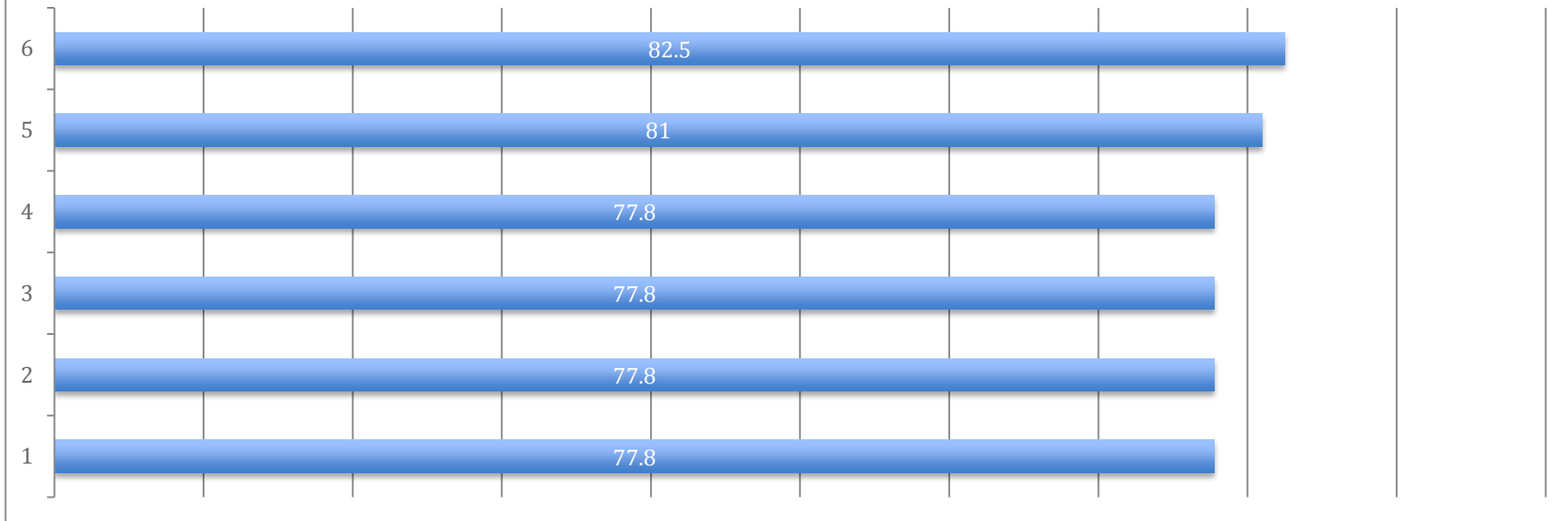
## 2400 ASSESSMENT OF LEARNING OBJECTIVES: PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS



### CHF 2400 Family Relations

1. Observe, describe and assess interactional dynamics within family systems.
2. Demonstrate understanding of various systems theory concepts and related theoretical approaches.
3. Demonstrate a sound understanding of healthy family relationships, dynamics, and processes.
4. Attain the knowledge and skills needed to recognize diverse family contexts, life cycle stages, and family stressors.
5. Develop intervention strategies to help families be more effective and functional.
6. Self differentiate, observe self, and apply skills and behavior changes to personal lives and relationships.

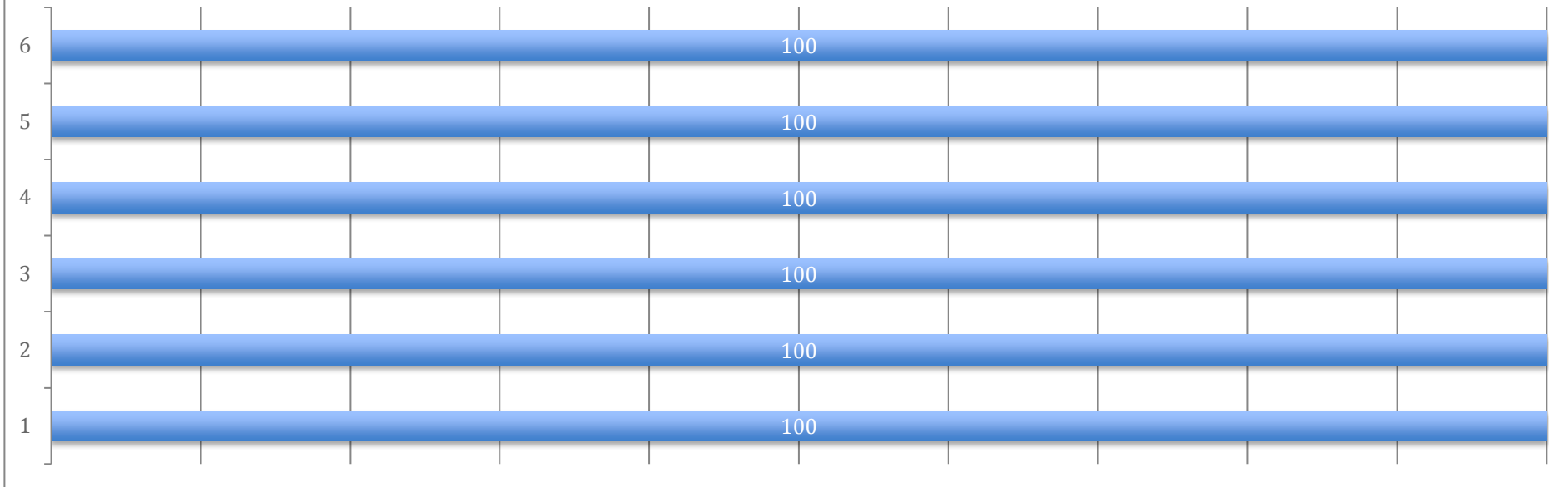
## 2500 ASSESSMENT OF LEARNING OBJECTIVES: PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS



### CHF 2500 Develop of Children Birth-8

1. To better understand how children develop through a study of their characteristics and needs;
2. To learn about the major theoretical traditions that have a stated view on both typical and atypical growth and development of children.
3. To articulate the range of factors that influence children in their developmental lives.
4. To appreciate and respect the range of influences on development exerted by cultural context, family, school and community.
5. To appreciate and respect the range of influences on development exerted by cultural context, family, school and community.
6. To be better equipped to thoughtfully discuss some of the current issues and controversial positions held by various professionals in the field of child development.

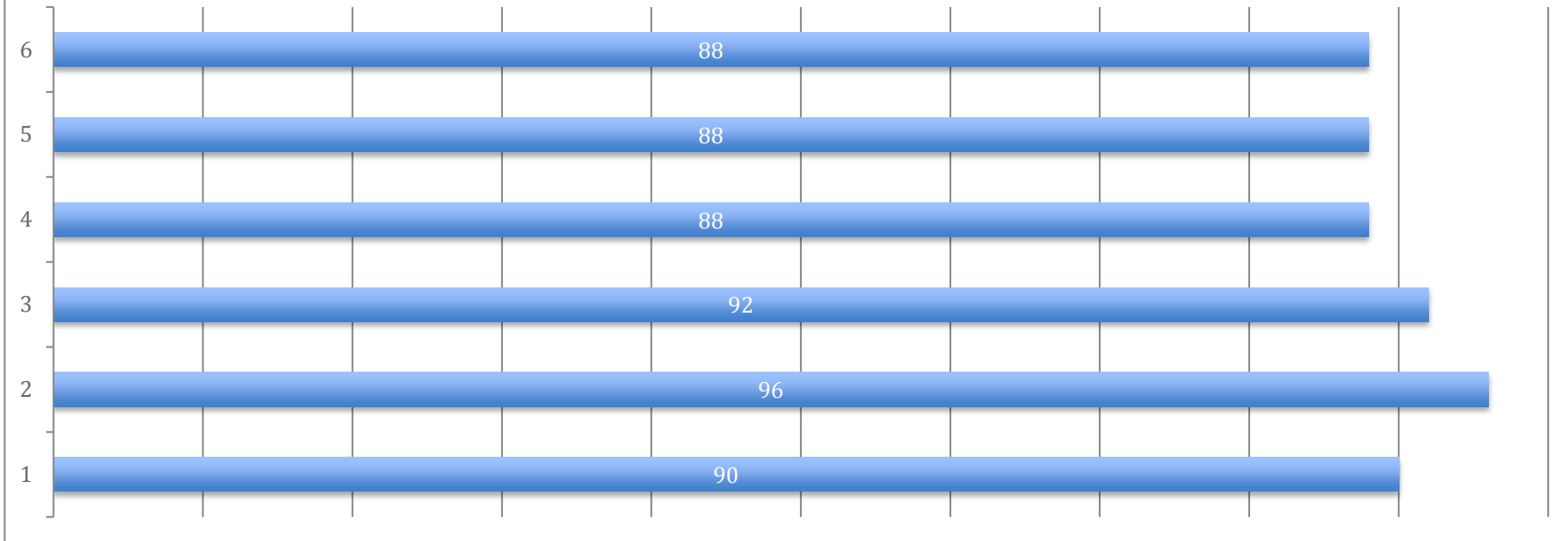
## 2570 ASSESSMENT OF LEARNING OBJECTIVES: PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS



### CHF 2570 Middle Childhood Development

1. Develop an understanding of how biology, psychology, and environment interact to influence children's behavior during middle childhood.
2. Gain an in-depth view of how various theories can be used to enable identification and analysis of children during this period in regards to patterns of growth, methods of learning, and influences on learning.
3. Analyze why certain behaviors occur during the developmental period.
4. Explain events that influence the child's psychology and, in turn, influence the child's self-esteem, self-concept, and sense of control.
5. Acquire a greater insight into the influence of family, school, peers, and media on the school-aged child's development.
6. Predict future behaviors that may occur based on this period of development and, in turn, understand how to shape and change behavior of children during this period.

## 2600 ASSESSMENT OF LEARNING OBJECTIVES: PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS

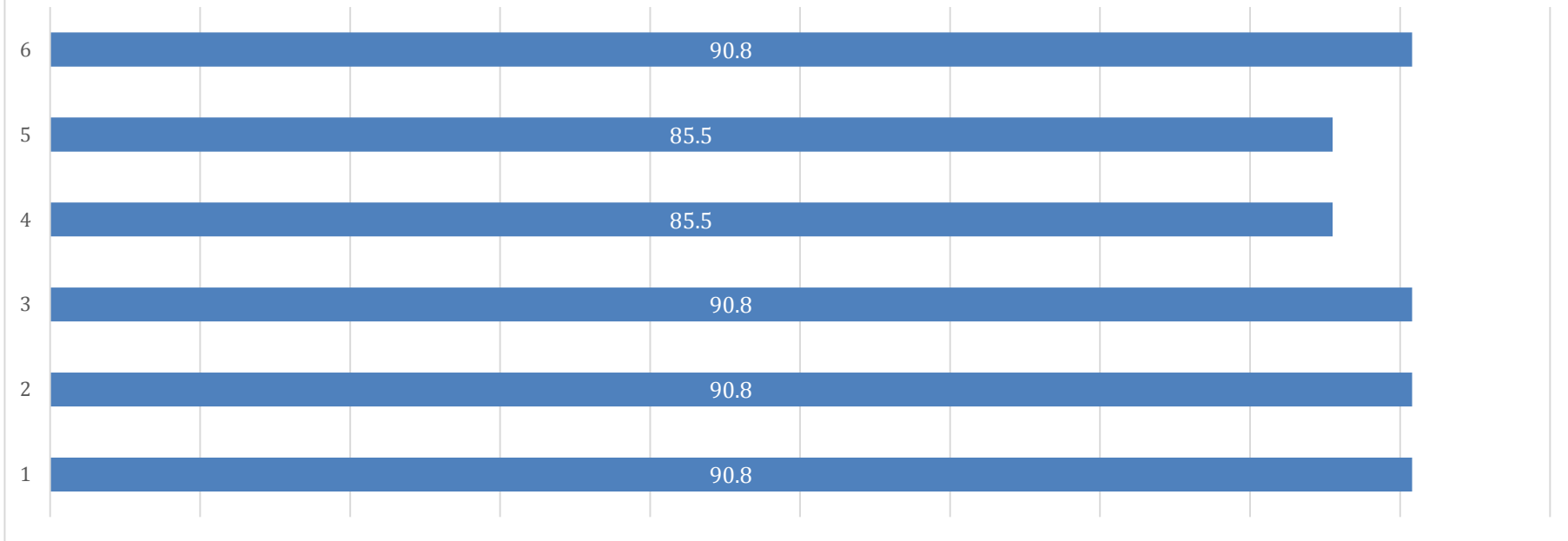


### CHF 2600 Introduction to Early Childhood Education

1. Describe historical foundations, purposes, and types of early care and education programs for young children.
2. Identify structure and process characteristics of high quality early care and education programs that are linked to positive outcomes for young children.
3. Explain contemporary social and political issues influencing quality and access of early care and education programs.
4. Use child development theories to explain how developmental and learning characteristics of young children and diverse sociocultural contexts inform NAEYC Developmentally Appropriate Practice.
5. Apply decision making principles from the NAEYC Code of Ethical Conduct and Developmentally Appropriate Practice to practice designing a high quality early care or education setting for young children.
6. Demonstrate the ability to accurately observe effective teaching practices that promote the development and learning of young children.



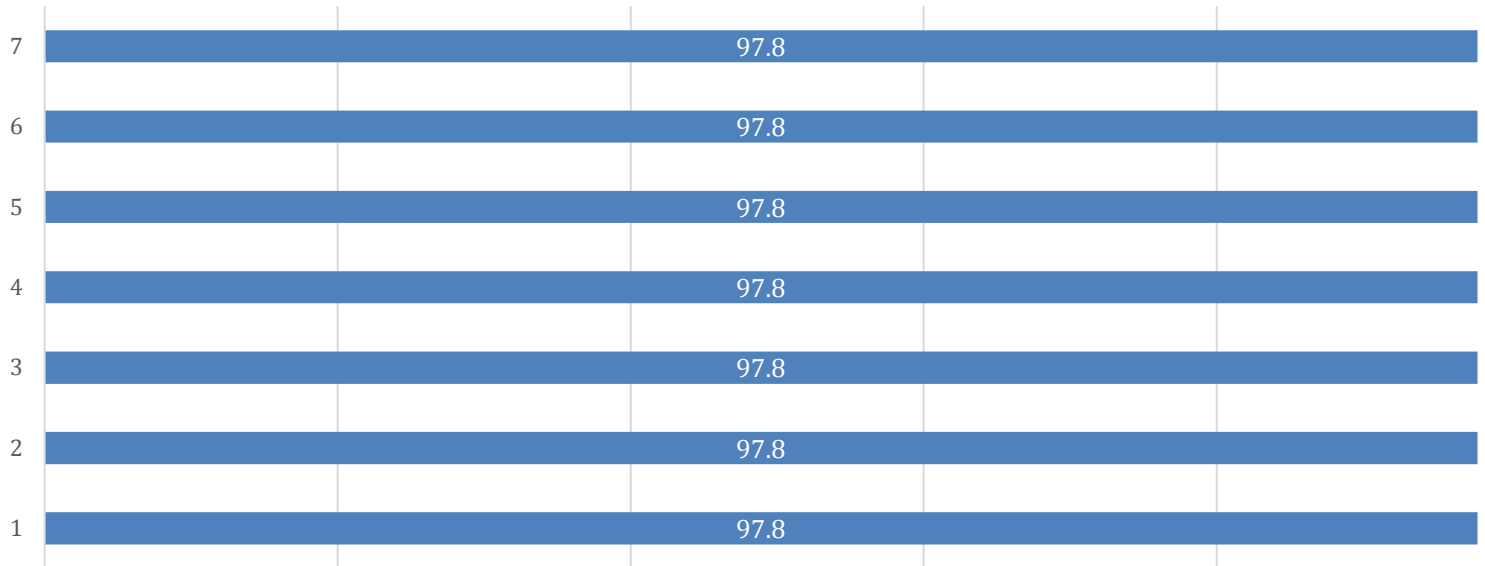
## 2610 ASSESSMENT OF LEARNING OBJECTIVES: PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS



### CHF 2610 Guidance Based on Developmental Theory

1. To apply knowledge of the theoretical and philosophical foundations of child guidance in a developmentally appropriate way.
2. To demonstrate knowledge and skill in establishing a trust relationship with children and adults in early care and education settings.
3. To demonstrate knowledge of professional responsibilities in working with children and adults in early care and education settings.
4. To use developmentally appropriate guidance methods to create a healthy, respectful, supportive, and challenging learning environment for young children.
5. To use developmentally appropriate guidance methods in groups and with individuals to promote children's healthy development.
6. To understand the influence of the sociocultural context including family, schools, community, and society on children's behavior.

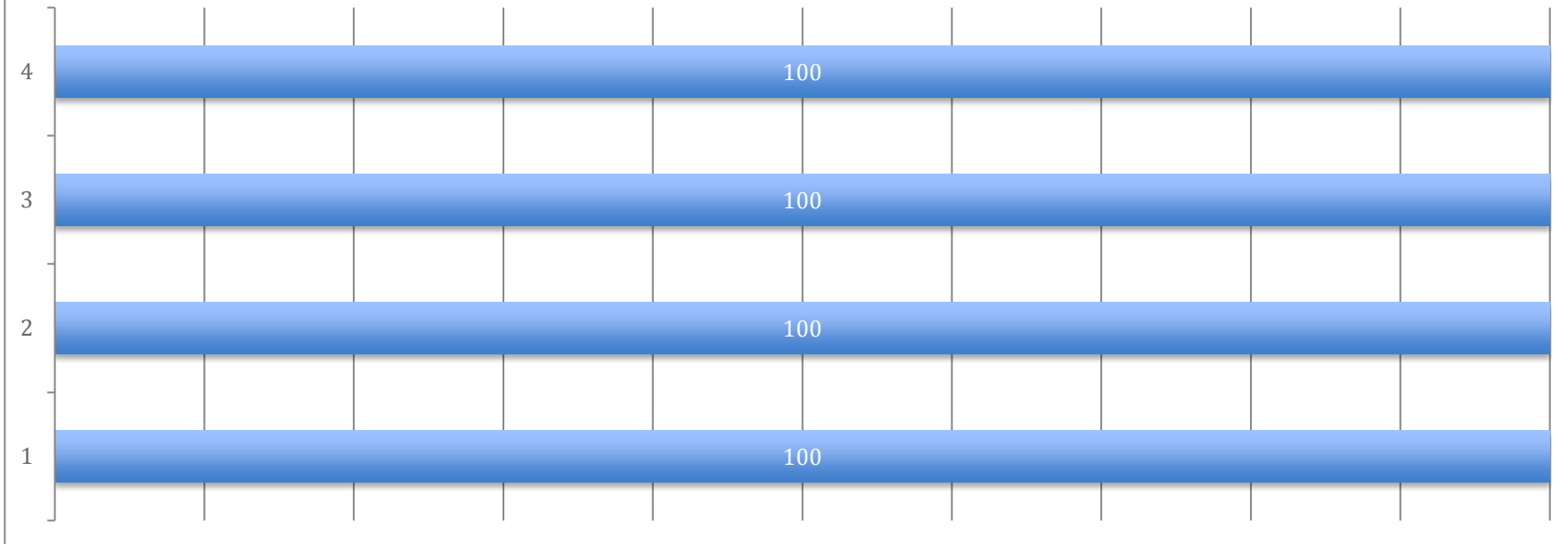
## 2620 ASSESSMENT OF LEARNING OBJECTIVES: PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS



### CHF 2620 Planning Creative Experiences with Children

1. Identify the role of curriculum planning in early childhood education programs (NAEYC Sub-Standards 4a, 5b; UPTLO 1, 2, 3, 7).
2. Identify goals and objectives appropriate for 2-6 year olds (NAEYC Sub-Standards 1a, b, c, 3a; UPTLO 1, 6).
3. Observe young children, assess the learning environment, and recognize developmentally appropriate activities in early childhood educational settings (NAEYC Sub-Standard 3c, d; UPTLO 1, 5).
4. Compare and contrast techniques for planning appropriate learning experiences for individuals and groups of young children by developing curriculum plans (NAEYC Sub-Standards 1c, 4a, b, c, d; UPTLO 2, 6, 7, 8).
5. Plan, prepare, set-up, and evaluate developmentally appropriate curriculum activities (NAEYC Sub-Standard 5a, b, c; UPTLO 1, 2, 3, 6, 7).
6. Apply the concepts and theories of curriculum development by developing an appropriate curriculum for an early childhood education program with clear goals and planned objectives that follow the NAEYC standards (NAEYC Sub-Standards 1a, b, c, 5c; UPTLO 1, 2, 3, 6, 7).
7. Develop skills of research in order to continuously inform curriculum decisions and teaching responses (NAEYC Sub-Standards 5c; UPTLO 9).

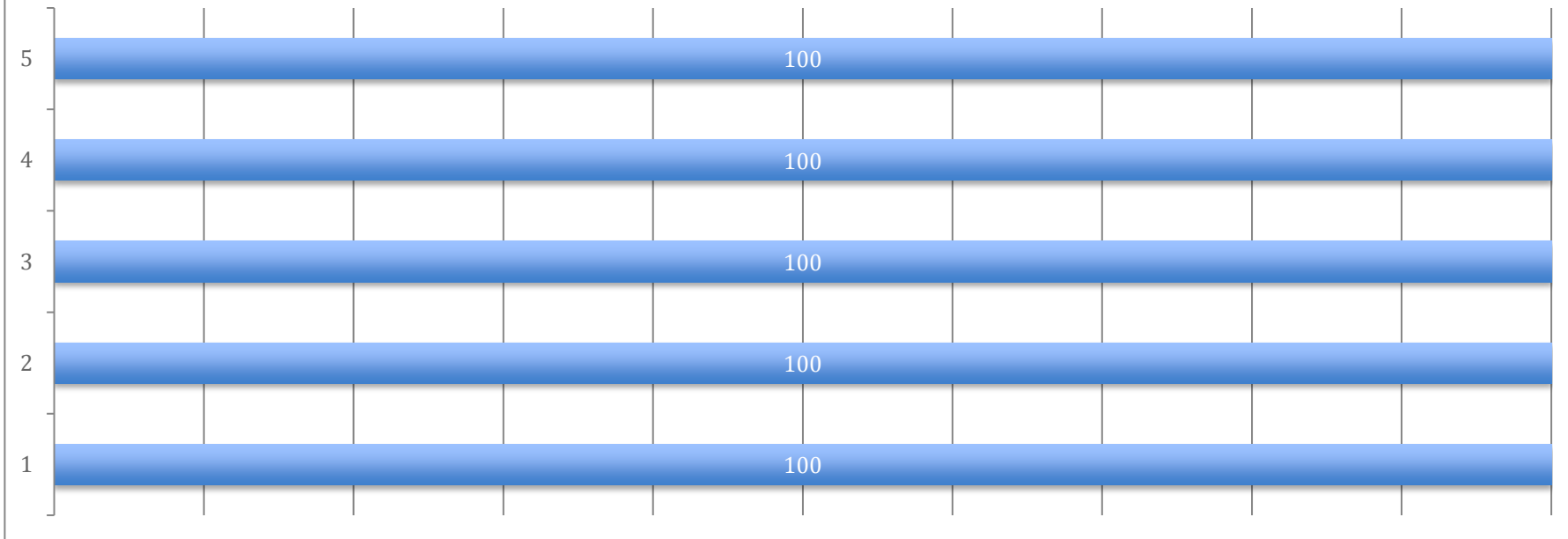
## 2860 ASSESSMENT OF LEARNING OBJECTIVES: PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS



### CHF 2860 PRACTICUM

1. Demonstrate professionalism in working with children, families, and early childhood professionals
2. Apply early childhood theory, research, and practice in the professional community environment
3. Describe and use strategies that meet the needs of diverse populations
4. Develop, implement, and evaluate professional goals and objectives through developing and carrying out a professional development plan

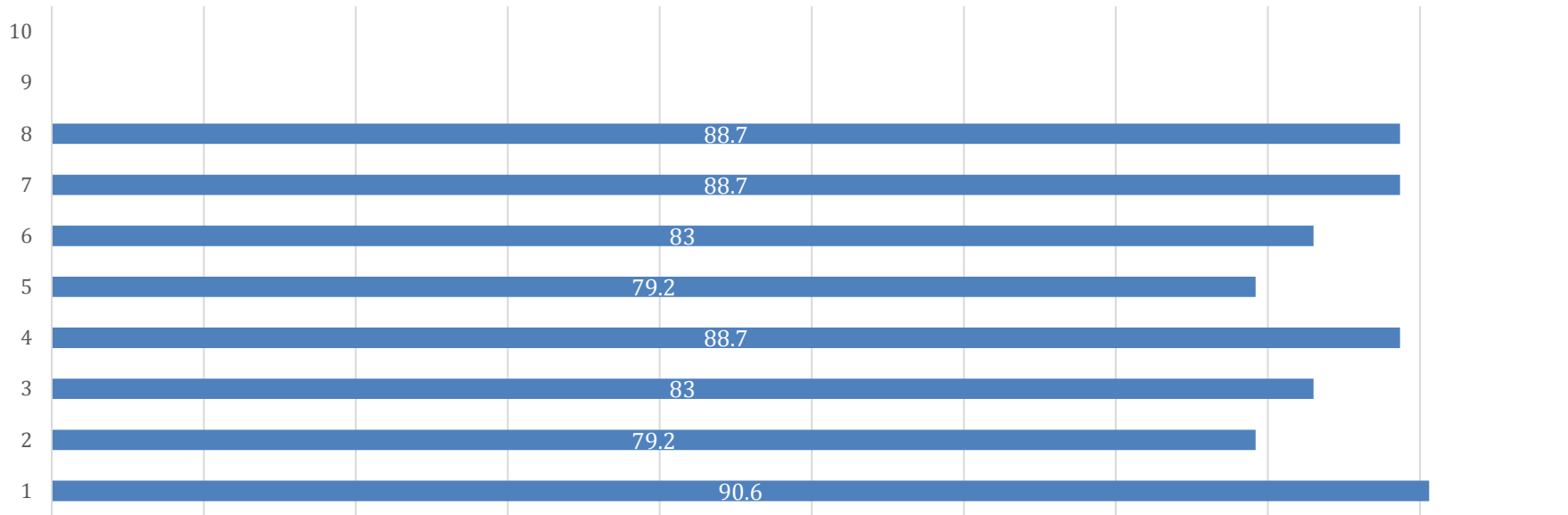
## 2990A ASSESSMENT OF LEARNING OBJECTIVES: PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS



### CHF 2990A Seminar in Child Development

1. Synthesize and articulate a knowledge base in child development to guide the creation of best learning environments for young children.
2. Synthesize and articulate important principles and concepts from child development theories, Developmentally Appropriate Practice, NAEYC Code of Ethical Conduct, and other best practices as they pertain to the teacher's relationships and interactions with children, families, and communities.
3. Synthesize and articulate the importance of observation, documentation, and other forms of assessment in early childhood teaching practices
4. Synthesize and articulate the use of developmentally appropriate approaches and content knowledge to build the curriculum of an early care and education program
5. Prepare to become a professional in the early childhood field.

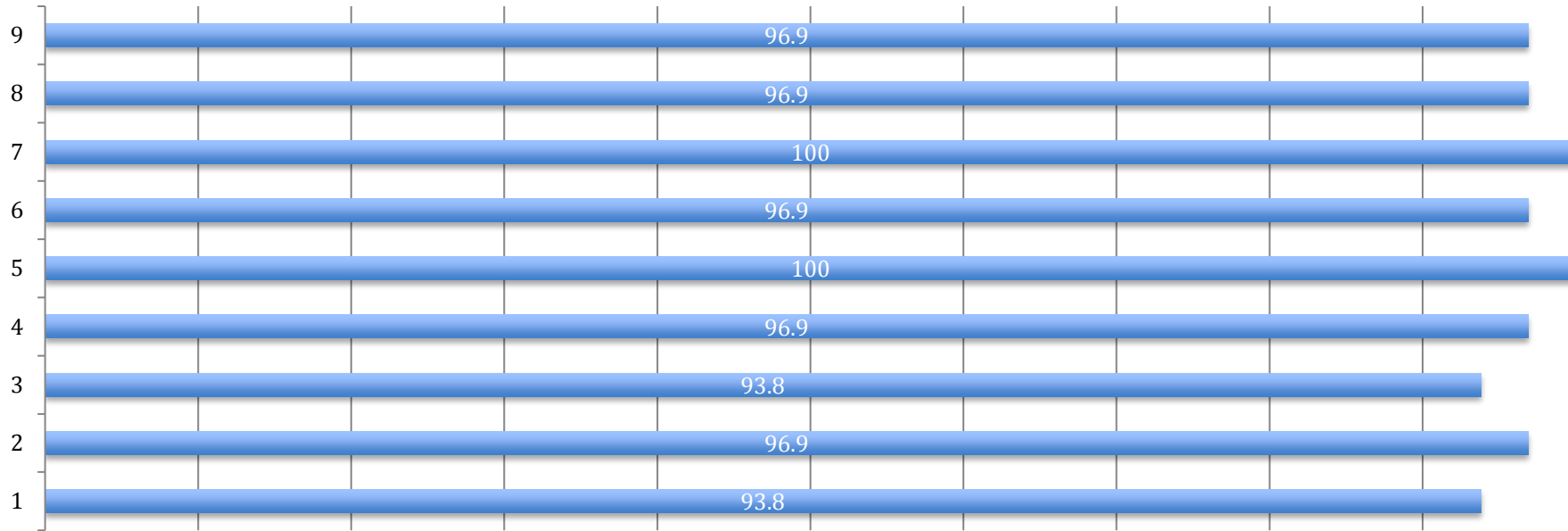
## 2990B ASSESSMENT OF LEARNING OBJECTIVES: PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS



### CHF 2990B Seminar in Family Studies

1. Formation of social attitudes and values.
2. Recognizing and respecting the diversity of values and complexity of value choice in a pluralistic society.
3. Examining value systems and ideologies systematically and objectively.
4. Understanding social consequences of value choices.
5. Recognizing the ethical implications of social and technological changes.
6. Students will participate in community engaged learning opportunities to become aware of local organizations that serve diverse families.
7. Demonstrate professional attitudes, values, behaviors, and responsibilities to clients, colleagues, & and the broader community that is reflective of professional ethical standards and practices.
8. Evaluate, differentiate, and apply diverse approaches to ethical issues and dilemmas.
9. Identify and apply appropriate strategies to deal with conflicting values.
10. Become aware of local organizations that assist families and the professional resources required to work for such organizations.

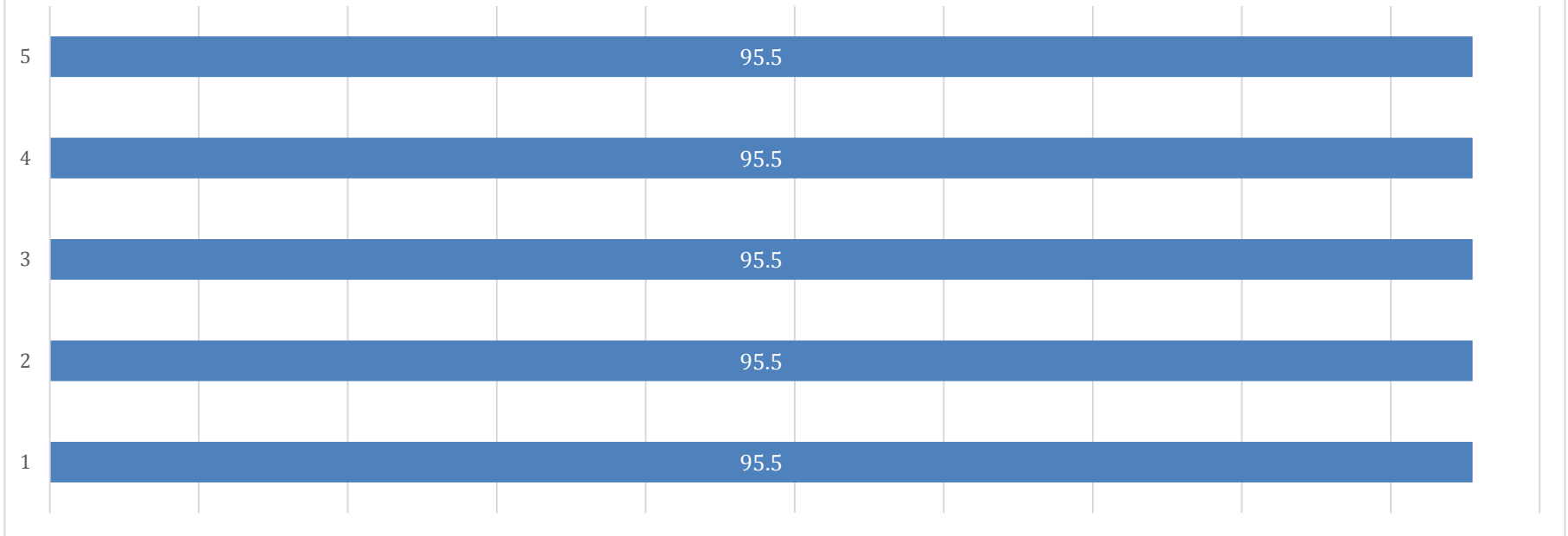
### 3150 ASSESSMENT OF LEARNING OBJECTIVES: PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS



#### CHF 3150 Consumer Rights and Responsibilities

1. Ability to apply a system of evaluation to new, technologically advanced, unproven product
2. Ability to apply basic financial management tools and principles.
3. Ability to demonstrate a sense of self-direction as the result of choices that reflect personal values.
4. Ability to demonstrate the application of consumer skill in a marketplace choice.
5. Ability to identify sources of assistance to consumers.
6. Utilize decision-making models.
7. Verbalize and apply appropriate environmental consumerism.

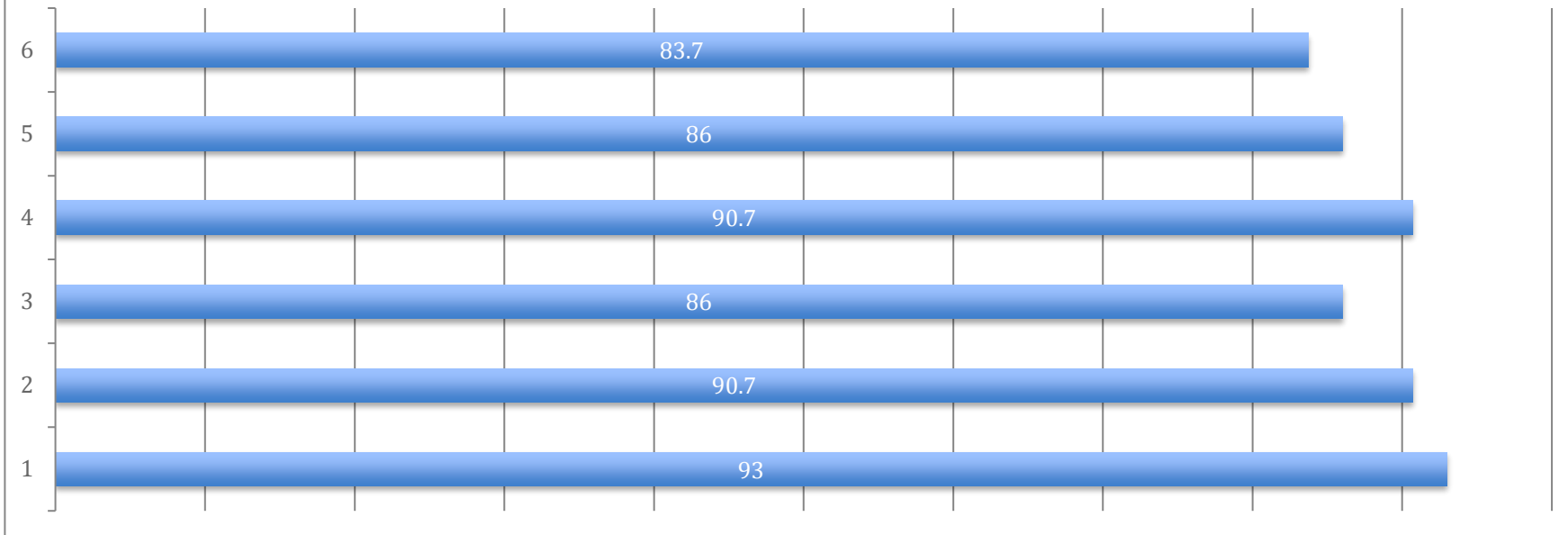
### 3350 ASSESSMENT OF LEARNING OBJECTIVES: PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS



#### CHF 3350 Diverse Families

1. Demonstrate an understanding of multiple variations of family systems and processes in the U.S.
2. Demonstrate an understanding of cultural influences on various groups in the United States.
3. Demonstrate an understanding and appreciation of diversity in a global society.
4. Demonstrate an understanding of the historical influences on various ethnic and cultural groups in the United States.
5. Demonstrate an understanding of best practices of family life education with diverse populations.

### 3450 ASSESSMENT OF LEARNING OBJECTIVES: PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS

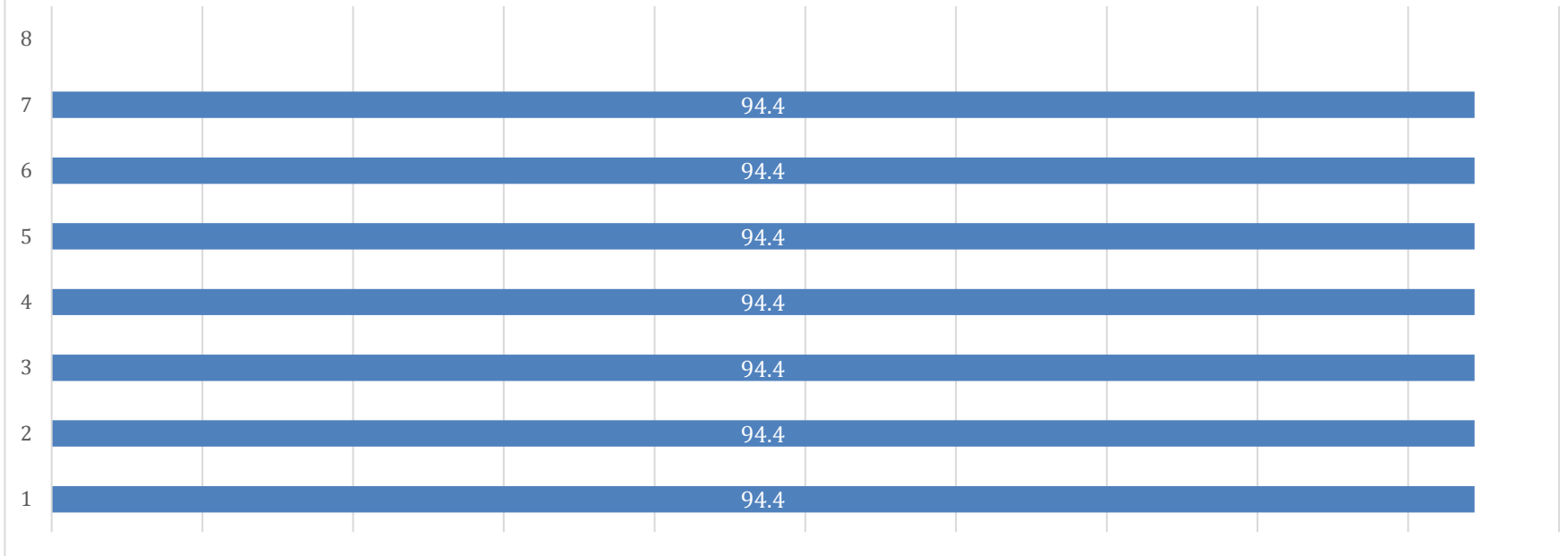


#### CHF 3450 Adult Development

1. Demonstrate an understanding of the major events that occur during the period of development after adolescence.
2. Be able to demonstrate understanding of the life cycle and developmental perspectives as they relate to adult development.
3. Be able to identify and describe major influences on life in late adulthood and aging populations.
4. Accurately describe, recognize, apply and integrate major trends and research in adult development.
5. Recognize, define, accurately apply, and think critically about key terms and concepts in adult development.



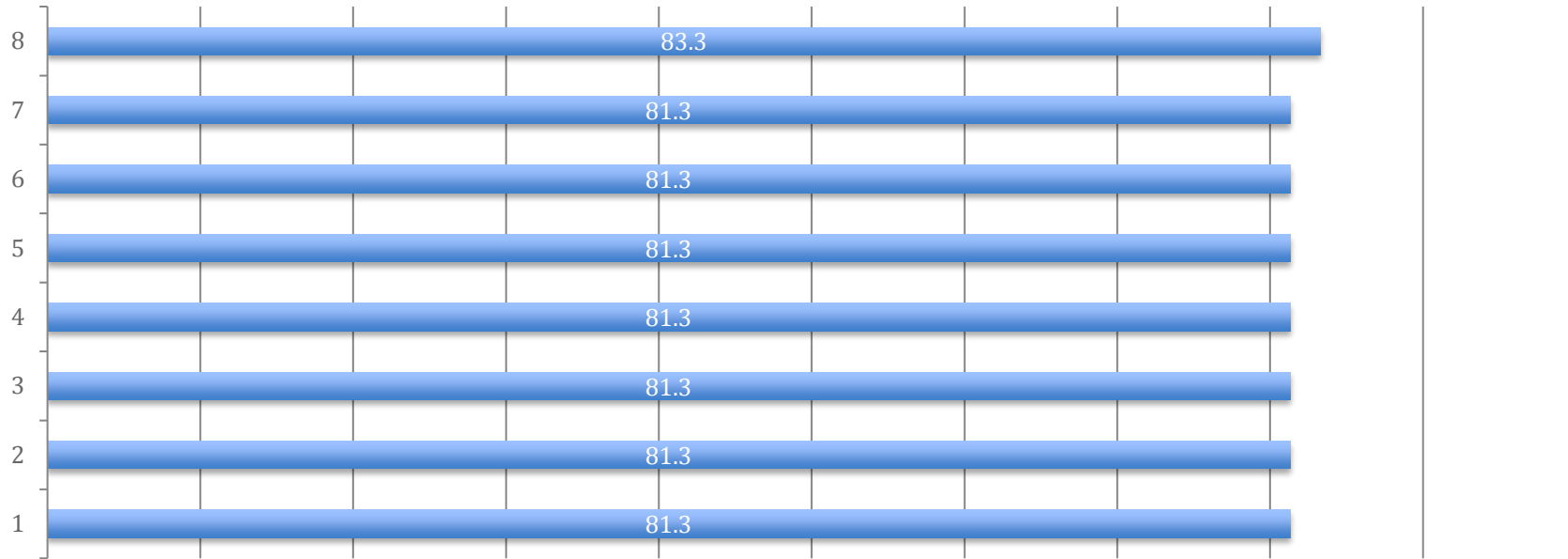
## 3500 ASSESSMENT OF LEARNING OBJECTIVES: PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS



### CHF 3500 Young Children at Risk

1. Gain knowledge of the current professional definition of “at-risk”.
2. Increase knowledge of the contemporary definitions and assessment strategies use in the assessment of children who are, or who have the potential of becoming, “at-risk”.
3. Understand the contemporary rationale and evidence, including laws, used in the support of early intervention programs oriented toward children who either have been assessed or who are at risk for becoming developmental delayed.
4. Analyze how specific biological, environmental, and psychological circumstances affect the development and learning of young children.
5. Become aware of the signs and symptoms of young children who are in emotional, psychological, and behavioral distress.
6. Describe IEP and IFSPs in treating children at risk.
7. Identify community and professional sources, resources, and strategies commonly employed in relation to referring or obtaining services for children who are at risk; including inclusionary programs.
8. Skill development in relation to the observation, assessment, and intervention plan construction of children and families of children who are potentially at risk

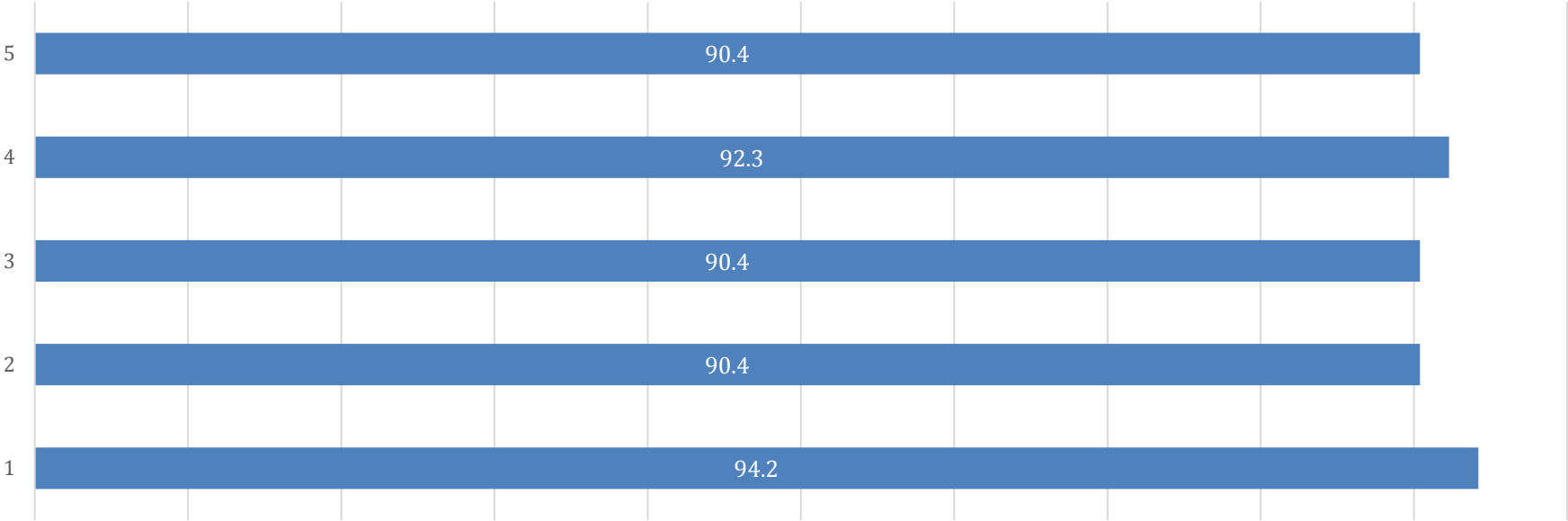
### 3550 ASSESSMENT OF LEARNING OBJECTIVES: PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS



#### CHF 3550 Parenting Education

1. Relationship of parenting in the behavior/development of the child.
2. Nature of participation in the parent-child dyad, and in the family system as a whole.
3. Knowledge of some of the basic contemporary child-rearing and child guidance strategies/models with their outcomes relative to the child's growth and development.
4. Knowledge and evidence regarding some of the positive and negative psychosocial outcomes currently associated with parenting behaviors.
5. Developmental characteristics of children.
6. Parenting roles over the lifespan in relation to developmental characteristics, cultural values, and other contexts.
7. Critical thinking, problem solving, and evaluation skills.
8. Students group work and interpersonal relation skills.

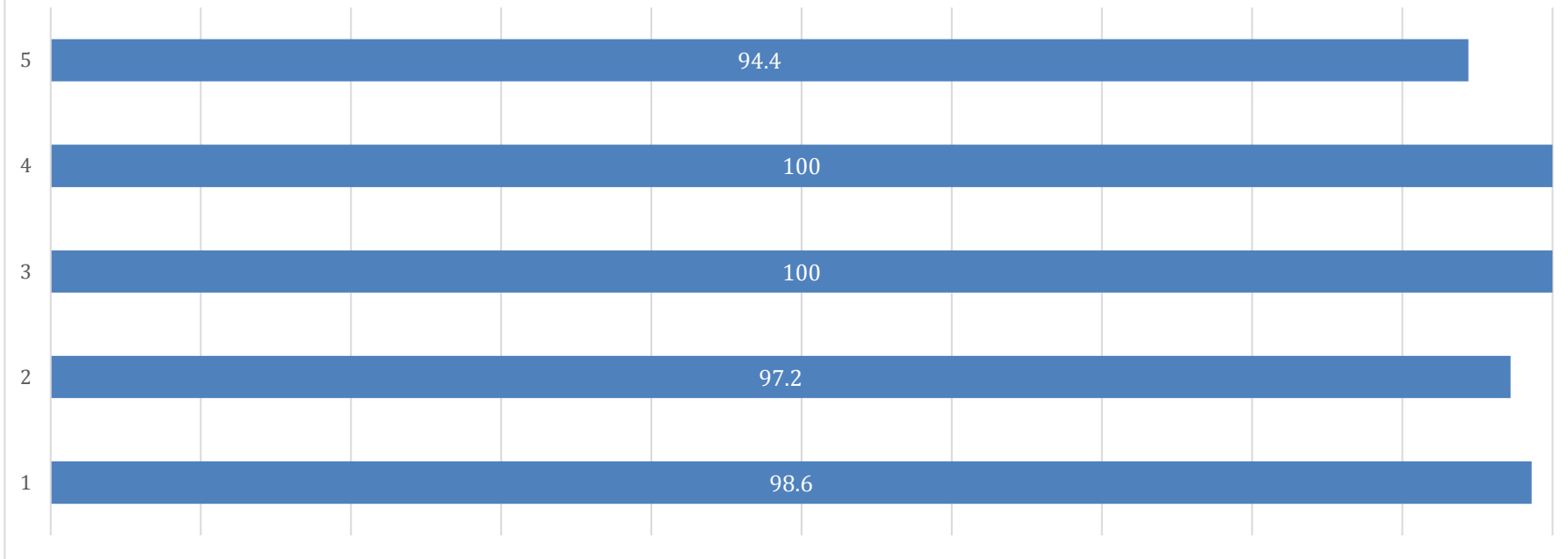
**3640 ASSESSMENT OF LEARNING OBJECTIVES: PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS**



**CHF 3640 Working with Parents**

1. To help students analysis the historical, philosophical and theoretical framework for home-school relationships NAEYC Sub-standard 2a, c; UPTLO 1, 2).
2. To support students in the development of techniques and skills to establish and maintain positive collaborative relationships with families NAEYC Sub-Standards 2a, b, c ;6e; UPTLO 1, 2, 9,10).
3. To help students respect parents’ choices and goals for children and communicate thoughtfully and effectively with parents (NAEYC Sub-Standards 2b, c; UPTLO 1, 9, 10).
4. To acquaint students with factors that make school-home relationships challenging (NAEYC Sub-Standards 2b, c; 6a, b; UPTLO 9, 10).
5. To familiarize students with programs, philosophies, and research that will assist them in formulating their own personal philosophy of home-school relationships (NAEYC Sub-Standards 2a, b, c; 6e; UPTLO 9, 10).

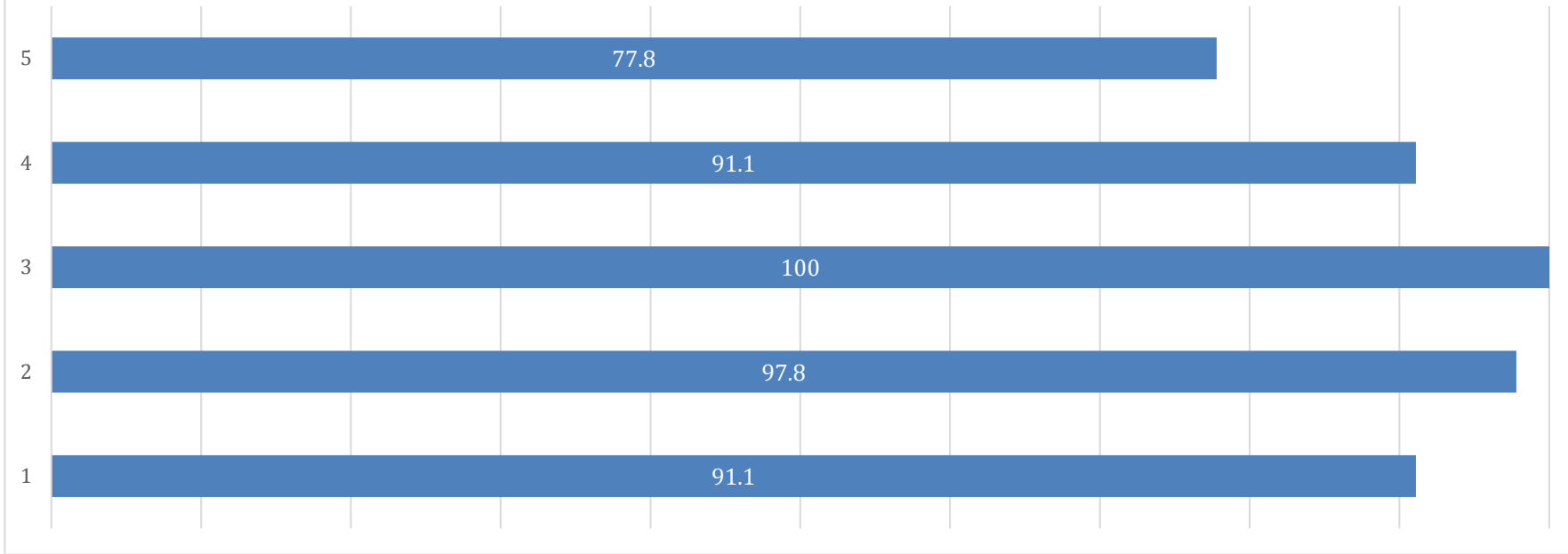
### 3650 ASSESSMENT OF LEARNING OBJECTIVES: PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS



#### CHF 3650 Family Processes

1. Strengths and Weaknesses. Understand family strengths and weaknesses and how families relate to each other, including being able to recognize and define healthy and unhealthy family and relationship characteristic.
2. Developmental Stages. Be able to recognize the Developmental Stages of families and relationships.
3. Systems Perspective. Understand and assess family dynamics from a systems perspective.
4. Therapy and Theoretical Models. Analyze families and interpersonal relationships using various theoretical models and perspectives, including families under normal stresses, families in crisis, and families with special needs.
5. Interventions. Develop and implement relationship enhancement and enrichment strategies that help families function effectively, including effective communication, problem solving and conflict management strategies.

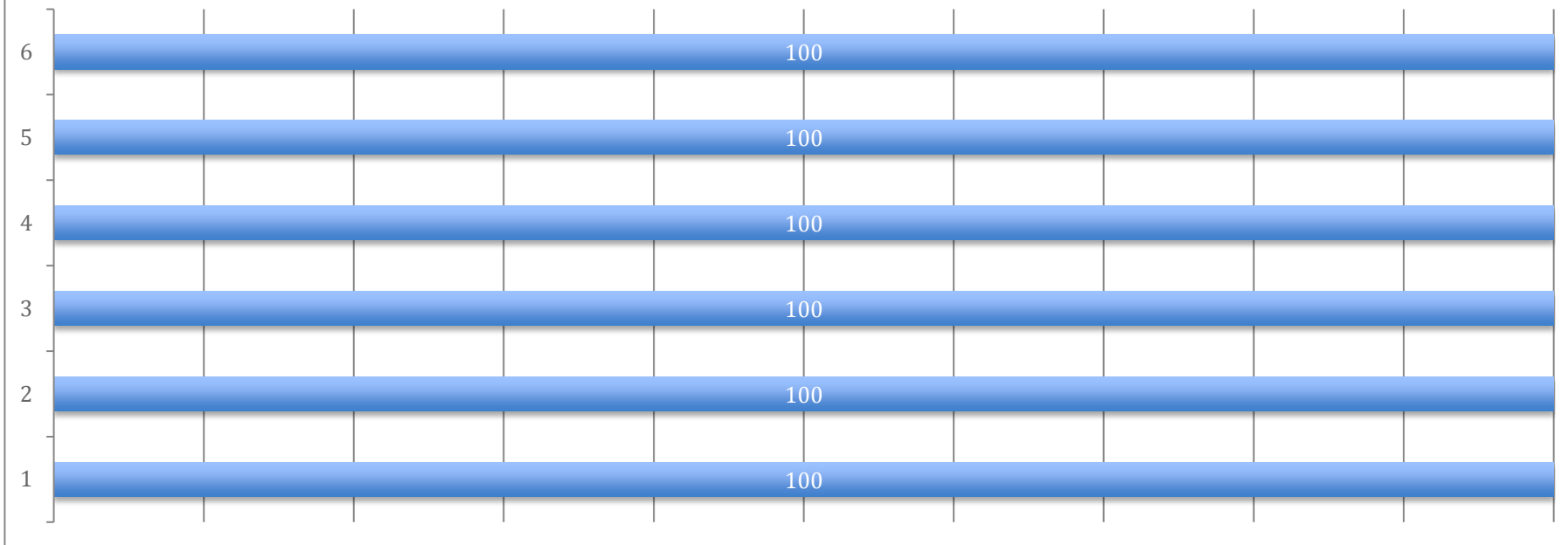
### 3850 ASSESSMENT OF LEARNING OBJECTIVES: PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS



#### CHF 3850 Current Research Methods

1. Students in this class will develop a foundational understanding and skill set for child and family theory construction. In essence, you will be constructing theories in this class.
2. The student will develop an understanding of the processes of research methodology, epistemology, and family and child research methods in general.
3. The student will become aware of how data is collected, analyzed, and presented in a journal/research document.
4. Each student should develop the ability to read and critically evaluate the current findings in research.
5. Each student will actively participate in the research process by the completion of a team research project that will include a brief review of the literature, hypotheses development, measurement, coding and analysis of data,

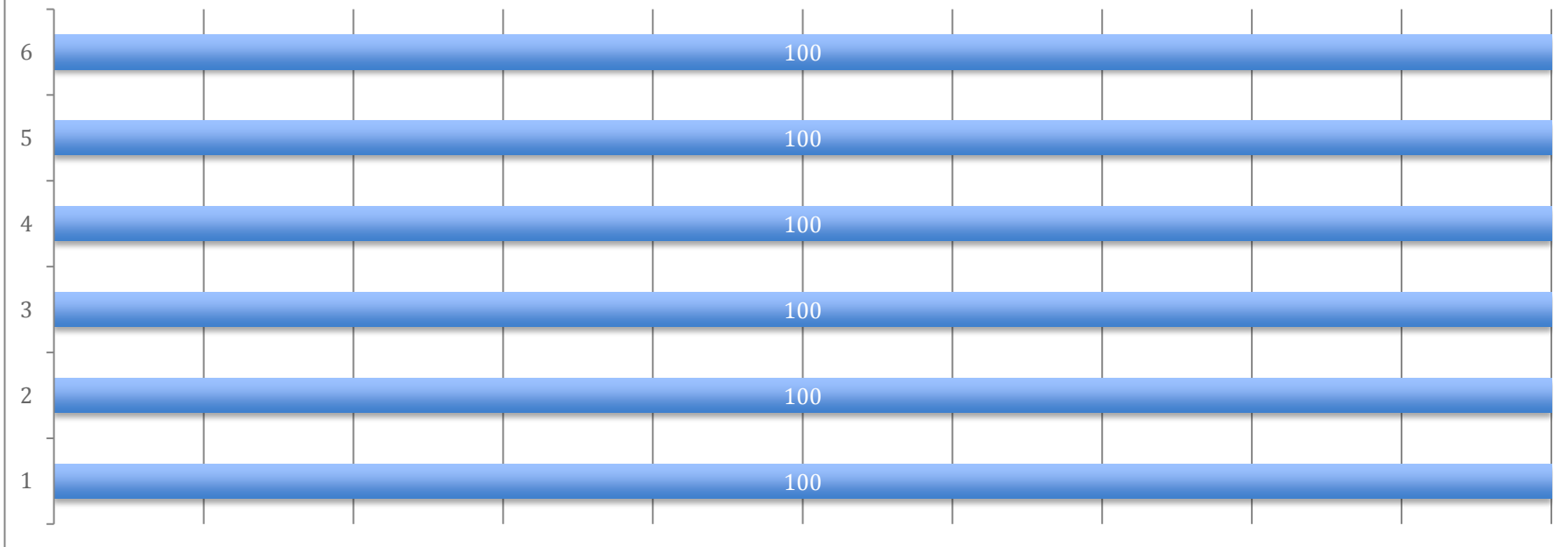
### 4130 ASSESSMENT OF LEARNING OBJECTIVES: PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS



#### CHF 4130 Language Development and Emergent Literacy in Early Childhood

1. Gain knowledge about the 5 key areas of preschool language and literacy that are foundational to later reading success: Vocabulary, Narrative, Print Knowledge, Phonological Awareness, and Early Writing.
2. See how each area develops in preschool-aged children and why it matters for later reading success.
3. Learn about 3 evidence-based practices for each area that support children’s development in systematic and explicit ways.
4. Practice observing and identifying high-quality language and literacy instruction across a wide variety of preschool classrooms.
5. Practice implementing the key practices in their own classroom.
6. Observe their own practice and receive feedback from their instructor and peers.

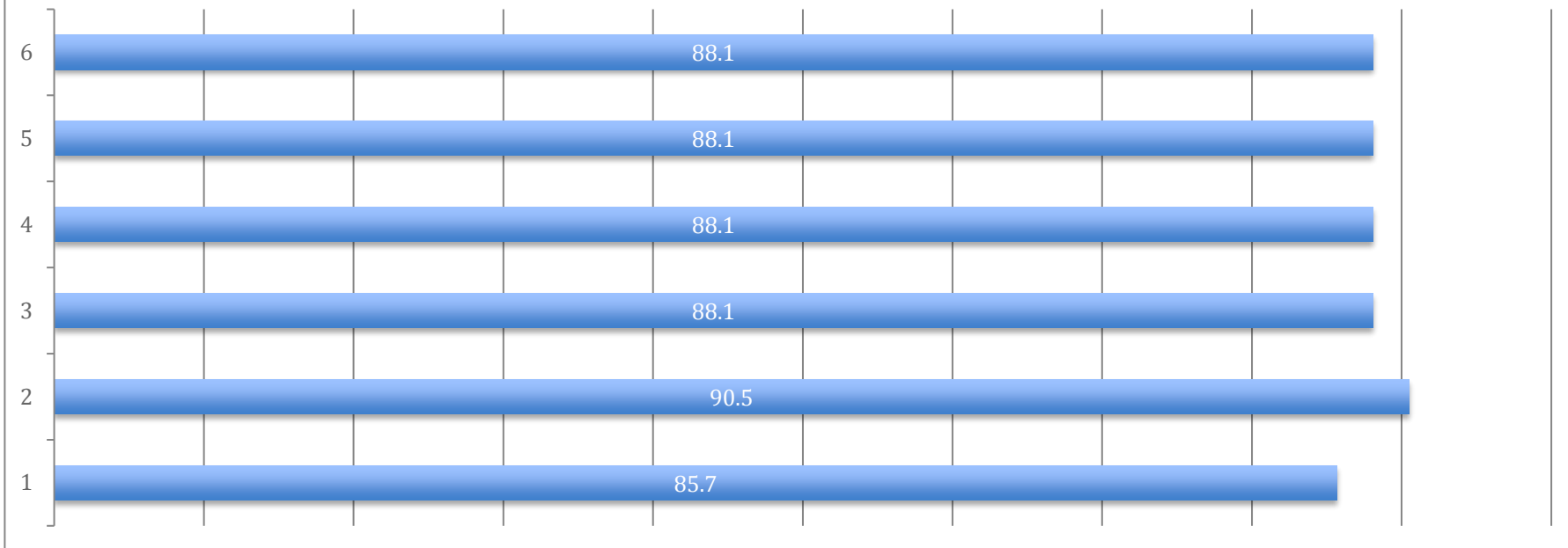
### 4202 ASSESSMENT OF LEARNING OBJECTIVES: PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS



#### CHF 4202 EC/ECE Coaching Professionals

1. Identify behavioral practices of an effective coach.
2. Identify and describe major principles of recommended practices for coaching in EC/ECE.
3. Implement coaching action plans and track coaching progress; reflect on own coaching practices.
4. Apply appropriate communications skills with a diverse range of adult/teacher learners.
5. Consider sustainability and advocacy in coaching systems.
6. Build and sustain a community of coaches.

### 4300 ASSESSMENT OF LEARNING OBJECTIVES: PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS

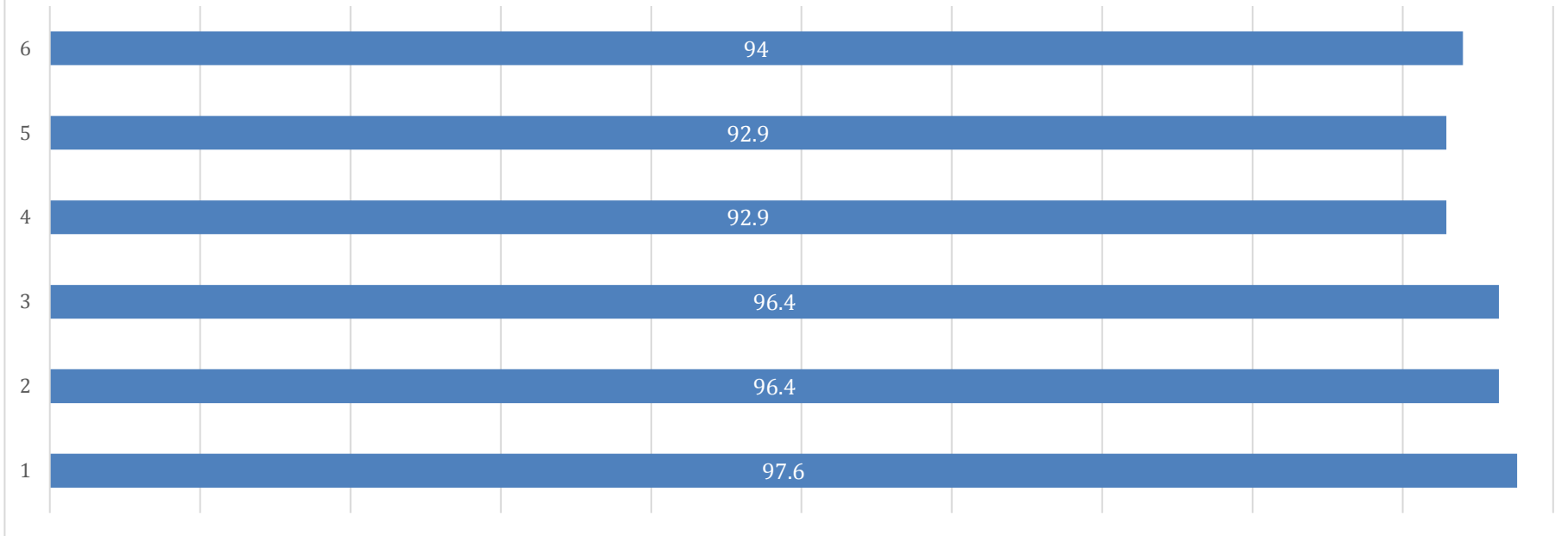


#### CHF 4300 Latino Child and Family Development

1. Understand the cultural influences of Latino culture on children and families.
2. Understand the family process dynamics that are common within the Latino culture.
3. Understand the unique cultural influences on child development within the Latino culture.
4. Understand and deconstruct stereotypes associated with individuals within the Latino culture.
5. Understand the demographic aspects of Latino populations.
6. Understand the diversity *within* the Latino culture.



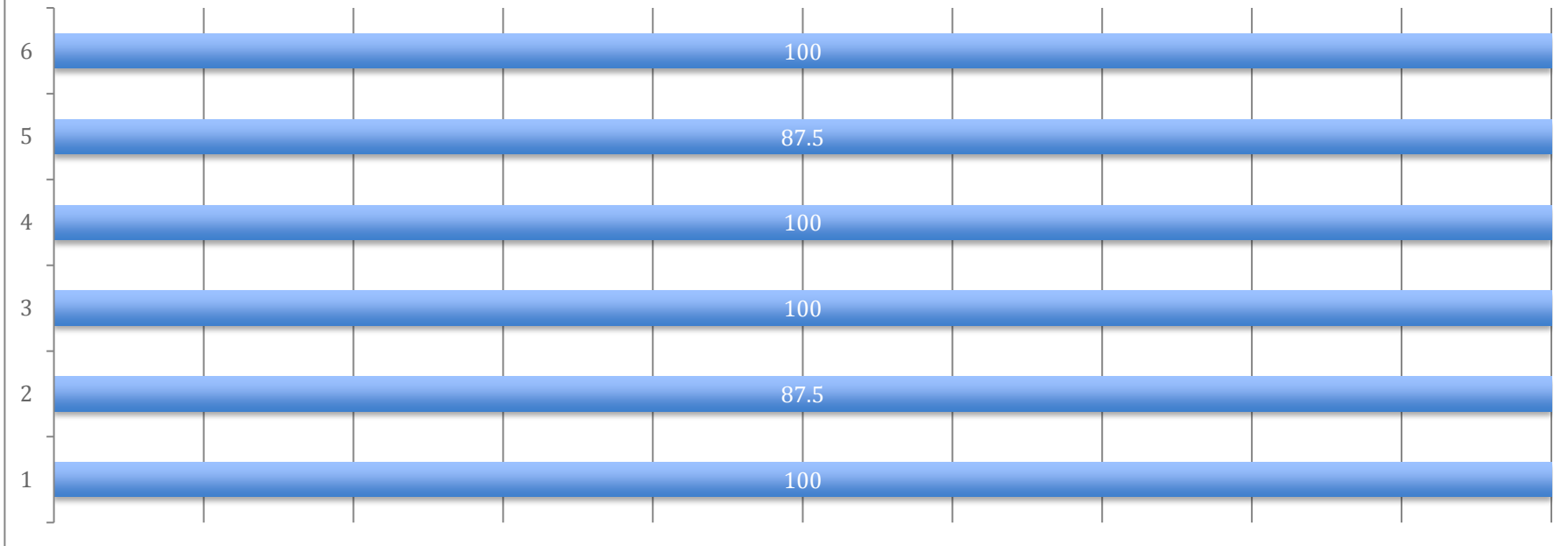
## 4400 ASSESSMENT OF LEARNING OBJECTIVES: PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS



### CHF 4400 The Family in Stress

1. Students will understand basic stress principles and be able to apply them to life situations.
2. Students will be familiar with current research findings on stress and the effects of stress.
3. Students will be able to identify stress symptoms, types of stress, and potential sources of stress in individuals and families.
4. Students will complete assigned exercises including reaction statements to demonstrate their ability to recognize and manage personal stress in life situations.
5. Students will recognize the importance of cultural values and beliefs in understanding why various families, couples, and individuals cope differently with the same event or situation.
6. Students will demonstrate a deeper understanding of the complexity of balancing diverse family members needs (e.g. gender and generation) in helping people to manage stressful events and situations.

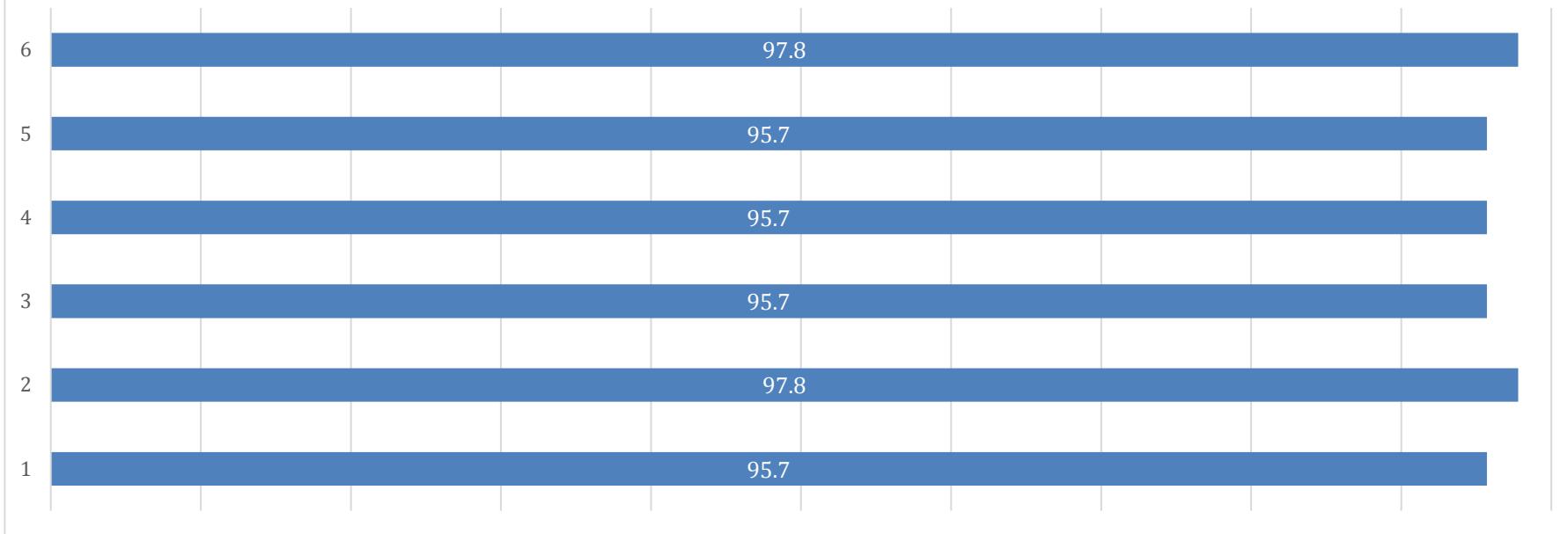
### 4450 ASSESSMENT OF LEARNING OBJECTIVES: PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS



#### CHF 4450 Children and Family in the Medical Setting

1. The ability to develop and evaluate Child Life services.
2. Gain an understanding both of the role of a Child Life Specialist, and the spectrum/scope of Child Life practice in direct and non-direct services in pediatric health care.
3. Understand and explore the impact of illness, injury, and health care on patients and families (including siblings).
4. Understand and relate developmental milestones and theory to Child Life practices.
5. Learn and understand the key principles of patient and family-centered care, including principles of respect and dignity, information sharing, supporting participation in care, and collaboration in relationship to Child Life practice.
6. Have opportunities to examine play in all its forms. Including the elements and benefits of it, as well as various therapeutic play modalities for the clinical setting.

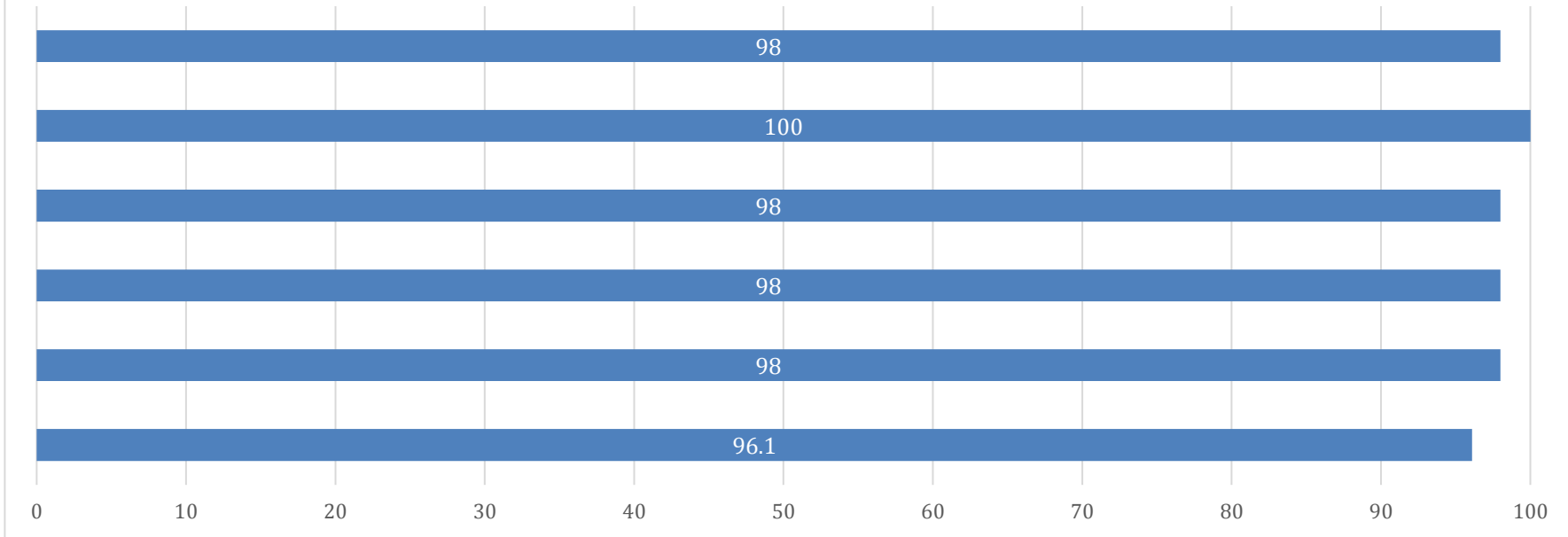
### 4500 ASSESSMENT OF LEARNING OBJECTIVES: PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS



#### CHF 4500 Comparative Child and Adolescent Development

1. Demonstrate an understanding of patterns and influences on developmental trajectories and outcomes.
2. Demonstrate an understanding of risk and protective factors influencing adolescent and emerging adult development.
3. Develop an understanding of contemporary trends and issues facing adolescents and emerging adults.
4. Learn and understand the key principles of patient and family-centered care, including principles of respect and dignity, information sharing, supporting participation in care, and collaboration in relationship to child life practice.
5. Develop an understanding of contextual influences on adolescent and emerging adult development such as culture, ethnicity, and socioeconomic influences.
6. Develop an understanding of best practices in prevention and intervention programming for at-risk adolescents and emerging adults.

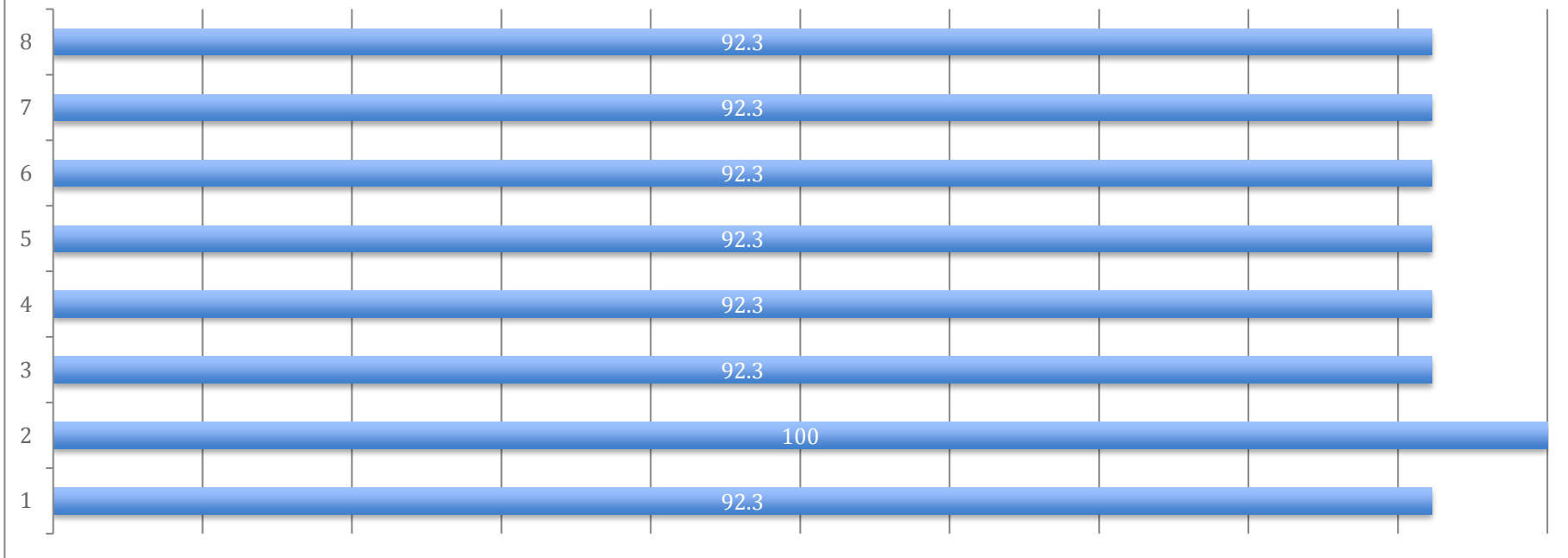
## 4650 ASSESSMENT OF LEARNING OBJECTIVES: PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS



### CHF 4650 Family Life Education Methods

1. The Field of Family Life Education – Develop an understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational programs.
2. The Model of Change -- Thoroughly learn and understand the Model of Change -- a theoretical paradigm for designing educational experiences and workshops.
3. Design a Workshop -- Apply the Model of Change by designing and presenting a two-session workshop experience to a group in the community. Students will employ a variety of educational techniques in the presentation of a family life education program. These workshops will focus on Family Relations type of topics and skills.
4. Evaluation -- Be able to evaluate family life education materials, student progress towards outcome goal behaviors, and overall program effectiveness.
5. Community Awareness -- Demonstrate a sensitivity to diversity and community needs, concerns, values and interests.
6. Teaching Methods -- Expand their repertoire of teaching strategies and lead the class through one, self-selected educational experience.

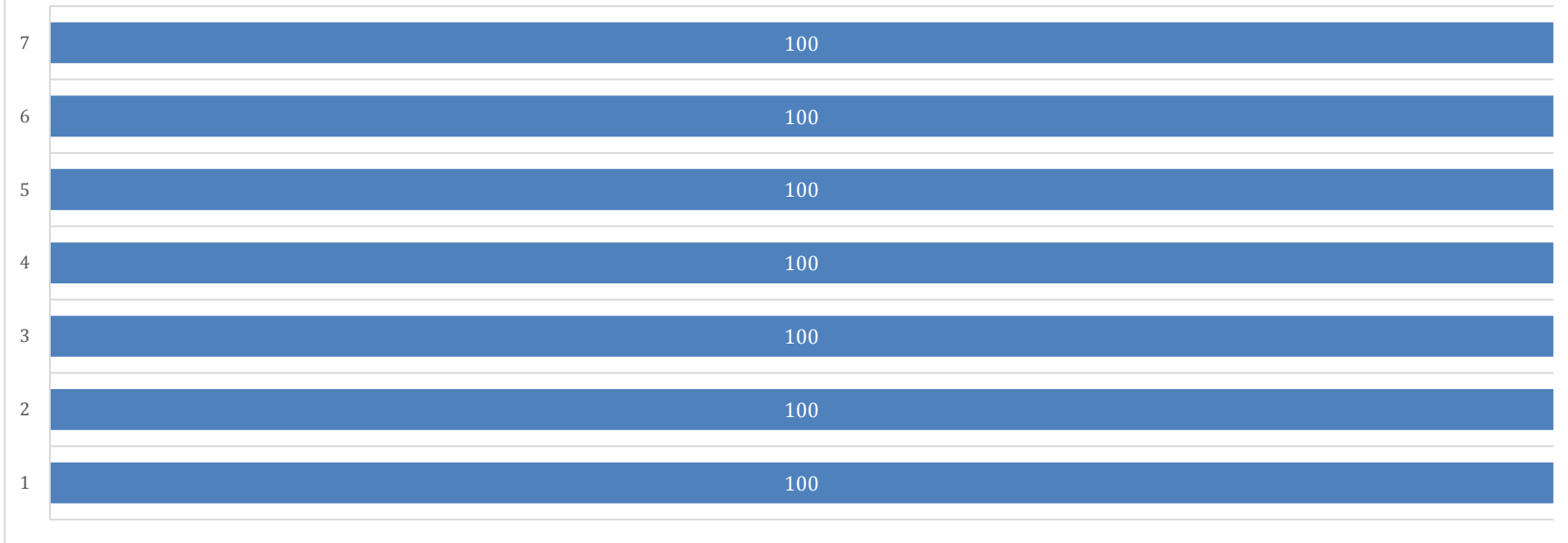
### 4660 ASSESSMENT OF LEARNING OBJECTIVES: PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS



#### CHF 4660 Advanced Skill for Family Life Educators

1. Demonstrate the skills to successfully implement and evaluate specific FLE programs
2. Demonstrate a variety of educational techniques in the presentation of FLE programs
3. Show the Observational Skills to track communication styles in teaching environment.
4. Display the sensitivity to and awareness of clients and communities served by Family Life Educators.
5. Adapt the ability to effectively interact with FLE clients on an interpersonal level.
6. Demonstrate the ability to establish & maintain appropriate personal & professional boundaries
7. Develop and provide culturally competent education
8. Demonstrate sensitivity to diversity and to recognize and respond appropriately to audience needs, concerns, and interests

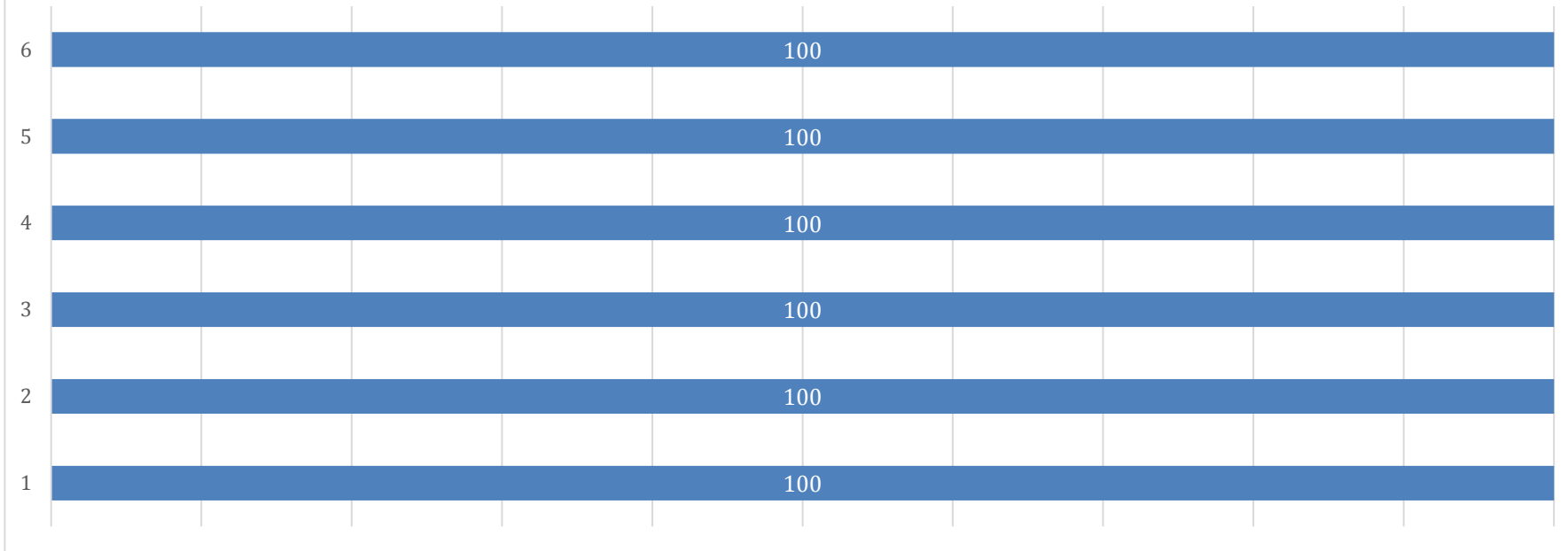
## 4710 ASSESSMENT OF LEARNING OBJECTIVES : PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS



### CHF 4710 Advanced Guidance and Planning for Early Childhood Education

1. Demonstrate an applied theoretical knowledge of child development and learning (NAEYC 1, 4, 5; UETS 1, 2, 4).
2. Use Developmentally Appropriate Practice to guide teaching to engage and support all students in learning (NAEYC 1, 2, 3, 4, 5, 6; UETS 1, 2, 3, 4, 5, 6, 7).
3. Enhance skills in creating and maintaining a positive classroom environment through practice (NAEYC 1, 4; UETS 2, 3).
4. Develop an increased ability in classroom instruction for young children (NAEYC 4,5; UETS 2, 3, 6, 7).
5. Plan curriculum and design instruction to enhance student learning (NAEYC 1, 2, 3, 5; UETS 4, 6, 7).
6. Assess and evaluate student learning through observation and reflection (NAEYC 3, 4, 6; UETS 5, 8).
7. Demonstrate the range of professional responsibilities as part of teaching to support student learning (NAEYC 2, 6; UETS 8, 9, 10).

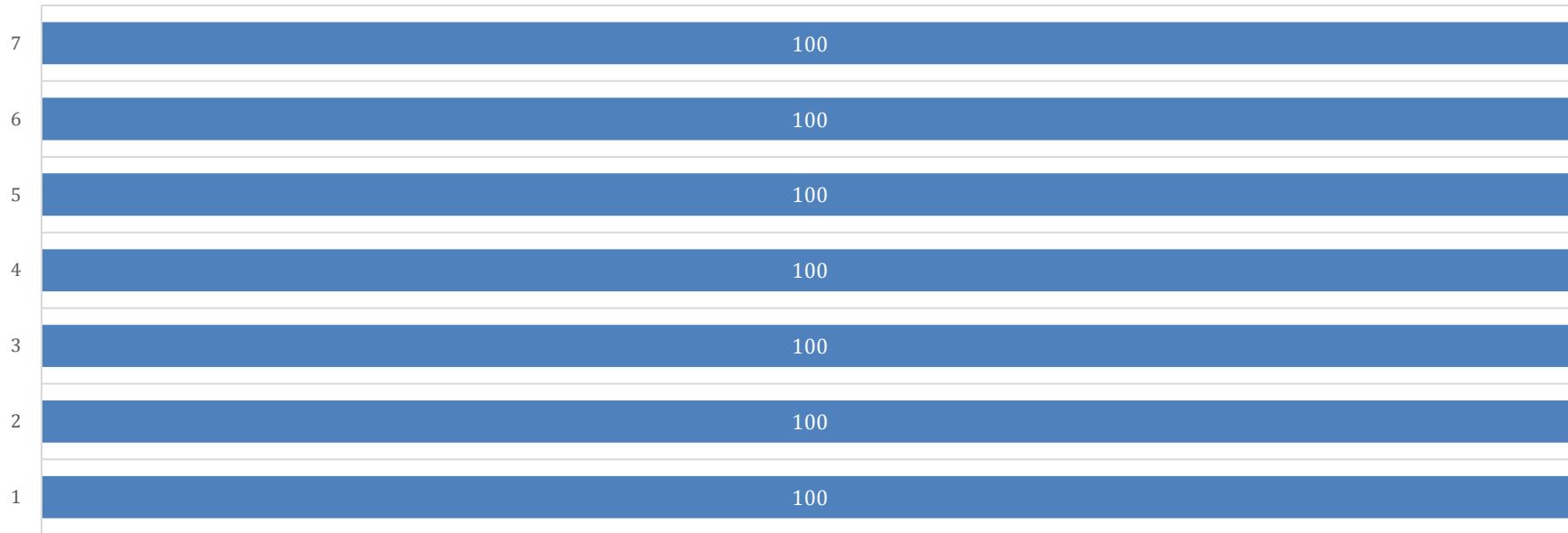
### 4711 ASSESSMENT OF LEARNING OBJECTIVES: PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS



#### CHF 4711 Advanced Guidance and Planning for Teacher Education

1. To understand children’s development in multiple domains and use the knowledge to plan and implement instructional activities to meet the needs of individual children.
2. To create environments that will support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.
3. To use multiple methods of assessment to engage learners in their growth, monitor learner progress, guide planning and instruction, and determine whether the learning outcomes have been met.
4. To plan instruction to support learning goals by drawing upon knowledge of content areas, standards, and recommended practices.
5. To use various instructional strategies to ensure that all learners develop understanding of content areas and their connections, and build skills to extend knowledge in meaningful ways.
6. To learn and demonstrate the highest standard of legal, moral, and ethical conduct.

## 4720 ASSESSMENT OF LEARNING OBJECTIVES : PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS

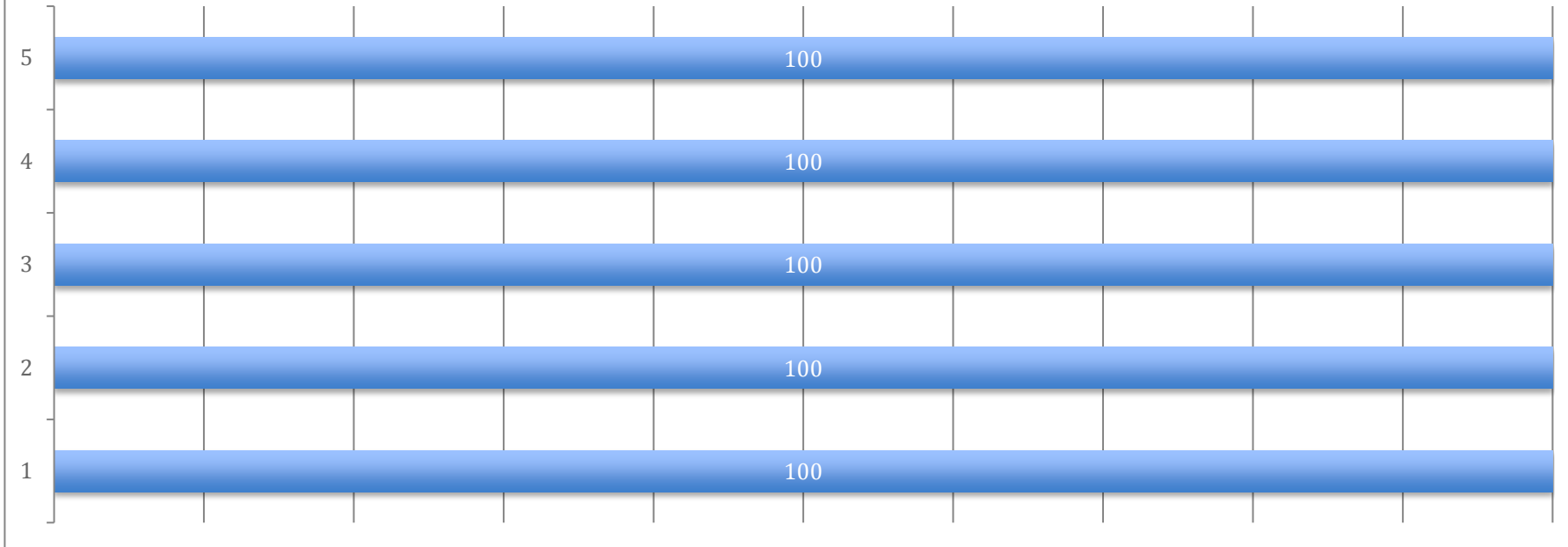


### CHF 4720 Student Teaching in the Children's School

1. Demonstrate an applied theoretical knowledge of child development and learning (NAEYC 1, 4, 5; UETS 1, 2, 4).
2. Use Developmentally Appropriate Practice to guide teaching to engage and support all students in learning (NAEYC 1, 2, 3, 4, 5, 6; UETS 1, 2, 3, 4, 5, 6, 7).
3. Enhance skills in creating and maintaining a positive classroom environment through practice (NAEYC 1, 4; UETS 2, 3).
4. Develop an increased ability in classroom instruction for young children (NAEYC 4,5; UETS 2, 3, 6, 7).
5. Plan curriculum and design instruction to enhance student learning (NAEYC 1, 2, 3, 5; UETS 4, 6, 7).
6. Assess and evaluate student learning through observation and reflection (NAEYC 3, 4, 6; UETS 5, 8).
7. Demonstrate the range of professional responsibilities as part of teaching to support student learning (NAEYC 2, 6; UETS 8, 9, 10).



### 4730 ASSESSMENT OF LEARNING OBJECTIVES: PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS



#### CHF 4730 EC/ECE Program Development

1. Create an early childhood program framework
2. Describe and apply appropriate ethical practices in administering an early childhood program.
3. Identify and explain the requirements, policies, and procedures necessary to provide children with safe and healthy early childhood environments.
4. Demonstrate the ability to use systematic inquiry for ongoing program improvement that is responsive to the strengths and needs of children.
5. Identify leadership skills and management techniques for running an early childhood program.

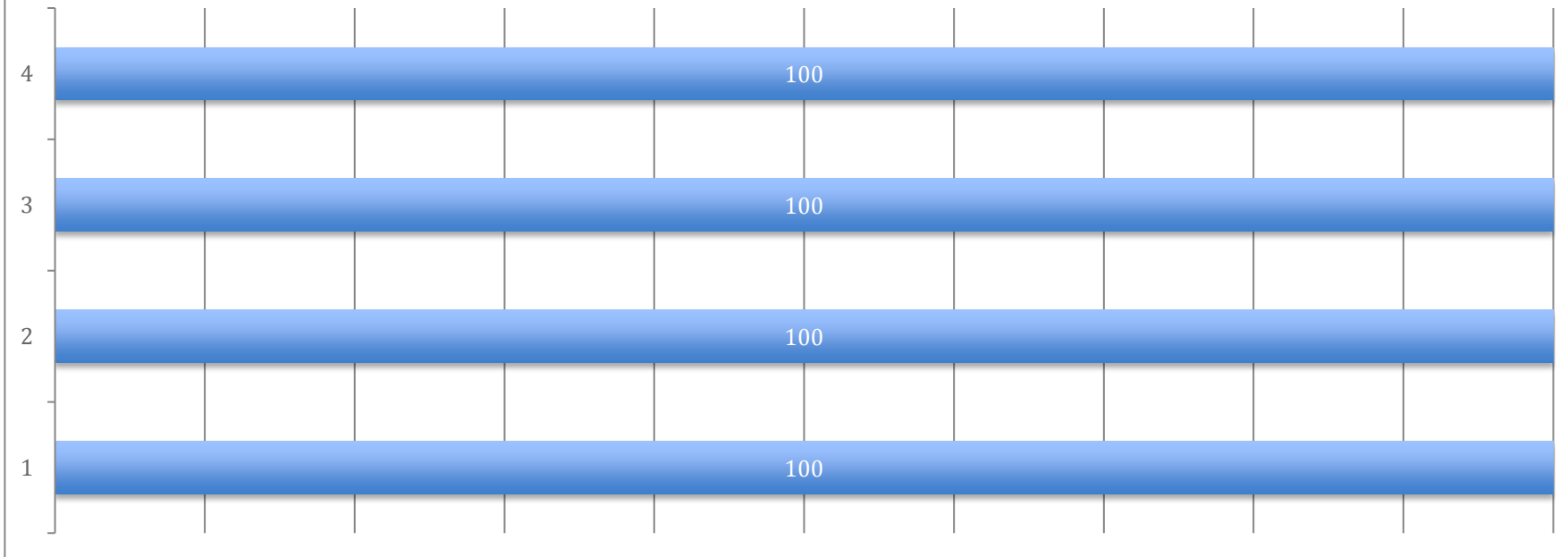
### 4860 ASSESSMENT OF LEARNING OBJECTIVES: PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS



#### CHF 4860 CEL Practicum

1. Volunteer at an approved community agency and document the required hours.
2. Demonstrate knowledge of the operational and administrative procedures of a community agency.
3. Perform responsibilities appropriate to the professional role and use professional skills (organizational skills, human relations skills, teaching skills, writing skills, evaluation skills, advocacy skills, etc.) in direct and indirect involvement with clients to the satisfaction of the site supervisor.
4. Share individual learning experiences in an oral presentation.
5. Document and reflect upon required experiences in a Document Folder, which includes a reflection journal.
6. Support WSU Center for Community Engaged Learning goals by registering with and reporting volunteer hours to the WSU Center for Community Engaged Learning.

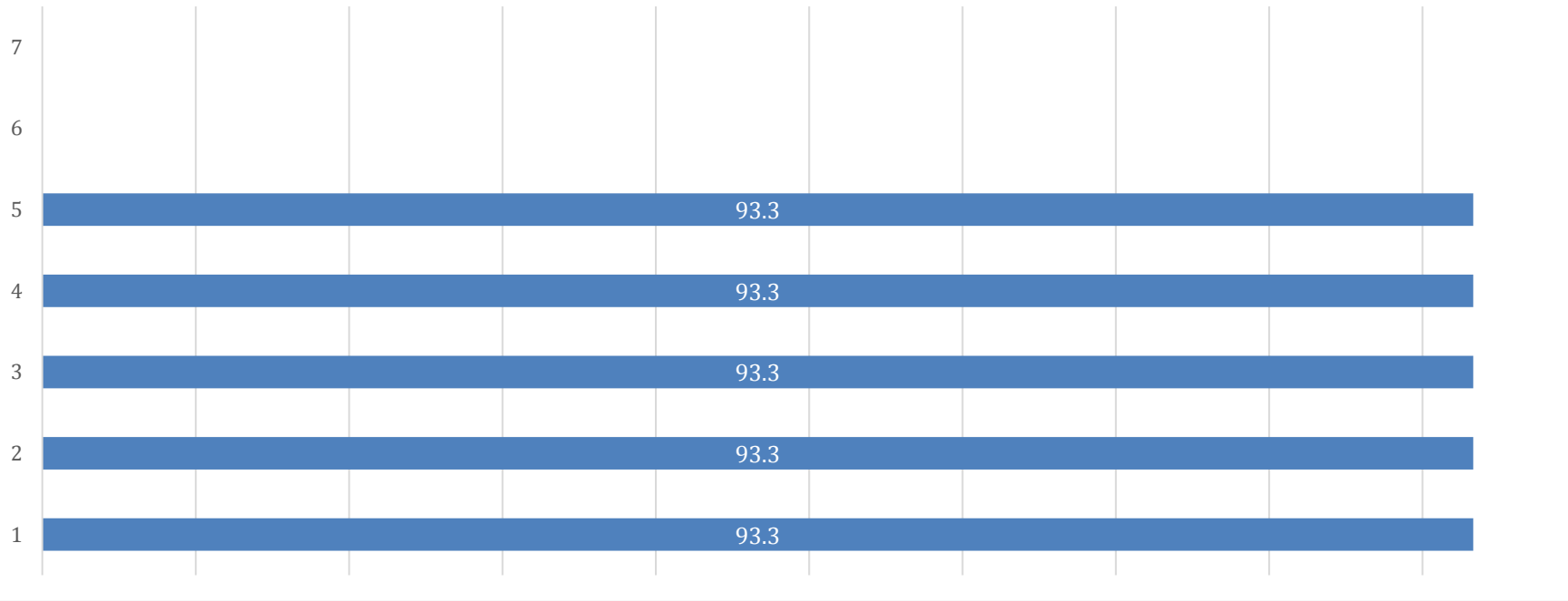
### 4890 ASSESSMENT OF LEARNING OBJECTIVES: PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS



#### CHF 4890 Cooperative Work Experience

1. Demonstrate professionalism in working with children, families, and early childhood professionals.
2. Apply early childhood theory, research, and practice in the professional community environment.
3. Describe and use strategies that meet the needs of diverse populations.
4. Develop, implement, and evaluate professional goals and objectives through developing and carrying out a professional development plan.

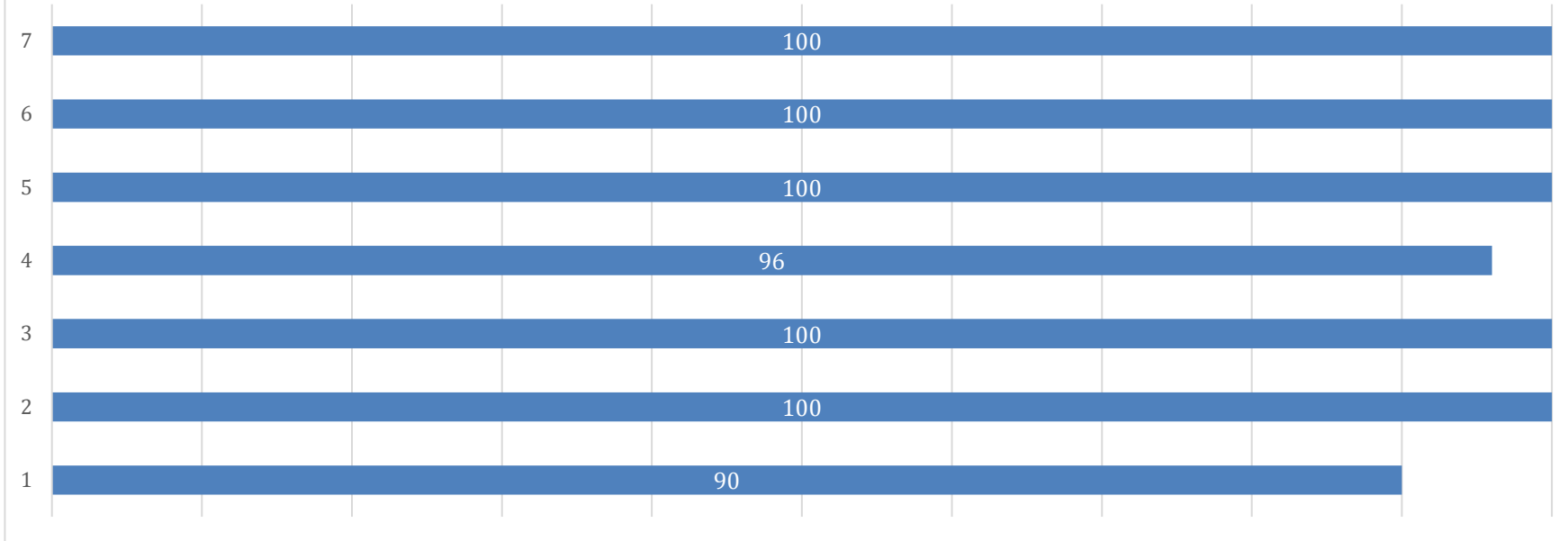
### 4990A ASSESSMENT OF LEARNING OBJECTIVES: PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS



#### CHF 4990A Senior Seminar in Child Development

1. Explain important principles and concepts from major child development theories (e.g., Erikson, learning theories, Piaget, Vygotsky, and Bronfenbrenner) and differences between constructivist and behaviorist approaches as they pertain to the curriculum of an early care and education program and the teacher’s interaction with children and parents.
2. Describe the importance of play and use developmental theories to support the positive influence of play in the development of the child.
3. Combine child development theories and Developmentally Appropriate Practice to an early childhood classroom setting.
4. Articulate a philosophy of guidance by including a theoretical basis, personal goals of guidance, components of a trust relationship, and strategies of guidance appropriate for working with young children.
5. Distinguish the differences between IDEA and Section 504 regarding their purposes, target populations, services, and procedures.
6. Use the Epstein Model to prescribe strategies for family involvement and their intended outcomes.
7. Describe the purpose and major principles of the NAEYC Code of Ethical Conduct and apply these principles to an early childhood setting.

**4990B ASSESSMENT OF LEARNING OBJECTIVES: PERCENTAGE OF STUDENTS MEETING MINIMAL STANDARDS**



**CHF 4990B Senior Seminar in Family Studies**

1. Students will become familiar with the details and implications of Family Law and Public Policy.
2. Students will learn the NCFR guidelines for application of a CFLE.
3. You will develop an understanding of topics/issues currently impacting the field of Family Studies by participating in an in-class presentation of an NCFR Standard.
4. You will become knowledgeable of career options for CFLEs.
5. You will learn the components of grant writing and produce a mock grant.
6. You will develop a résumé or curriculum vita for use in either a career, graduate school, or for the NCFR Honor Student Recognition.
7. You will complete the program portfolio containing artifacts and reflections on all 11 content areas.

b. Evidence of Learning: High Impact or Service Learning

Evidence of Learning: High Impact Service Learning CHF 2990B Seminar in Family Studies					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will volunteer at an approved community agency, document hours served, and write a paper reflecting on their experience as it relates to professional development and skills.	Direct and Indirect Measures*				
Learning Outcome 1.A: Students will document 20 hours of community service which reflects understanding social values and diversity.	Measure 1: Complete a log of hours with verification by site supervisor	Measure 1: 90% of students will demonstrate success in this domain.	Measure 1: <b>Fall 2015:</b> 25/29 or 86% completed with C or better  <b>Spring 2016:</b> 17/24 or 71% completed this assignment at C or better. Of the 7 who did not meet the standard of a C or better, 3 failed did not meet the C minimum in the course.	Measure 1: <b>Fall 2015:</b> 86% of students were able to complete this objective at a passing level for this course. Of those who did not complete at a passing level 2 later unofficially withdrew from the course.  <b>Spring 2016:</b> 17/24 or 71% completed this assignment at C or better. Of the 7 who did not meet the standard of a C or better, 3 failed did not meet the C minimum in the course.	Measure 1: <b>Fall 2015:</b> Remind students of the importance of this portion of the course throughout the semester. Encourage students to complete service hours throughout the semester rather than leaving them to the end of the term.  <b>Spring 2016:</b> 17/24 or 71% completed this assignment at C or better. Of the 7 who did not meet the standard of a C or better, 3 failed did not meet the C minimum in the course.
	Measure 2: Students will complete a reflection paper based on their experiences out in the community	Measure 2: 85% of students will complete this paper with a grade of 80% or higher.	Measure 2: <b>Fall 2015:</b> 25/29 or 86% completed with C or better  <b>Spring 2016:</b> 21/24 or 88% completed this assignment at C or better.	Measure 2: <b>Fall 2015:</b> 86% of students were able to complete this objective at a passing level for this course. Of those who did not complete at a passing level 2 later unofficially withdrew from the course. a passing level 1 later dropped the course.  <b>Spring 2016:</b> 21/24 or 88% completed this assignment at C or better.	Measure 2: <b>Fall 2015:</b> Remind students of the importance of this portion of the course throughout the semester. Encourage students to complete assignments. The due date of this assignment has also been moved back to allow the maximum amount of time to complete the assignment.  <b>Spring 2016:</b> Remind students of the importance of this portion of the course throughout the semester. Encourage students to complete assignments. The due date of this assignment has also been moved back to allow the maximum amount of time to complete the assignment. Students who did not complete this assignment were already struggling in the course prior to this assignment.

Learning Outcome 2.A: Students will represent the department in academic, professional and community circles while understanding the diversity of our community and the ethics of working directly with diverse populations.	Measure 1: Students will visit several local community organizations that serve families and write a paper demonstrating an understanding of the services available and clientele served, the training and experience of staff, and the ethical implications related to work at that site.	Measure 1: 75% of students will complete the paper receiving a 75% of the possible points.	Measure 1: <b>Fall 2015:</b> 24/29 or 83% student's completed this assignment and engagement opportunity. Several students were unable to complete reflections on 6 visitors and several (n = 3) simply did not complete the assignment at all. <b>Spring 2016:</b> 16/24 or 67% completed a C or better.	Measure 1: <b>Fall 2015:</b> 24/29 or 83% student's completed this assignment and engagement opportunity. Several students were unable to complete reflections on 6 visitors and several (n = 3) simply did not complete the assignment at all. <b>Spring 2016:</b> 16/24 or 67% completed a C or better.	Measure 1: <b>Fall 2015:</b> In response to challenges that student had with leaving campus to conduct visits, community partners now come to class and present information. Students have the opportunity to reflect on 6 out of 8-10 visitors. Many students who did poorly or did not complete the assignment were struggling in the course already. <b>Spring 2016:</b> In response to challenges that student had with leaving campus to conduct visits, community partners now come to class and present information. Students have the opportunity to reflect on 6 out of 8-10 visitors. Students who did not complete this assignment were already struggling in the course prior to this assignment and 3 did not pass the course.
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**Evidence of Learning: High Impact Service Learning CHF 4860 Practicum**

Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Volunteer at an approved community agency and document the required hours.	Complete a log of hours with verification by site supervisor		<b>Fall 2015:</b> 100% completed at passing rate <b>Spring 2016:</b> 100% completed at passing rate	<b>Fall 2015:</b> 100% completed at passing rate. Students know the importance of this course in not only their careers but in the completion of the degree. They seem to excel in this course. <b>Spring 2016:</b> 100% completed at passing rate. Students know the importance of this course in not only their careers but in the completion of the degree. They seem to excel in this course.	<b>Fall 2015:</b> 100% completed at passing rate. Students know the importance of this course in not only their careers but in the completion of the degree. They seem to excel in this course. <b>Spring 2016:</b> 100% completed at passing rate. Students know the importance of this course in not only their careers but in the completion of the degree. They seem to excel in this course.
	Complete journal documenting experience		<b>Fall 2015:</b> 100% completed at passing rate <b>Spring 2016:</b> 100% completed at passing rate	<b>Fall 2015:</b> 100% completed at passing rate. Students know the importance of this course in not only their careers but in the completion of the degree. They seem to excel in this course. <b>Spring 2016:</b> 100% completed at passing rate. Students know the importance of this course in not only their careers but in the completion of the degree. They seem to excel in this course.	<b>Fall 2015:</b> 100% completed at passing rate. Students know the importance of this course in not only their careers but in the completion of the degree. They seem to excel in this course. <b>Spring 2016:</b> 100% completed at passing rate. Students know the importance of this course in not only their careers but in the completion of the degree. They seem to excel in this course.

c. Evidence of Learning: General Education Courses

Outcome	Measurable Learning Outcome Students will demonstrate their mastery of the skill by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Gen ED SS Outcome 1:</b> “Interactions between individuals and society” Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.	Showing knowledge gain through examination performance.	Results from 18 multiple choice questions on exam; pretest and posttest	Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 69% showing content mastery at 70%.	Students showed an average of 53% increase from pretest to posttest; $t(632) = 41.43, p < .001$	Students demonstrated an increased understanding of how individuals and groups influence and are influenced by social contexts, institutions, physical environments and global process.	Faculty continue to review and test effective teaching strategies to support students in understanding concepts related to this outcome.
<b>Gen ED SS Outcome 2:</b> “Application of concepts, theories, and methods” Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.	Showing knowledge gain through examination performance.	Results from 19 multiple choice questions on exam; pretest and posttest	Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 68% showing content mastery at 70%.	Students showed an average of 33% increase from pretest to posttest; $t(635) = 36.17, p < .001$	Students demonstrated an increased understanding of how to apply basic social science concepts, theories and methods to developmentally related issues and identify factors that influence change.	Faculty continue to review and test effective teaching strategies to support students in understanding concepts related to this outcome.
<b>Gen ED SS Outcome 3:</b> “Diverse Perspectives” Students will identify an argument about a social phenomenon and understand alternative explanations.	Showing knowledge gain through examination performance.	Results from 13 multiple choice questions on exam; pretest and posttest	Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 56% showing content mastery at 70%.	Students showed an average of 43% increase from pretest to posttest; $t(619) = 38.17, p < .001$	Students demonstrated an increased understanding of how to identify an argument about a social phenomenon related to development and understand alternative explanations.	Faculty continue to review and test effective teaching strategies to support students in understanding concepts related to this outcome. Extra focus will be placed on this outcome for the coming year.
<b>Gen ED DV Outcome 1:</b> “Describe his/her own perspective as one among many.”	Showing knowledge gain through examination performance.	Results from 3 multiple choice questions on exam; pretest and posttest	Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 92% showing content mastery at 70%.	Students showed an average of 12% increase from pretest to posttest; $t(484) = 10.29, p < .001$	Students demonstrated an increased ability to describe his/her own perspective as one among many.	Faculty continue to use the current teaching strategies to support students in understanding concepts related to this outcome.
<b>Gen ED DV Outcome 2:</b> “Identify values and biases that inform the perspectives of oneself and others.”	Showing knowledge gain through examination performance.	Results from 3 multiple choice questions on exam; pretest and posttest	Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 92% showing content mastery at 70%.	Students showed an average of 17% increase from pretest to posttest; $t(484) = 10.58, p < .001$	Students demonstrated an increased ability to identify values and biases that inform the perspectives of oneself and others.	Faculty continue to review and test effective teaching strategies to support students in understanding concepts related to this outcome.
<b>Gen ED DV Outcome 3:</b> “Recognize and articulate the rights, perspectives, and experiences of others.”	Showing knowledge gain through examination performance.	Results from 3 multiple choice questions on exam; pretest and posttest	Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 92% showing content mastery at 70%.	Students showed an average of 27% increase from pretest to posttest; $t(484) = 16.66, p < .001$	Students demonstrated an increased ability to recognize and articulate the rights, perspectives, and experiences of others.	Faculty continue to review and test effective teaching strategies to support students in understanding concepts related to this outcome.

\*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).



**G. Summary of Artifact Collection Procedure**

Artifacts

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Electronic copies of final portfolio for Family Studies		End of each semester	Electronic copies kept through the Canvas online course system.
A typical and an exceptional artifact from each instructor from courses they teach.		End of each semester.	Faculty submit these to a secure Box Folder.
Final grades for all classes including final written practical exam scores (spreadsheet from Canvas)		End of each semester	Electronic copies stored in office of instructor. A hard copy of grades are kept in a locked cabinet with the Department Administrative Specialist.

CHALLENGES and RECOMMENDATIONS	Timeline for Completion
<p><b>A. Mission:</b> The mission of the college, the Packer Center, and governance of programs within the college and department need to be clearly defined, that channels of communication be clarified, and that decision making protocols be clearly detailed. <i>Response: The administration, faculty, and staff will continue to meet and write specific guidelines and roles.</i></p>	Completed July 1, 2015
<p><b>B. Curriculum:</b> The Early Childhood/Early Childhood Education faculty need to clarify and align curriculum with the policies and curriculum offered in the Melba S. Lehner (MSL) Children's School. <i>Response: The department has implemented an Executive Committee comprised of EC/ECE Faculty and MSL Children's School Staff. This committee is charged with communicating, clarifying, and collaborating on revisions of the mission and vision statement, policies and procedures in the MSL Children's School, curriculum, and alignment of EC/ECE university courses, curriculum in the MSL Children's School, and NAEYC standards.</i></p>	Completed July 1, 2015
<p><b>C. Student Learning Outcomes and Assessments:</b> Current assessment tools for the Family Studies curriculum are not clearly aligned with individual courses and assignments. <i>Response: alignment between the Family Studies curriculum and specific learning outcomes in individual courses has been established. Outcome data are collected to identify specific measures of minimum standards for all courses in the Family Studies program. These outcomes are based upon the 10 Competencies for Certified Family Life Educators.</i> The assessment plan for EC/ECE is not feasible or manageable. There is a need for greater alignment between the five measures of thresholds for acceptable performance and the selection of artifacts from courses. <i>Response: The EC/ECE faculty will continue to make revisions of assessment plans and reports to address these concerns. Additionally, the EC/ECE faculty will indicate where the base material for learning outcomes are introduced, developed, and then mastered.</i></p>	Completed July 1, 2014
<p><b>D. Support:</b> Administrative Assistant indicates difficulty balancing demands from work and outside demands. <i>Response: The Department Chair will continue to make reasonable attempts to be accommodating in flexible scheduling and planning to meet outside demands. University resources will continue to be offered to all faculty and staff.</i></p>	Currently provided; ongoing

**Appendix B**

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

<b>Faculty</b>	
Headcount	
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	
Full-time Tenured	3
Full-time Non-Tenured (includes tenure-track)	8
Part-time	1
With Master's Degrees	
Full-time Tenured	
Full-time Non-Tenured	
Part-time	6
With Bachelor's Degrees	
Full-time Tenured	
Full-time Non-tenured	
Part-time	1
Other	
Full-time Tenured	
Full-time Non-tenured	
Part-time	
<b>Total Headcount Faculty</b>	
Full-time Tenured	3
Full-time Non-tenured	8
Part-time	8

**Please respond to the following questions.**

- 1) Reflecting on this year's assessment(s), how does the evidence of student learning impact your faculty's confidence in the program being reviewed; how does that analysis change when compared with previous assessment evidence?

Upon reflecting on the evidence of student learning, we are confident that our programs are in a strong position for a program review or an accreditation review. The outcomes are at or above previous levels of performance.

Specifically for the Early Childhood/Early Childhood Education Program, the information derived from the assessment shows that university students are learning how to implement instructional programs as they pertain to guidance, developmental planning, respecting and supporting families, cooperative and collaborative teamwork, and ethical and considerate teaching practices. Additionally, this information indicates that the student teachers go beyond the minimal requirements and are consistently prepared for teaching, which is a strong complement to the EC and ECE majors. For the Family Studies program, students are demonstrating competencies in coursework and standardized exit exams in all areas except two. The areas of concern are Human Growth and Development and Family Law and Public Policy as measured by the exit exam. This will be an area of emphasis for improvement this coming year by adding emphasis in class assignments and learning activities.

- 2) With whom did you share the results of the year's assessment efforts?

Assessment results are shared with faculty and staff in the Department of Child and Family Studies as well as the Dean and Associate Dean of the Moyes College of Education.

- 3) Based on your program's assessment findings, what subsequent action will your program take?

We will further refine the assessment process and reflect on teaching and learning strategies. Continue to ensure that our courses, learning objectives, teaching strategies, measurement, and assessment align with national standards as outlined by the National Council on Family Relations and the National Association for the Education of Young Children. The Family Studies program will focus on teaching and learning strategies in the areas of Human Growth and Development and Family Law and Public Policy. Specifically, learning experiences and associated assignments will continue to be reviewed and revised to address these areas.

Results from these three assessments indicate that the EC/ECE Programs continued to prepare high-quality early childhood pre-service teachers. Despite the fact that the threshold to pass program assessments was raised from C to B-, students overall showed better performance in the Capstone Exam and Student Teacher Evaluation compared with results from the previous 2014-2015 Academic Year. The majority of students majoring in Early Childhood and Early Childhood Education were able to accomplish learning outcomes aligned with the NAEYC Standards for Early Childhood Professional Preparation: 1) promote child development and learning, 2) build family and community relationships, 3) use observation, documentation, and assessment to support young children and families, 4) use developmentally effective approaches, 5) use content knowledge to build meaningful curriculum, and 6) become an early childhood professional.

One area that the EC/ECE Programs will consider improving is the revision of some questions in the Capstone Exam, particularly Question 3 on theoretical interpretations of curriculum pre-assessment, planning, and evaluating instruction, and Question 6 on comparison of laws that pertain to special education. Student performance in these two questions have been difficult to predict, which might be explained by the problematic question setup and inconsistent expectations in rating. Another area for future program improvement is to incorporate the *Teacher Beliefs and Practices Survey* (TBPS) as an additional program assessment tool. During the 2015-2016 Academic Year, the EC/ECE committee decided to add TBPS to program assessment and collected data from students enrolled in CHF 2600 Introduction to Early Childhood Education (baseline) and CHF 4990A Seminar in Child Development (outcome). In this program assessment report, however, TBPS results are not included. The decision was made because: 1) there are not enough data within an academic year to show shifts of students' beliefs about developmentally appropriate early childhood teaching practice, and 2) there is not a meaningful way yet to align TBPS results with NAEYC Standards for Early Childhood Professional Preparation. This is something that the EC/ECE Committee needs to work on in the future.

Finally, a main goal for the EC/ECE Programs in the 2016-2017 Academic Year is to complete and submit two self-study reports for the NAEYC Early Childhood Higher Education Accreditations, one for the Early Childhood AAS program, and one for the BS programs in Early Childhood and Early Childhood Education. As part of the NAEYC Accreditation, site visit will take place in Fall 2017. It is anticipated that accreditation decisions will be made in Spring 2018.

Curriculum Map: Learning Objectives and Measures

Course #	Learning Outcome 1	Measures of Learning Outcome 1	Learning Outcome 2	Measures of Learning Outcome 2	Learning Outcome 3	Measures of Learning Outcome 3	Learning Outcome 4	Measures of Learning Outcome 4	Learning Outcome 5	Measures of Learning Outcome 5	Learning Outcome 6	Measures of Learning Outcome 6	Learning Outcome 7	Measures of Learning Outcome 7
CHF 1400 Marriage as an Interpersonal Process	A sound understanding of the development and maintenance of marriage and other interpersonal relationships	Textbook readings, class lecture notes, assigned articles, applied papers, applied assignments, examinations	An understanding of intimacy, love, romantic relationships, and mate selection in many forms and contexts;	Textbook readings, class lecture notes, mini videos, interventions, assigned articles, in-class activities, applied assignments, examinations	Skills pertaining to marriage and other close interpersonal relationships including communication skills, such as listening, empathy, self-disclosure, decision-making, problem-solving, and conflict resolution;	Textbook readings, class lecture notes, assigned articles, in-class activities, applied papers, applied assignments, examinations	The capacity to relate to others with concern, respect, sincerity, and responsibility;	Textbook readings, class lecture notes, assigned articles, in-class activities, applied assignments	The ability to analyze marriage and other interpersonal relationships using various theoretical perspectives;	Textbook readings, class lecture notes, mini videos, assigned articles, applied assignments, in-class activities, examinations	The ability to recognize developmental stages of romantic relationships;	Textbook readings, class lecture notes, applied assignments, examinations	A knowledge of the impacts of personality and communication styles on interpersonal relationships.	Textbook readings, class lecture notes, mini videos, assigned articles, applied papers, applied assignments, examinations
CHF SS1500 Human Development	Understand the impact and interrelationships of the biological and psychosocial developmental domains shaping the human experience across the lifespan.	Chapter quizzes, examinations, reflections	Know and apply the basic theories guiding the study of human development including psychoanalytic/psychosocial, cognitive/learning, systems, and humanistic theories.	Attendance, participation, in-class activities, chapter quizzes, online discussions, reflections, examinations	Develop and demonstrate higher-order cognitive processes of synthesis, analysis, and evaluation in regard to understanding developmental processes and applying this understanding to understanding problems and challenges relating to human development.	Attendance, participation, in-class activities, online discussions, out-of-class activities, reflections, examinations	Demonstrate the ability to use human development knowledge to understand the human experience in context across the lifespan to foster optimal development and quality of life in interpersonal and professional relationships.	Attendance, participation, in-class activities, online discussions, out-of-class activities, reflections, examinations	Understand the personal, family, school, community, and cultural influences on human development through analysis and application of research, theories, and concepts.	Attendance, participation, in-class activities, out-of-class activities, reflections, examinations	Develop an awareness of, and appreciation for, diversity including individual, family, community, national, and cultural.	Chapter quizzes, reflections, examinations		

Course #	Learning Outcome 1	Measures of Learning Outcome 1	Learning Outcome 2	Measures of Learning Outcome 2	Learning Outcome 3	Measures of Learning Outcome 3	Learning Outcome 4	Measures of Learning Outcome 4	Learning Outcome 5	Measures of Learning Outcome 5	Learning Outcome 6	Measures of Learning Outcome 6	Learning Outcome 7	Measures of Learning Outcome 7	Learning Outcome 8	Measures of Learning Outcome 8	Learning Outcome 9	Measures of Learning Outcome 9	Learning Outcome 10	Measures of Learning Outcome 10
CHF 2100 Family Resource Management	Ability to apply basic financial management tools and principles to personal situations.	Applied assignments	Ability to apply value clarification and goal setting strategies	Applied assignments	Ability to demonstrate a sense of self-direction as the result of choices that reflect personal values.	Discussions	Ability to effectively use organizational time management tools and strategies.	Applied assignments	Ability to evaluate individual thinking compared to elements of critical thinking and creative thinking.	Discussions	Ability to identify and apply standards to measure goal accomplishment	Discussions	Manage personal and family stress	In-class activities	Utilize decision making models	Applied assignments, in-class activities	Verbalize and apply appropriate environmental consumerism.	Discussions	Write personal and family mission statements	Applied assignments

Course #	Learning Outcome 1	Measures of Learning Outcome 1	Learning Outcome 2	Measures of Learning Outcome 2	Learning Outcome 3	Measures of Learning Outcome 3	Learning Outcome 4	Measures of Learning Outcome 4	Learning Outcome 5	Measures of Learning Outcome 5	Learning Outcome 6	Measures of Learning Outcome 6	Learning Outcome 7	Measures of Learning Outcome 7
CHF 2400 Family Relations	Observe, describe and assess interactional dynamics within family systems.	Applied papers, examinations	Demonstrate understanding of various systems theory concepts and related theoretical approaches.	Applied papers, examinations, applied assignments	Demonstrate a sound understanding of healthy family relationships, dynamics, and processes.	Examinations, in-class activities, applied assignments	Attain the knowledge and skills needed to recognize diverse family contexts, life cycle stages, and family stressors.	Examinations, in-class activities	Develop intervention strategies to help families be more effective and functional.	Examinations, in-class activity, applied assignment	Self differentiate, observe self, and apply skills and behavior changes to personal lives and relationships.	Examinations, applied assignments, applied papers		
CHF 2500 Development of the Child: Birth-8	To better understand how children develop through a study of their characteristics and needs;	Attendance, conference attendance, quizzes, observation reports, examinations	To learn about the major theoretical traditions that have a stated view on both typical and atypical growth and development of children;	Attendance, conference attendance, quizzes, observation reports, examinations	To articulate the range of factors that influence children in their developmental lives;	Attendance, conference attendance, quizzes, annotated bibliography, presentations, examinations	To appreciate and respect the range of influences on development exerted by cultural context, family, school and community;	Attendance, conference attendance, quizzes, annotated bibliography, presentations, examinations	To appreciate and respect the range of influences on development exerted by cultural context, family, school and community;	Attendance, conference attendance, annotated bibliography, presentations	To be better equipped to thoughtfully discuss some of the current issues and controversial positions held by various professionals in the field of child development;	Attendance, conference attendance, presentations, examinations	To gain an appreciation of the use of empirical methods to study child behavior and development.	Attendance, conference attendance, presentations, examinations
CHF 2570 Middle Childhood Development	Develop an understanding of how biology, psychology, and environment interact to influence children's behavior during middle childhood.	Attendance, quizzes, rationale & interview questions, interviews, presentation, book assessment, examinations	Gain an in-depth view of how various theories can be used to enable identification and analysis of children during this period in regards to patterns of growth, methods of learning, and influences on learning.	Attendance, quizzes, rationale & interview questions, interviews, presentations, book assessment, examinations	Analyze why certain behaviors occur during the developmental period.	Attendance, quizzes, rationale & interview questions, interviews, presentations, book assessment	Explain events that influence the child's psychology and, in turn, influence the child's self-esteem, self-concept, and sense of control.	Attendance, quizzes, rationale & interview questions, interviews, presentations, book assessment, examinations	Acquire a greater insight into the influence of family, school, peers, and media on the school-aged child's development.	Attendance, quizzes, rationale & interview questions, interviews, presentations, book assessment, examinations	Predict future behaviors that may occur based on this period of development and, in turn, understand how to shape and change behavior of children during this period.	Attendance, quizzes, rationale & interview questions, interviews, presentations, book assessment, examinations		

Course #	Learning Outcome 1	Measures of Learning Outcome 1	Learning Outcome 2	Measures of Learning Outcome 2	Learning Outcome 3	Measures of Learning Outcome 3	Learning Outcome 4	Measures of Learning Outcome 4	Learning Outcome 5	Measures of Learning Outcome 5	Learning Outcome 6	Measures of Learning Outcome 6
CHF 2600 Introduction to Early Childhood Education	1. You will learn the theoretical foundations of Developmentally Appropriate Practice (DAP) relating to effective instruction and guidance in children in early childhood (birth through age 8). You will also develop foundational knowledge about collaborating with families, colleagues, and other professionals in creating effective learning experiences for young children.	<i>Learning Differences.</i> Within the framework of Developmentally Appropriate Practices, you will develop foundational knowledge relating to individualizing instruction for children as well as develop a basic understanding of curriculum models and practices applied in early learning settings.	<i>Learning Environments.</i> You will develop a basic understanding of research and practices relating to establishing, maintaining, and evaluating classroom quality in early learning settings.	<i>Instructional Strategies.</i> You will develop a basic understanding of a variety of instructional strategies by exploring effective practices (DAP) relating to cultural sensitivity and modifying instruction for children with special needs in early learning settings.	<i>Leadership and Collaboration.</i> You will have an opportunity to advocate for quality early learning by researching an early learning topic in collaboration with a learning team.	<i>Professional and Ethical Behavior.</i> You will develop a foundational understanding of early education as a profession by exploring historical figures and events that have shaped the early learning field. You will also develop a foundational understanding of ethical issues relating to effective guidance and instruction in early learning settings.						
CHF 2610 Guidance Based on Developmental Theory	To apply knowledge of the theoretical and philosophical foundations of child guidance in a developmentally appropriate way.	Attendance, research summaries, poster presentations, lab attendance, lab evaluation, logs, quizzes	To demonstrate knowledge and skill in establishing a trust relationship with children and adults in early care and education settings.	Attendance, research summaries, poster presentations, lab attendance, lab evaluation, logs, quizzes	To demonstrate knowledge of professional responsibilities in working with children and adults in early care and education settings.	Attendance, research summaries, poster presentations, lab attendance, lab evaluation, logs, quizzes	To use developmentally appropriate guidance methods to create a healthy, respectful, supportive, and challenging learning environment for young children.	Lab attendance, lab evaluation, logs	To use developmentally appropriate guidance methods in groups and with individuals to promote children's healthy development.	Lab attendance, lab evaluation, logs	To understand the influence of the sociocultural context including family, schools, community, and society on children's behavior.	Attendance, research summaries, poster presentations, lab attendance, lab evaluation, logs, quizzes

Course #	Learning Outcome 1	Measures of Learning Outcome 1	Learning Outcome 2	Measures of Learning Outcome 2	Learning Outcome 3	Measures of Learning Outcome 3	Learning Outcome 4	Measures of Learning Outcome 4	Learning Outcome 5	Measures of Learning Outcome 5	Learning Outcome 6	Measures of Learning Outcome 6	Learning Outcome 7	Measures of Learning Outcome 7
CHF 2620 Planning Creative Experiences for Young Children	Identify the role of curriculum planning in early childhood education programs (NAEYC Sub-Standards 4a, 5b; UPTLO 1, 2, 3, 7).	Attendance, preparation, participation, examinations, teaching and learning philosophy	Identify goals and objectives appropriate for 2-6 year olds (NAEYC Sub-Standards 1a, b, c, 3a; UPTLO 1, 6).	Attendance, preparation, participation, online lab observation discussions, examinations, lesson plans with implementations and evaluations, teaching and learning philosophy	Observe young children, assess the learning environment, and recognize developmentally appropriate activities in early childhood educational settings (NAEYC Sub-Standard 3c, d; UPTLO 1, 5).	Lab experience, online lab observation discussions, webbing assignment, teaching and learning philosophy	Compare and contrast techniques for planning appropriate learning experiences for individuals and groups of young children by developing curriculum plans (NAEYC Sub-Standards 1c, 4a, b, c, d; UPTLO 2, 6, 7, 8).	Attendance, preparation, participation, online lab observation discussions, webbing assignment, examinations, teaching and learning philosophy	Plan, prepare, set-up, and evaluate developmentally appropriate curriculum activities (NAEYC Sub-Standard 5a, b, c; UPTLO 1, 2, 3, 6, 7)	Lab experience, lesson plans with implementations and evaluations, teaching and learning philosophy	Apply the concepts and theories of curriculum development by developing an appropriate curriculum for an early childhood education program with clear goals and planned objectives that follow the NAEYC standards (NAEYC Sub-Standards 1a, b, c, 5c; UPTLO 1, 2, 3, 6, 7)	Online lab observation discussions, examinations, lesson plans with implementations and evaluations, teaching and learning philosophy	Develop skills of research in order to continuously inform curriculum decisions and teaching responses (NAEYC Sub-Standards 5c; UPTLO 9)	Empirical article poster presentation, teaching and learning philosophy



Course #	Learning Outcome 1	Measures of Learning Outcome 1	Learning Outcome 2	Measures of Learning Outcome 2	Learning Outcome 3	Measures of Learning Outcome 3	Learning Outcome 4	Measures of Learning Outcome 4	Learning Outcome 5	Measures of Learning Outcome 5	Learning Outcome 6	Measures of Learning Outcome 6	Learning Outcome 7	Measures of Learning Outcome 7	Learning Outcome 8	Measures of Learning Outcome 8	Learning Outcome 9	Measures of Learning Outcome 9
CHF 2860 Practicum	Demonstrate professionalism in working with children, families, and early childhood professionals	Individualized Goals and Objectives	Apply early childhood theory, research, and practice in the professional community environment	Individualized Goals and Objectives	Describe and use strategies that meet the needs of diverse populations	Individualized Goals and Objectives	Develop, implement, and evaluate professional goals and objectives through developing and carrying out a professional development plan	CHF 2860 Practicum - CRN 24599 - Ogden - Qiu	Demonstrate professionalism in working with children, families, and early childhood professionals	Individualized Goals and Objectives	Apply early childhood theory, research, and practice in the professional community environment							
CHF 2990A Seminar in Child Development	Synthesize and articulate a knowledge base in child development to guide the creation of best learning environments for young children.	Comprehensive exam; quizzes; portfolio	Synthesize and articulate important principles and concepts from child development theories, Developmentally Appropriate Practice, NAEYC Code of Ethical Conduct, and other best practices as they pertain to the teacher's relationships and interactions with children, families, and communities.	Comprehensive exam; quizzes; portfolio	Synthesize and articulate the importance of observation, documentation, and other forms of assessment in early childhood teaching practices	Comprehensive exam; quizzes; portfolio	Synthesize and articulate the use of developmentally appropriate approaches and content knowledge to build the curriculum of an early care and education program	Comprehensive exam; quizzes; portfolio	Prepare to become a professional in the early childhood field.	Comprehensive exam; quizzes								
CHF 3150 Consumer Rights & Responsibilities	Ability to apply a system of evaluation to new, technologically advanced, unproven product	Applied assignments	Ability to apply basic financial management tools and principles.	Applied assignments	Ability to demonstrate a sense of self-direction as the result of choices that reflect personal values.	Applied assignments	Ability to demonstrate the application of consumer skill in a marketplace choice.	Applied assignments	Ability to identify sources of assistance to consumers.	Applied assignments	Utilize decision making models.	Applied assignments	Verbalize and apply appropriate environmental consumerism.	Quizzes				

CHF 3350 DV Diverse Families	Demonstrate an understanding of multiple variations of family systems and processes in the U.S.	Exams, Quizzes, Discussion Posts, Research Review Paper, Classroom Participation	Demonstrate an understanding of cultural influences on various groups in the United States.	Exams, Quizzes, Discussion Posts, Research Review Paper, Classroom participation	Demonstrate an understanding and appreciation of diversity in a global society.	Discussion Posts, Research Review Paper, Classroom Participation	Demonstrate an understanding of the historical influences on various ethnic and cultural groups in the United States.	Exams, Quizzes, Discussion Posts, Research Review Paper, Classroom Discussion	Demonstrate an understanding of best practices of family life education with diverse populations.	Exams, Quizzes, Discussion Posts, Research Review Paper, Classroom Discussion						
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CHF 3450 Adult Development	Demonstrate an understanding of the major events that occur during the period of development after adolescence.	Lectures, supplemental videos	Be able to demonstrate understanding of the life-cycle and developmental perspectives as they relate to adult development	Lectures, supplemental videos, supplemental readings, applied papers, examinations	Be able to identify and describe major influences on life in late adulthood and aging populations.	Lectures, supplemental videos, supplemental readings, applied papers, presentations, in-class activities, examinations	Accurately describe, recognize, apply and integrate major trends and research in adult development	Lectures, supplemental videos, supplemental readings, applied papers, presentations, in-class activities, examinations	Recognize, define, accurately apply, and think critically about key terms and concepts in adult development	Lectures, supplemental videos, supplemental readings, applied papers, examinations	Recognize changes in adult development and the implications of those changes throughout the life span	Lectures, supplemental videos, supplemental readings, applied papers, presentations, in-class activities, examinations						
CHF 3500 Children at Risk	Gain knowledge of the current professional definition of "at-risk"	Supplemental readings, lectures, assessment projects, examinations, in-class discussions	Increase knowledge of the contemporary definitions and assessment strategies use in the assessment of children who are, or who have the potential of becoming, "at-risk"	Supplemental readings, assessment project, resource critique, lectures, examinations, discussions	Understand the contemporary rationale and evidence, including laws, used in the support of early intervention programs oriented toward children who either have been assessed or who are at risk for becoming developmentally delayed	Supplemental readings, in-class discussions, examinations, lectures	Analyze how specific biological, environmental, and psychological circumstances affect the development and learning of young children	Examinations, supplemental readings, discussions, lectures	Become aware of the signs and symptoms of young children who are in emotional, psychological, and behavioral distress	Supplemental readings, discussions, examinations, lectures	Describe IEP and IFSPs in treating children at risk	Supplemental readings, discussions, examinations	Identify community and professional sources, resources, and strategies commonly employed in relation to referring or obtaining services for children who are at risk; including inclusionary programs	Supplemental readings, lectures, examinations, discussions	Skill development in relation to the observation, assessment, and intervention plan construction of children and families of children who are potentially at risk	Supplemental readings, assessment project, lectures, examinations	Recognize how and when to make a referral	Supplemental readings, lectures, discussions, examinations

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CHF 3640 Working with Parents	To help students analysis the historical, philosophical and theoretical framework for home-school relationships NAEYC Sub-standard 2a, c; UPTLO 1, 2).	Discussions, supplemental readings, quizzes, keynote	To support students in the development of techniques and skills to establish and maintain positive collaborative relationships with families NAEYC Sub-Standards 2a, b, c;6e; UPTLO 1, 2, 9,10).	Discussions, supplemental readings, quizzes, applied assignments	To help students respect parents' choices and goals for children and communicate thoughtfully and effectively with parents (NAEYC Sub-Standards 2b, c; UPTLO 1, 9, 10).	Interview, discussions, quizzes, applied assignments	To acquaint students with factors that make school-home relationships challenging (NAEYC Sub-Standards 2b, c; 6a, b; UPTLO 9, 10).	Presentations, interview, discussions, supplemental readings, quizzes	To familiarize students with programs, philosophies, and research that will assist them in formulating their own personal philosophy of home-school relationships (NAEYC Sub-Standards 2a, b, c; 6e; UPTLO 9, 10).	Discussions, supplemental readings, quizzes, applied assignments, keynote				
CHF 3650 Family Processes	Strengths and Weaknesses. Understand family strengths and weaknesses and how families relate to each other, including being able to recognize and define healthy and unhealthy family and relationship characteristic.	Examination, applied paper	Developmental Stages. Be able to recognize the Developmental Stages of families and relationships.	Examination	Systems Perspective. Understand and assess family dynamics from a systems perspective.	Examination, applied papers	Therapy and Theoretical Models. Analyze families and interpersonal relationships using various theoretical models and perspectives, including families under normal stresses, families in crisis, and families with special needs.	Examination, presentation	Interventions. Develop and implement relationship enhancement and enrichment strategies that help families function effectively, including effective communication , problem solving and conflict management strategies.	Applied papers				

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CHF 3850 Current Research Methods	Students in this class will develop a foundational understanding and skill set for child and family theory construction. In essence, you will be constructing theories in this class.	Examinations, quizzes, applied papers	The student will develop an understanding of the processes of research methodology, epistemology, and family and child research methods in general.	Examinations, applied papers	The student will become aware of how data is collected, analyzed, and presented in a journal/research document.	Examinations, applied papers, presentations	Each student should develop the ability to read and critically evaluate the current findings in research.	Examinations, applied papers, presentations	Each student will actively participate in the research process by the completion of a team research project that will include a brief review of the literature, hypotheses development, measurement, coding and analysis of data,	Examinations, applied papers, presentations				
CHF 4130 Language & Literacy in EC?ECE	Create developmentally appropriate and challenging learning experiences based on individual student's strengths, interests, and needs	Readings, observation/group discussions, parent newsletter	Designs, adapts, and delivers instruction to address each students' diverse learning strengths and needs	Readings, group discussions, and literacy case study	Encourage students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts	Readings, group discussions, literacy unit plan, and exams	Engage students in applying methods of inquiry and standards of evidence of the discipline	Readings, journal reviews	Design instruction based on approved content standards and research	Readings, literacy unit plan	Adjust assessment methods and make appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals	Exams, group discussions	Documents student progress and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways	Exams, parent newsletter
CHF 4300 Latino Child and Family Development	Understand the cultural influences of Latino culture on children and families.	Quizzes, Examinations, Assignments, Research Review Paper	Understand the family process dynamics that are common within the Latino culture.	Quizzes, Examinations, Assignments, Research Review Paper	Understand the unique cultural influences on child development within the Latino culture.	Quizzes, Examinations, Assignments, Research Review Paper	Understand and deconstruct stereotypes associated with individuals within the Latino culture.	Quizzes, Examinations, Assignments, Research Review Paper	Understand the demographic aspects of Latino populations.	Quizzes, Examinations, Assignments, Research Review Paper	Understand of the diversity <i>within</i> the Latino culture.	Quizzes, Examinations, Assignments, Research Review Paper		
CHF 4400 The Family in Stress	Students will understand basic stress principles and be able to apply them to life situations.	Textbook readings, class lecture notes, mini videos, assigned articles, applied assignments (labs), examinations	Students will be familiar with current research findings on stress and the effects of stress.	Textbook readings, class lecture notes, assigned articles, applied assignments (labs), examinations	Students will be able to identify stress symptoms, types of stress, and potential sources of stress in individuals and families.	Textbook readings, class lecture notes, mini videos, assigned articles, applied assignments (labs), examinations	Students will complete assigned exercises including reaction statements to demonstrate their ability to recognize and manage personal stress in life situations.	Applied assignments (labs)	Students will recognize the importance of cultural values and beliefs in understanding why various families, couples, and individuals cope differently with the same event or situation.	Textbook readings, class lecture notes, mini videos, assigned articles, applied assignments (labs), examinations	Students will demonstrate a deeper understanding of the complexity of balancing diverse family members needs (e.g. gender and generation) in helping people to manage stressful events and situations.	Textbook readings, class lecture notes, mini videos, assigned articles, applied assignments (labs), examinations		

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CHF 4550 Child/Families in Medical Setting	The ability to develop and evaluate Child Life services.	Discussion posts, exams, presentations, research assignments, case studies	Gain an understanding both of the role of a Child Life Specialist, and the spectrum/scope of Child Life practice in direct and non-direct services in pediatric health care.	Discussion posts, exams, presentations, research assignments, case studies, therapeutic interventions	Understand and explore the impact of illness, injury, and health care on patients and families (including siblings).	Discussion posts, exams, presentations, research assignments, case studies, therapeutic interventions	Understand and relate developmental milestones and theory to Child Life practices.	Discussion posts, exams, presentations, research assignments, case studies, therapeutic interventions	Learn and understand the key principles of patient and family-centered care, including principles of respect and dignity, information sharing, supporting participation in care, and collaboration in relationship to Child Life practice.	Discussion posts, exams, presentations, research assignments, case studies, therapeutic interventions	Have opportunities to examine play in all its forms. Including the elements and benefits of it, as well as various therapeutic play modalities for the clinical setting.	Discussion posts, exams, presentations, research assignments, case studies, therapeutic interventions		
CHF 4500 Comparative of Child and Adolescent Development	Demonstrate an understanding of patterns and influences on developmental trajectories and outcomes.	Classroom Participation, Quizzes, Exams, Tutoring Experiences, Prevention Program Paper	Demonstrate an understanding of risk and protective factors influencing adolescent and emerging adult development.	Classroom Participation, Quizzes, Exams, Tutoring Experiences, Prevention Program Paper	Develop an understanding of contemporary trends and issues facing adolescents and emerging adults.	Classroom Participation, Quizzes, Exams, Tutoring Experiences, Prevention Program Paper	Learn and understand the key principles of patient and family-centered care, including principles of respect and dignity, information sharing, supporting participation in care, and collaboration in relationship to child life practice.	Classroom Participation, Quizzes, Exams, Tutoring Experiences, Prevention Program Paper	Develop an understanding of contextual influences on adolescent and emerging adult development such as culture, ethnicity, and socioeconomic influences.	Classroom Participation, Quizzes, Exams, Tutoring Experiences, Prevention Program Paper	Develop an understanding of best practices in prevention and intervention programming for at-risk adolescents and emerging adults.			

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CHF 4650 Family Life Education Methods	The Field of Family Life Education – Develop an understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational programs.	Supplemental readings, applied papers	The Model of Change -- Thoroughly learn and understand the Model of Change -- a theoretical paradigm for designing educational experiences and workshops.	Examinations	Design a Workshop -- Apply the Model of Change by designing and presenting a two-session workshop experience to a group in the community. Students will employ a variety of educational techniques in the presentation of a family life education program. These workshops will focus on Family Relations type of topics and skills.	Workshop packet, presentation, applied papers	Evaluation -- Be able to evaluate family life education materials, student progress towards outcome goal behaviors, and overall program effectiveness.	Workshop packet, pre/post-test design, applied papers, reports	Community Awareness -- Demonstrate a sensitivity to diversity and community needs, concerns, values and interests.	Applied papers, assessments	Teaching Methods -- Expand their repertoire of teaching strategies and lead the class through one, self selected educational experience.	Presentations		
CHF 4660 Advanced Skills for Family Life Educators	Demonstrate the skills to successfully implement and evaluate specific FLE programs.	Session Presentations, Summary of Community Sessions, Fact Sheets	Demonstrate a variety of educational techniques in the presentation of FLE programs	Session Presentations, Weekly Diary	Show the Observational Skills to track communication styles in teaching environment.	Completion of Observations	Display the sensitivity to and awareness of clients and communities served by Family Life Educators.	Completion of Observations, Weekly Diary, Community Program Debriefing Presentation	Adapt the ability to effectively interact with FLE clients on an interpersonal level.	Summary of Community Sessions, Community Program Debriefing Presentation	Demonstrate the ability to establish & maintain appropriate personal & professional boundaries	Weekly Diary, Session Presentations, Completion of Observations	Develop and provide culturally competent education.	Weekly Diary, Community Program Debriefing Presentation
CHF 4710 Advanced Guidance and Planning	Demonstrate an applied theoretical knowledge of child development and learning (NAEYC 1, 4, 5; UETS 1, 2, 4)	Textbook readings, article readings, class lectures, discussions, lab participation/student teaching, lesson plans, examinations	Use Developmentally Appropriate Practice to guide teaching to engage and support all students in learning (NAEYC 1, 2, 3, 4, 5, 6; UETS 1, 2, 3, 4, 5, 6, 7)	Textbook readings, article readings, class lectures, discussions, lab participation/student teaching, lesson plans, examinations	Enhance skills in creating and maintaining a positive classroom environment through practice (NAEYC 1, 4; UETS 2, 3).	Discussions, lesson plans, lab participation/student teaching	Develop an increased ability in classroom instruction for young children (NAEYC 4,5; UETS 2, 3, 6, 7)	Textbook readings, article readings, class lectures, discussions, lab participation/student teaching, lesson plans, assessment assignment	Plan curriculum and design instruction to enhance student learning (NAEYC 1, 2, 3, 5; UETS 4, 6, 7)	Lesson plans, lab participation/student teaching, assessment assignment	Assess and evaluate student learning through observation and reflection (NAEYC 3, 4, 6; UETS 5, 8)	Reflection logs, lab participation/student teaching, assessment assignment	Demonstrate the range of professional responsibilities as part of teaching to support student learning (NAEYC 2, 6; UETS 8, 9, 10)	Lab participation/student teaching, assessment assignment, teaching & learning philosophy



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CHF 4711 Advanced Guidance & Planning for TED	To understand children's development in multiple domains and use the knowledge to plan and implement instructional activities to meet the needs of individual children	Supplemental reading, lesson plan, discussions	To create environments that will support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self motivation	Supplemental readings, discussions, examinations	To use multiple methods of assessment to engage learners in their growth, monitor learner progress, guide planning and instruction, and determine whether the learning outcomes have been met.	Supplemental readings, presentations, lesson plan, discussions	To plan instruction to support learning goals by drawing upon knowledge of content areas, standards, and recommended practices	Lesson plan, examinations	To use various instructional strategies to ensure that all learners develop understanding of content areas and their connections, and build skills to extend knowledge in meaningful ways.	Discussions, lesson plan, examinations	To learn and demonstrate the highest standard of legal, moral, and ethical conduct	Discussions, examinations, lecture		
CHF 4720 Student Teaching in the Children's School	Demonstrate an applied theoretical knowledge of child development and learning (NAEYC 1, 4, 5; UETS 1, 2, 4)	Textbook readings, article readings, class lectures, discussions, lab participation/student teaching, lesson plans, examinations	Use Developmentally Appropriate Practice to guide teaching to engage and support all students in learning (NAEYC 1, 2, 3, 4, 5, 6; UETS 1, 2, 3, 4, 5, 6, 7)	Textbook readings, article readings, class lectures, discussions, lab participation/student teaching, lesson plans, examinations	Enhance skills in creating and maintaining a positive classroom environment through practice (NAEYC 1, 4; UETS 2, 3)	Discussions, lesson plans, lab participation/student teaching	Develop an increased ability in classroom instruction for young children (NAEYC 4,5; UETS 2, 3, 6, 7)	Textbook readings, article readings, class lectures, discussions, lab participation/student teaching, lesson plans, assessment assignment	Plan curriculum and design instruction to enhance student learning (NAEYC 1, 2, 3, 5; UETS 4, 6, 7)	Lesson plans, lab participation/student teaching, assessment assignment	Assess and evaluate student learning through observation and reflection (NAEYC 3, 4, 6; UETS 5, 8)	Reflection logs, lab participation/student teaching, assessment assignment	Demonstrate the range of professional responsibilities as part of teaching to support student learning (NAEYC 2, 6; UETS 8, 9, 10)	Lab participation/student teaching, assessment assignment, teaching & learning philosophy



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CHF 4890 Cooperative Work Experience	Demonstrate professionalism in working with children, families, and early childhood professionals.	Portfolio and evaluations	Apply early childhood theory, research, and practice in the professional community environment.	Portfolio and evaluations	Describe and use strategies that meet the needs of diverse populations.	Portfolio and evaluations	Develop, implement, and evaluate professional goals and objectives through developing and carrying out a professional development plan.	Portfolio and evaluations						
CHF 4860 CEL Practicum	Volunteer at an approved community agency and document the required hours.	Service project	Demonstrate knowledge of the operational and administrative procedures of a community agency	Brochure	Perform responsibilities appropriate to the professional role and use professional skills (organizational skills, human relations skills, teaching skills, writing skills, evaluation skills, advocacy skills, etc.) in direct and indirect involvement with clients to the satisfaction of the site supervisor	Evaluation	Share individual learning experiences in an oral presentation	Reflections	Document and reflect upon required experiences in a Document Folder which includes a reflection journal;	Journals, applied papers	Support WSU Center for Community Engaged Learning goals by registering with and reporting volunteer hours to the WSU Center for Community Engaged Learning, Shepherd Union Building #327 (801-626-7737).	Weber Sync documentation		
CHF 4990A Seminar in Child Development	Explain important principles and concepts from major child development theories (e.g., Erikson, learning theories, Piaget, Vygotsky, and Bronfenbrenner) and differences between constructivist and behaviorist approaches as they pertain to the curriculum of an early care and education program and the teacher's interaction with children and parents	Quizzes, examinations	Describe the importance of play and use developmental theories to support the positive influence of play in the development of the child	Quizzes, examinations	Combine child development theories and Developmentally Appropriate Practice to an early childhood classroom setting	Quizzes, examinations	Articulate a philosophy of guidance by including a theoretical basis, personal goals of guidance, components of a trust relationship, and strategies of guidance appropriate for working with young children	Quizzes, examinations	Distinguish the differences between IDEA and Section 504 regarding their purposes, target populations, services, and procedures	Quizzes, examinations	Use the Epstein Model to prescribe strategies for family involvement and their intended outcomes	Examinations	Describe the purpose and major principles of the NAEYC Code of Ethical Conduct and apply these principles to an early childhood setting	Quizzes, examinations
CHF 4990B Senior Seminar in Child Development	Students will become familiar with the details and implications of Family Law and Public Policy.	Examinations, concept map, applied papers, in-class activities	Students will learn the NCFR guidelines for application of a CFLE.	Examinations, in-class activities, portfolio	You will develop an understanding of topics/issues currently impacting the field of Family Studies by participating in an in-class presentation of an NCFR Standard.	Examinations, in-class activities, portfolio	You will become knowledgeable of career options for CFLEs.	Examinations, in-class activities, database project, resume/cover letter project	You will learn the components of grant writing and produce a mock grant.	Grant-writing project, in-class activities	You will develop a résumé or curriculum vita for use in either a career, graduate school, or for the NCFR Honor Student Recognition.	Resume/Cover letter project, in-class activities	You will complete the program portfolio containing artifacts and reflections on all 11 content areas.	Portfolio, in-class activities

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CHF 2990B Seminar in Family Studies	Formation of social attitudes and values	Mission statement, applied papers, applied assignments, discussions	Recognizing and respecting the diversity of values and complexity of value choice in a pluralistic society;	Applied assignments, discussions	Examining value systems and ideologies systematically and objectively	Discussions, applied assignments, supplemental readings	Understanding social consequences of value choices	Discussions, applied assignments, supplemental readings, applied papers	Recognizing the ethical implications of social and technological changes	Discussions, applied assignments, supplemental readings	Students will participate in community engaged learning opportunities to become aware of local organizations that serve the diverse families of Utah.	Service project, presentations, applied assignments	Demonstrate professional attitudes, values, behaviors, and responsibilities to clients, colleagues, & the broader community that is reflective of professional standards and practices;	Mission statement, discussions, interview, presentation	Evaluate, differentiate, and apply diverse approaches to ethical issues and dilemmas	Supplemental readings, applied papers	Identify and apply appropriate strategies to deal with conflicting values	Supplemental readings, applied papers	Become aware of local organizations that assist families and the professional resources required to work for such organizations	Service project, learning project

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CHF 3550 Parenting Education	Relationship of parenting in the behavior/development of the child	Lectures, applied papers, discussions, case study, examinations	Nature of participation in the parent-child dyad, and in the family system as a whole	Lectures, applied papers, discussions, case study, examinations	Knowledge of some of the basic contemporary child-rearing and child guidance strategies/models with their outcomes relative to the child's growth and development.	Lectures, applied papers, discussions, case study, examinations	Knowledge and evidence regarding some of the positive and negative psychosocial outcomes currently associated with parenting behaviors	Lectures, applied papers, discussions, case study, examinations	Developmental characteristics of children	Lectures, applied papers, discussions, case study, examinations	Parenting roles over the lifespan in relation to developmental characteristics, cultural values, and other contexts.	Lectures, applied papers, discussions, case study, examinations	Critical thinking, problem solving, and evaluation skills.	Applied papers, discussions, case study, examinations	Students group work and interpersonal relational skills	Case study, discussions	Research, technical writing, and group presentation skills.	Case study, applied papers, discussions	Application of knowledge of parenting in "real life" settings.	Case study, applied papers	Analysis of family systems and the potential effect of implementing specific change strategies.	Case study	Antecedent of value formation	Lectures, discussions, examinations	Social and personal consequences of value choices.	Lectures, discussions	Ethics of professional practice.	Lectures, discussions