

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment
 Bachelor of Arts Degree
 Child Development & Family Studies
 2012-2013

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
<p>MISSION STATEMENT: The mission of the Child Development and Family Studies program is to provide necessary preparation for early childhood educators who wish to advance their professional knowledge and career opportunities with specialized study in:</p> <ul style="list-style-type: none"> • Administration • Infant and Toddler • Curriculum and Teaching • Family Support <p>GOAL STATEMENT: The goal of this cross-regionally delivered program is to support both rural and urban students through flexible course delivery methods. Though not a mandatory step for completion, it was designed to easily extend on the Early Childhood Education AAS degree.</p> <p>Terms; National Association for the Education of Young Children (NAEYC)</p> <p>Child Development and Family Studies (CDFS)</p> <p>Early Childhood (EC)</p>	<p>Successful CDFS students will demonstrate the ability to apply knowledge, analyze, synthesize and evaluate in each of the following NAEYC initial licensure standards.</p> <p>There are six core standards. Each standard describes in a few sentences what well-prepared teachers should know and be able to do. It is important to note, then, that the standard is not just that candidates know something “about” child development and learning – the expectations are more specific and complex than that.</p> <p>A seventh programmatic standard describes requirements for early childhood field experience and clinical practice.</p> <ul style="list-style-type: none"> • Standard 1: Promoting child development and learning. Students are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs and of the multiple interacting influences on children’s development and learning to create environments that are healthy, respectful, supportive and challenging for each child. (NAEYC.2010.p • Standard 2: Building family and community relationships. Students understand that successful early childhood education depends on partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children’s development and 	<ol style="list-style-type: none"> 1. Field experiences “lab” 2. Individual class research papers or individual class projects; 3. Student self -reflection; 4. Quiz results; 5. Writing assessment from advanced undergrad writing intensives, such as ECE 304W, ECE 306W, ECE 420W and ECE 445W; 6. Oral assessment from advanced undergrad oral intensive, such as ECE 342O; 7. Final project work completed during ECE 471, and 472, or 473; capstone courses. 8. Shared observations of students involved in clinical practices 471 and 472 developed through onsite video. 9. Individual student 	<p>Students will be assessed by university faculty and student self reflection upon completion of all class and on-site assignments.</p> <p>Additional assessment by site- supervisors, and/or peers, upon completion of all class and on-site assignments.</p> <p>Assignments within classes will be assessed using rubrics. The format each assessment rubric will be determined by the product, process or NAEYC standard being evaluated and will be designed by the instructor of the specific course being taught.</p> <p>Faculty and on-site supervisors will correspond regularly to assess the progress of each individual student’s coursework and classroom practices within the CDFS program supporting students enrolled in the ECE 471, 472 and 473 capstone courses.</p> <p>University faculty visit EC programs while students are involved in their ECE 471, 472, and 473 capstone courses a minimum of once—for a formally scheduled observation when travel to program is possible due to funding.</p>

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	<p>learning.</p> <ul style="list-style-type: none"> • Standard 3: Observing, documenting, and assessing. Students understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child. • Standard 4: Using developmentally effective approaches to connect with children and families. Students understand that teaching and learning with young children is a complex enterprise, and it's details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Students know, understand and use a wide array of developmentally appropriate approaches, instructional • Standard 5: Using content knowledge to build meaningful curriculum Students are prepared to use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Students will understand the importance of developmental domains and academic (or content) disciplines in early childhood curricula. They know the essential 	<p>portfolios developed from papers, projects, reflections, field experiences and Clinical study work in ECE 480.</p>	
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concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for each child.

- **Standard 6: Becoming a professional**
Students identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.
- **Standard 7: Field or Clinical Practice**
Field experiences and clinical practice are planned so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – In at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 – 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

In addition the following program outcomes are included for all successful students:

- Students will display effective written communication skills for use in the EC environment.

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	<ul style="list-style-type: none">• Students will display effective oral communication skills for use in the EC environment; <p>Within the Administration Concentration:</p> <ul style="list-style-type: none">• Students will develop technical and business skills needed to understand financial aspects of managing an EC program.• Students will demonstrate skill in managing the personnel of EC programs. <p>Within the Family Support Concentration:</p> <ul style="list-style-type: none">• Students will be able to understand and comprehend family dynamics and roles;• Students will be able to analyze variations in family and kinship structures• Students will be able to evaluate dynamics and implications of child abuse and neglect for individuals and families in rural and urban Alaska.		
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